

**MENTAL HEALTH OF ELEMENTARY SCHOOL
TEACHERS IN AIZAWL CITY**

**Dissertation Submitted in Partial Fulfillment for Degree of Master of
Philosophy in Education**

Submitted by

LALCHAWIMAWII CHHANGTE

(Regn.No. MZU/M.Phil./413 of 26.05.2017)

Under the Supervision of

Dr. SWETA DVIVEDI

**DEPARTMENT OF EDUCATION
SCHOOL OF EDUCATION AND HUMANITIES
MIZORAM UNIVERSITY**

JULY 2018

DECLARATION

I, Lalchawimawii Chhangte, hereby declare that the subject matter of the dissertation entitled 'Mental Health of Elementary School Teachers in Aizawl City' is a record of work done by me; that the content of this dissertation did not form basis of the award of any previous degree to me, or to the best of my knowledge, to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/Institution.

This is being submitted to Mizoram University, Aizawl for the award of Master of Philosophy in Education.

Mizoram University

(LALCHAWIMAWII CHHANGTE)

Tanhril: Mizoram

Candidate

Date: ... July, 2018

(Prof. B.B MISHRA)

(Dr. SWETA DVIVEDI)

Head of Department

Supervisor



AIZAWL: MIZORAM- 796004

POST BOX NO – 190

Dr. SWETA DVIVEDI

Phone No. 8974303412(M)

Department of Education

Dated: ... July 2018

This is to certify that the work incorporated in this Dissertation entitled **Mental Health of Elementary School Teachers in Aizawl City** is a bonafied research work carried out by **Lalchawimawii Chhangte** under my supervision for her M.Phil. Degree and the same have not been submitted previously for any degree.

(Dr. SWETA DVIVEDI)

Assistant Professor, Department of Education

Mizoram University, Tanhril

ACKNOWLEDGEMENT

I would first like to express my sincere gratitude to my supervisor, Dr. Sweta Dvivedi for her continuous support during my research study and for her patience, motivation and inspiration. Her guidance and empathy kept me moving forward during my research and without her help I would never have completed writing this dissertation. I could not have imagined having a better supervisor for my research work.

I would also like to offer my special thanks to Mrs. Louise.V.L Rinsangi, Lecturer at DIET Kolasib for providing me necessary tools for data collection. I am deeply thankful to my fellow research scholars, especially to Ms. V.Vanlalruati for providing me necessary information and constantly helping me throughout the duration of my research work. My sincere gratitude is also extended to all the elementary schools I visited for their permission and co-operation during the data collection; they have made this research possible and a success.

I wish to acknowledge the support provided by my colleagues of Pangbalkawn Secondary School for their cooperation and patience that I received throughout my research work by relieving me of my duties at the times I needed; without which I would not be able to finish my dissertation.

I also express my very profound gratitude to my family for their unfailing support and continuous encouragement during my research work. This accomplishment would not have been possible without them.

Above all, I am thankful to the Almighty God for all the blessings he had bestowed upon me.

Dated:Aizawl

The July, 2018

(LALCHAWIMAWII CHHANGTE)

Department of Education

Mizoram University

CONTENTS		PAGE NO
List of Tables		i
List of Abbreviations Used		ii-iii
Preface		iv
Chapter I	INTRODUCTION	1-16
1.1	Background	1-2
1.2	Concept of Mental Health	2-3
1.3	Determinants of Mental Health	3-5
1.4	Need of Mental Health in Life	5-6
1.5	Mental Health and Teachers	5-8
1.6	Rationale of the Study	8-11
1.7	Statement of the Problem	11
1.8	Operational Definition of the Key Terms Used	11
1.9	Objectives of the Study	11
1.10	Research Hypotheses of the Study	11-14
1.11	Null Hypotheses of the Study	14-16
Chapter II	REVIEW OF RELATED STUDIES	17-29
2.1	Studies Conducted in India	17-25
2.2	Studies Conducted Abroad	25-28
2.3	Summary and Conclusion	28-29

Chapter III	METHODOLOGY	30- 36
3.1	The Research Design	30
3.2	Sources of Data	31
3.3	Population	31
3.4	Sample and Sampling Techniques	31-32
3.5	Tool and Techniques Used	33-35
3.6	Collection of Data	35
3.7	Scoring	36
3.8	Organization of Data	36
3.9	The Analysis of Data	36
Chapter IV	ANALYSIS AND INTERPRETATION OF DATA	37-60
Chapter V	SUMMARY, FINDINGS AND CONCLUSION	61-71
5.1	Mental Health	61-62
5.2	Need of the Study	62-65
5.3	Research Questions	65
5.4	Statement of the Problem	65
5.5	Operational Definition Keywords	65-66
5.6	Objectives	66
5.7	Methodology	66
5.8	Population	66
5.9	Sample and Sampling Technique	66-67

5.10	Tool of Data Collection	67
5.11	Scoring	67
5.12	Findings of the Study	67-69
5.13	Conclusion	69-70
5.14	Educational Implications	70-71
5.15	Suggestions for Further Research	71
5.16	Limitation of the Study	71
REFERENCES		i-vii
APPENDICES		

LIST OF TABLES

SL.No	Table No.	Title	Page No.
1.	3.1	Number of Elementary School Teachers Selected from various Stratum	32
2.	4.1	Mental Health of the Elementary School Teachers of Aizawl City	37
3.	4.2	Elementary School Teachers Scored below and above the Norm	39
4.	4.3	Mental Health of Male and Female Elementary School Teachers in Various Dimensions	41
5.	4.4	Comparison of Mental Health of Male and Female Elementary School Teachers	43-44
6.	4.5	Comparison of Mental Health of Male and Female Teachers Working in Government Elementary Schools	47-48
7.	4.6	Comparison of Mental Health of Male and Female Elementary School Teachers of Private Schools	50-51
8.	4.7	Comparison of the Mental Health of Government and Private Elementary School Teachers	54
9.	4.8	Comparison of Mental Health of Government and Private Elementary School Teachers	57-58

LIST OF ABBREVIATION USED

A	Agree
DF	Degree of Freedom
EI	Emotional Intelligence
EPQ-R	Eysenck's Personality Questionnaire – Revised
FGD	Focus Group Discussion
GHQ	General Health Questionnaire
Ho	Null Hypothesis
IBM	International Business Machine
JSQ	Job Satisfaction Questionnaire
MHC	Mental Health Checklist
MHI	Mental Health Index
MHS	Mental Health Scale (MHS)
MPI	Minnesota Personality Inventory
N	Total Number of Population/Sample

NGO	Non Governmental Organization
OSI	Occupational Stress Index
PAS	Performance Appraisal Scale
RCE	Rehabilitation Counselor Education
SA	Strongly Agree
SD	Disagree
SD	Strongly Disagree
SD	Standard Deviation
SEM	Standard Error of Mean
SPSS	Statistical Package for the Social Sciences
UD	Undecided
WHO	World Health Organization

PREFACE

These days there has been a significant increase in mental illness, which is causing serious problems at the national and international level also affects social and economical changes and industrial development. We live in the world of professional proficiency and everyone is threatened by increasing competitions which create pressures and lead to mental illnesses. Mental health an important aspect and a basic component of health individual's health which contributes to physical health as well as in the area of social effectiveness also. Education is an instrument and a pillar for better mental health of individuals because as one of its major goals is to train the minds of young children and adolescents. Teachers establish a solid foundation of a successful educational system. A mentally healthy and well-blended teacher plays a very important role in promoting the mental health of school children. In order to build up a sound mental health among the pupils, a teacher should have a sound mental health.

Keeping in mind the importance of teachers for promoting the mental health of school children; the investigator has undertaken a topic 'Mental Health of Elementary School Teachers in Aizawl City' to study the mental health status among the elementary school teachers in Aizawl city.

The study has been divided into five chapters in order to make possible systematic presentation. First chapter is an introduction chapter which begins with the background of the study. It also deals with the concept of mental health, rationale of the study, statement of the problem, operational definition of term used, objectives and hypothesis of the study. Second chapter is dedicated for review of related studies; findings of the research study conducted in related areas are presented. In the third chapter, the methodology and procedure adopted for the study has been discussed. Population and sample, tools for data collection, administration and scoring of data and statistical techniques for analysis of data have been presented in Chapter-III. Fourth chapter is devoted for the analysis and interpretation of data according to the research objectives. In the fifth chapter, the findings of the study, educational implications, conclusion, educational implications and suggestions have been presented and discussed.

Chapter – I

INTRODUCTION

1.1 Background:

A few centuries back, the mental patients were used to lock up in ‘madhouses’. Later on, they were given protection in ‘mental asylums’ far away from the annoyance of the society because society was neither ready to understand them nor wanted to tolerate their behaviour. , In the later years mental hospitals came to the scene as handling centers for the treatment of these patients. Today ‘mental health institutes’ are being established in order to provide a variety of services as care, treatment, and rehabilitation of the mentally ill people, and these institutes also organize programmes for the avoidance of the mental illness and promotion of mental health.

These days there has been a significant increase in mental illness, which is causing serious problems at the national level also affects social and economical changes and industrial development. Therefore, mental health problems have gained importance in national development programmes. The life of a person is closely related to society since their birth. Social and economic structure of society definitely influences the mental health of an individual. A man can adjust himself properly to his environment and make the best efforts for his family and society’s improvement and betterment. The greater the amount of successful adjustment, the greater will be the mental health of that individual and the lesser the mental health of an individual, the lesser the adjustment of that person will be. As a result, his conflicts and struggle for adjustment will increase. A healthy individual can interpret any new circumstances and get used to it to suit himself, or adapt himself to suit it. He maintains a healthy and generous attitude towards life. It can be presumed that the greater the degree of these attitudes and behavior models, the better the mental health of an individual. The adjustment in life is the matter of living with what we are and are not. It is also to respect the self of others.

Mental health is regarded as an important aspect of one’s total health position and it is one of the basic issues that contribute to the importance of physical health as well as social effectiveness. It is a normal state of well-being which leads to the relative quality of life. Baro

and Panda defines it as “a condition which is characteristic of the average person who meets the demands of life on the basis of his own capacities and limitations” (Baro and Panda, 2014).

1.2 Concept of Mental Health:

The term '*Mental Health*' consists of two words: The word 'mental' usually imply something more than purely cerebral functioning of a person. It includes one's emotional affective state. Similarly, 'health' refers to more than physical well-being. It also connotes the individual's intra-physic balance, the interaction of one's physic-structure with the external and social environment (Kaur, 2006)

In the present world of professional proficiency, everyone is facing a pressure which increases competitions and degraded conditions. Health is always one of the most important areas where the focus is crucial all the time. As a result, the idea of health has been extended beyond the proper functioning of the body; it comprises controlled emotions, a sound, and efficient mind. In simple words, it means that mind and body both are working efficiently and harmoniously (Kaur, 2006). Health is not only important, but essential for survival as a social living being. No part of human life is beyond the range of mental health. It includes every aspect and element of human personality and the individual's adjustment to own self, others and the environment. The main characteristic of mental health is to be able to adjust well in every situation of life. The mentally healthy person can adapt him or herself to every best and worst condition of life and environment

Mental health is concerned with the health of one's mind and its functioning in the same way as the physical health is concerned with the health of one's physical organs and their functioning. Mental health, in layman terms, is a level of psychological well-being, or an absence of a mental disorder. Mental health may include an individual's capability to enjoy life and create a balance between life activities and efforts to achieve psychological toughness. According to World Health Organization (WHO) mental health includes "subjective well-being, perceived self-efficacy, autonomy, competence, intergenerational dependence, and self-actualization of one's intellectual and emotional potential, among others"

According to Kornhauser (1965 as cited in Kumar, 2015) “Mental health includes those behaviors, perceptions, and feelings that determine a person’s overall level of personal effectiveness, success, happiness and excellence of functioning as a person. It depends on the development and retention of goals that is neither too high nor too low to permit realistic successful maintenance of belief in one’s self as a worthy, effective human being. Further, it is the condition in which the individual manifest through self-evaluation, adjustability, maturity, regular life, absence of extremism satisfactory social adjustment and satisfaction from his chief occupation.” The interpretation of mental health by Das (2008 as cited in Gorsy, Panwar & Kumar, 2015) is “Good mental health can be achieved by following the principle of mental hygiene, which is the science of the investigation and application of those measures that prevent mental disorder. Mental health is a way of living satisfactorily and effectively with other members of the society.”

1.3 Determinants of Mental Health:

The most important determinants of mental health are of three types which are social inclusion, freedom from discrimination and violence; and access to economic resources.

1.3.1 Social inclusion-

Social inclusion is essential for positive mental health. It means the sense of belongingness in the society, to live freely and take part in the community and also benefit equally from what the community has to offer. There are three elements of social inclusion. One element is our social connectedness. That means having informal relationships with people— family, friends, teachers, and youth workers, for instance. These social ties help a person to feel a sense of fit in the society and enhanced sense of purpose. Being socially isolated, on the other hand, can be destructive to mental health.

The second element is social capital. That means the resources presented to people and to society that are provided through social relationships and networks. It promotes a sense of neighborliness, mutual trust, shared values and cooperation amongst network members. Economic resources, like jobs for youth and community are another component of social capital. Strong, flexible communities tend to have a lot of social capital; they use these resources to

support their members. Civic engagement and participation is the third element of social inclusion. Civic engagement means getting involved, trying to deal with the issues the community faces or advocating for change. Civic engagement and participations help to build a strong relationship with others, increase social capital, with a feeling that they are making a difference in the community.

All three of the elements of social inclusion are possible to be found in communities where people truly respect and value one another and are committed to making sure that everyone can lead rich and full lives, despite factors such as sex, ethnic and racial background, physical and mental ability, sexual orientation, shape or size, and income level.

1.3.2 Freedom from discrimination and violence-

When a person have a feeling that he has a power over his life, he is more likely to experience positive mental health and well-being. Living in communities that value diversity and a type of communities where one feels physically protected help to promote good physical and mental health.

A stigma has been frequently the main reason that people face discrimination and violence. Stigma refers to the negative approaches and stereotypes held against a group of people. People often face stigma and discrimination because of their gender, sexual identity, ethnic or racial background, ability, or mental health status. Stigma and discrimination put the mental health and well-being of individuals and groups at risk, which makes it tough for people to feel a sense of control over their lives and to feel like they are at the right place.

1.3.3 Access to economic resources-

Access to economic resources like housing, education, employment, and income protects and supports mental health and well-being since it has an impact on social connectedness, a sense of competence and control as well as socioeconomic status. Not having access to economic resources can result in poverty and suffering, making it very difficult to afford decent housing, good food, clothing, transportation, and many other things which are needed to be healthy. Not being able to fulfill basic needs due to income inequality creates stress and impacts on mental

health. With full economic assistance, there is an opportunity that enhances the lives of the people and helps them to be socially included and connected.

1.4 Need of Mental Health in Life:

The emotional well-being is just as significant as physical health. Good mental health can improve the resilience to cope with whatever life throws at us and grows into well-rounded, matured persons. Mental health is needed for the following reasons:-

1.4.1 Mental Health Improves the Quality of Life-

When the human mind is free of depression, anxiety, excessive stress and worry, addictions, and other psychological problems, he is more able to live lives to the fullest. When a person is living with a peace of mind, then only he can adjust well in life.

1.4.2 Mental health strengthens and supports our ability to-

- have healthy connections with others
- make an excellent life choices
- uphold physical health and well-being
- handle the natural ups and downs of life
- appreciate and grow toward our potential

1.4.3 Mental health treatment reduces medical costs-

It is believed that when people receive appropriate mental health care, their use of medical services declines. People with untreated mental health problems visit a medical doctor twice as often as people who receive mental health care.

Excessive anxiety and stress can also contribute to physical problems such as heart disease, ulcers, and colitis. Anxiety and stress can also reduce the strength of the immune system, making people more helpless to conditions ranging from the common cold to cancer.

Psychological problems can also increase the likelihood that people will make poor behavioral choices which can contribute to medical problems. Smoking, excessive alcohol or drug use, poor eating habits, and reckless behavior can lead to severe physical problems and the requirement for medical services.

1.4.4 Mental Health is Good for Businesses-

A business is often beneficial when employees have good mental health. Mental health is associated with higher productivity, better performance, more reliable work attendance, and fewer workplace accidents. Employers can strengthen and safeguard their businesses by choosing employee health plans with strong mental health benefits.

By deducting the causes of productivity loss, absenteeism, and worker accidents, mental health services enhance a company's competence, productive capacity, and quality of goods and services.

1.5 Mental Health and Teachers:

In every educational programmes, a teacher holds an important position with many responsibilities. Certainly, the teacher is the greatest single determinant to suggest whether the school programme will be valuable to the mental health of children. Thus, a mentally healthy and well-blended teacher plays a very important role in promoting the mental health of school children. But, unless the teacher him/herself is not mentally healthy, free from fears, anxieties, and tensions, he cannot make his students' mentally healthy. In order to build up a sound mental health among the pupils, the teacher himself should maintain a sound mental health.

The teachers are often found maladjusted and unable to tackle their mental problems. This may be because of the nature demands for dealing with different children with different adjustment problems. The complex nature of the society can cause maladjustment in teachers who are to have maladjusted pupils, because the teachers' maladjustment may be reflected in their behaviour, which may, in turn, affect the pupils' adjustment. Thus, the good mental health of the teacher is important as the academic qualification. In their book named 'A book of Education for Beginners,' Bhatia and Bhatia (1990) pointed out some different factors that may affect the mental health of teachers -

i) *Low Social Status.* Though there is much lip service towards teaching career, there are times the society does not grant even a reasonably respected status of the teachers. The teacher does not get appropriate recognition in the society. His salary, as well as his status, is low. This creates the feelings of inadequacy in the teachers which affects adversely the mental health of the teachers.

ii) *Low Economic Status.* The salary scales of the teachers are quite low as compared to other occupations. Moreover, the possibility of promotion is awfully limited; for this reason, most of the teachers have no genuine interest in their profession. There are no incentives and becomes repetitive and dry. Their economic status does not let them participate in the general stream of a social lip. This gives rise to the feeling of annoyance; which damages the mental health of the teachers.

iii) *No Security of Service.* A large majority of the teachers work in private schools. In these schools, they have no security of the service, and as a result, the teacher loses the feeling of self-confidence and worthwhileness. They are constantly troubled by the fears of unemployment, and therefore, live under mental pressures and worries. They cannot convey what they think and therefore, become repressed personalities. This is extremely harmful to their mental health.

iv) *Heavy Workload.* The teachers in general have a very heavy work load. In the schools, the teachers usually have to take thirty periods per week. In addition to these regular periods, they have also to take extra periods, when some teachers are on the leave. Moreover, the organisation of co-curricular activities put added pressure on the teachers. The teachers have to do all these works under a feeling of stress and strain. This leaves no time to them for relaxation and amusement. All these factors together have very damaging effect on the mental health of the teachers.

v) *Working under Autocratic Headmasters.* Though it is favored that there should be an independent system of administration in the schools, in some schools the headmasters act as bosses, and their attitude towards the teachers is autocratic rather than democratic. Sometimes, the headmasters even scold the teachers in the presence of the student. This type of attitude is a great insult and detrimental to the self respect of the teachers. This injures their ego, leading to their ill-mental health.

vi) *Monotony of Work*. The teachers are expected to teach the same topics year after year, which make their work boring and monotonous. There are no challenging situations and there is no variety in work. The teacher keeps himself busy in preparing the students for the examination, and therefore, the joy of imparting knowledge is also missing. This kind of affairs is hardly conducive to the well-being and mental health of the teachers.

vii) *The Problem of Indiscipline*. In the school, it is the duty of the teachers to maintain discipline; but the causes of indiscipline are numerous. Most of them are beyond the control of the teachers. The whole atmosphere has become brutal. The students no longer pay due respect to the teachers. Under these situations, the teachers feel helpless and frustrated, and this keeps their minds disturb for most of the time. This results in their maladjustment and ill-mental health.

These are some of the important causes which are responsible for the impairment of mental health of the teachers. And if these problems faced by the teachers have not been resolved; it can also affect the teaching-learning process in the schools.

1.6 Rationale of the Study:

In today's world, public education is one of the main pillars of sustainable development, and every country assigns a significant deal of its national income to education. In fact, education is center of human society, and one of its major goals is to train capable young children and adolescents. Therefore, teachers establish a solid foundation of a successful educational system and to develop the teachers as solid foundation diagnosis of the factors is required which affect the performances of school teachers. There is a direct relationship between people's contentment with their jobs and their performances, and in turn that could have an effect on the performance of the human society in general.

Teaching is often said to be the finest profession among all the professions, so the teachers should understand that the work they are doing is the noblest and that they need not be feel shame, instead have the satisfaction and confidence in their worth and work. One of the most accepted teaching careers is working as an elementary education teacher. An elementary school teacher has the potential to positively influence both the children and parents they work with every day. Each country's future is in the hands of its teachers. The performances of teachers in any society are influenced by various factors which one of them is the teacher's mental health.

The importance of elementary school teacher in the educational process is unquestionable. This is because, that in the educational system, the elementary school teachers hold the key position and it is only through them that the final process of education takes place. The chief reason an elementary school teacher is crucial to each child is that for few children they are the first teacher, whom child comes in contact. If a teacher is mentally fit and is free from all types of stress and strain, he will teach effectively in the classroom. The wisdom of the teacher, knowledge, and management of the class will depend upon the level of his mental health.

At present, teachers are facing new challenges in education and to face these challenges, teachers are required to make more efforts. Apart from this, there are many expectations of the society for the teachers to carry out various roles, At times, to take up these obligations, the society demands to the teachers to perform various roles. In our present socio-cultural, economic and bureaucratic context; these demands are undefined, inconsistent and unattainable which create stress for the teachers. Teaching is more than an occupation and in order to teach effectively, the teacher must possess sound mental health. A mentally healthy teacher plays an important role in promoting the mental health of his/her students. If the mental health of the teacher is unsatisfactory, it will affect the mental health of the pupils, adversely. To conclude, teacher's mental health stands for his/her adjustment and motivation with which he/she performs well in the teaching profession. For teachers, mental health is the necessary condition to engage them effectively in their work, to get satisfaction, joy and pride in the activities and duties what they do, and to maintain healthy relationship with their colleagues.

There are some factors which can affect the mental health of teachers such as, type of management of the school, salary structure, job guarantee, educational level of the teacher, academic environment of the school etc. In most of the cases, teachers of private schools get less salary than teachers of government schools (Orlin, 2013) Heavy workload of teachers in the schools leaves no time for relaxation and recreation which is also be very damaging for the mental health of the teachers (Bhatia and Bhatia, 1990).

The occupational stress is creating a tedious situation among school teachers. Apart from teaching, they are also involved in other administrative or non-teaching activities and due to

involvement in other administrative activities teachers are facing excessive pressure of the work (Pokhrel, 2017). The workload of government school teachers are comparatively low than the private school teachers (Chughati and Parveen, 2015). But at the same time, government school teachers were very dissatisfied with the non-academic duties they are required to carry out as, census data collection, election duty in which teachers are required to attend three to four days of training etc. Teachers found these duties as cumbersome and a distraction from teaching (Jain and Kabra, 2015). The academic environment can affect the mental health of the school teachers, the school provides an operational framework for the teachers, a culture and climate, both organizational and social, by which they are influenced and in turned influence themselves (Lemerle, 2005).

Gender is correlated with the occurrence of certain mental disorders like depression and anxiety. Albert (2015) in his study found that major depression is as twice as common in women because women have more responsibility than male such as looking after the health of members of their family and maintaining household chores. Societal patriarchy and gender roles also influence the psychological perceptions of both men and women, negatively. These gender roles may include the pressure on men not to show their emotions and the fact that women, on average, have lower self-esteem and sense of control, than men. Globalization has overseen a dramatic widening of inequality within and between countries including gender-based income disparities. Regarding the female teachers, it is also believed that they are more prone to have low level of mental health than the male teachers because women have more responsibilities in household activities besides their teaching profession. Especially for the married female teachers, they have to look after their children and their family while attending to their job regularly. Although it does not mean that men do not have responsibilities in performing household works; but it is universal truth that women take more duty when it comes to household works. So, in comparison to their male counterparts there is more chance of female teachers for being mentally unhealthy. As it is believed that women are more prone to have mental illness, the researcher felt necessity to study the mental health of elementary school teachers based on their gender.

Keeping in mind the role of elementary school teachers and their mental health to develop appropriate social skills among students which is going to shape their future, investigator planned to find out the status of mental health of elementary level teachers of Aizawl city. By intense review of the related studies it is clear that no studies were conducted in

the context of Mizoram, the researcher felt significant to study the 'Mental Health of Elementary School Teachers in Aizawl City'. Based on the findings, the researcher would make suggestions for better mental health among elementary school teachers.

1.7 Statement of the Problem:

The statement of the problem is

MENTAL HEALTH OF ELEMENTARY SCHOOL TEACHERS IN AIZAWL CITY

1.8 Operational Definitions of Key Terms used:

1) *Mental Health*: It is a level of psychological well-being or an absence of mental illness. It implies the ability to balance one's feelings, emotions, desires, and ambitions in one's daily living as well as the ability to face and accept the realities of life. (Bhatia and Bhatia, 1990)

2) *Elementary School Teacher*: A person who teaches in an Elementary stage (class I to VIII) whose job is to teach students about certain subjects.

1.9 Objectives of the Study:-

The objectives of the present study were as follows-

- 1) To study the mental health of the elementary school teachers in Aizawl City.
- 2) To compare the mental health of the elementary school teachers on the basis of their gender.
- 3) To compare the mental health of the elementary school teachers with reference to the type of school management.
- 4) To make suggestions for better mental health among elementary school teachers.

1.10 Research Hypotheses of the Study:

The following research hypotheses were taken for the present study-

- 1) Elementary school teachers working within Aizawl City, have a high level of mental health.

- 2) Male school teachers working within Aizawl City at elementary level, have a high level of mental health.
- 3) Female school teachers working within Aizawl City at elementary level, have a high level of mental health.
- 4) Government school teachers, who are working within Aizawl City at elementary level, have a high level of mental health.
- 5) Private school teachers, who are working within Aizawl City at elementary level, have a high level of mental health.
- 6) Male teachers of government schools working within Aizawl City at elementary level, have a high level of mental health.
- 7) Female teachers of government schools working within Aizawl City at elementary level, have a high level of mental health.
- 8) Male teachers of private schools working within Aizawl City at elementary level, have a high level of mental health.
- 9) Female teachers of private schools working within Aizawl City at elementary level, have a high level of mental health.
- 10) There is a significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'self-concept'.
- 11) There is a significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'concept of life'.
- 12) There is a significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'perception of self amongst others'.
- 13) There is a significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'perception of others'.
- 14) There is a significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'personal adjustment'.
- 15) There is a significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'record of achievement'.
- 16) There is a significant difference between the mental health of male and female elementary school teachers in Aizawl city.

- 17) There is a significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'self-concept'.
- 18) There is a significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'concept of life'.
- 19) There is a significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'perception of self amongst others'.
- 20) There is a significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'perception of others'.
- 21) There is a significant difference between elementary level teachers of government and private elementary schools teachers in Aizawl city in the dimension of 'personal adjustment'.
- 22) There is a significant difference between elementary level teachers of government and private elementary schools teachers in Aizawl city in the dimension of 'record of achievement'.
- 23) There is a significant difference between the mental health of elementary level teachers of government and private schools teachers in Aizawl city.
- 24) There is a significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'self-concept'.
- 25) There is a significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'concept of life'.
- 26) There is a significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'perception of self amongst others'.
- 27) There is a significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'perception of others'.
- 28) There is a significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'personal adjustment'.
- 29) There is a significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'record of achievement'.
- 30) There is a significant difference between the mental health of male and female elementary level teachers of government schools in Aizawl city.

- 31) There is a significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'self-concept'.
- 32) There is a significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'concept of life'.
- 33) There is a significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'perception of self amongst others'.
- 34) There is a significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'perception of others'.
- 35) There is a significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'personal adjustment'.
- 36) There is a significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'record of achievement'.
- 37) There is a significant difference between the mental health of male and female elementary level teachers of private schools in Aizawl city.

1.11 Null Hypotheses of the Study:

The study was taken with the following null hypotheses in view-

- 1) There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'self-concept'.
- 2) There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'concept of life'.
- 3) There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'perception of self-amongst others'.
- 4) There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'perception of others'.
- 5) There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'personal adjustment'.
- 6) There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'record of achievement'.
- 7) There is no significant difference between the mental health of male and female elementary school teachers in Aizawl city.

- 8) There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'self-concept'.
- 9) There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'concept of life'.
- 10) There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'perception of self amongst others'.
- 11) There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'perception of others'.
- 12) There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'personal adjustment'.
- 13) There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'record of achievement'.
- 14) There is no significant difference between the mental health of elementary level teachers of government and private schools in Aizawl city.
- 15) There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'self-concept'.
- 16) There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'concept of life'.
- 17) There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'perception of self amongst others'.
- 18) There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'perception of others'.
- 19) There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'personal adjustment'.
- 20) There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'record of achievement'.
- 21) There is no significant difference between the mental health of male and female elementary level teachers of government schools in Aizawl city.
- 22) There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'self-concept'.

- 23) There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'concept of life'.
- 24) There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'perception of self-amongst others'.
- 25) There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'perception of others'.
- 26) There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'personal adjustment'.
- 27) There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'record of achievement'.
- 28) There is no significant difference between the mental health of male and female elementary level teachers of private schools in Aizawl city.

CHAPTER – II

REVIEW OF RELATED STUDIES

This chapter deals with the reviews of different research studies on the basis of the statement of the problem. The reviews are presented into two sections, Section 2.1 is regarding the studies conducted in India and Section 2.2 is based on the studies conducted abroad.

2.1 Studies Conducted in India

Kaur (2006) studied the school teachers' mental health and their occupational stress in which he aimed at finding out the mental health and occupational strain among male and female teachers, Government and Private teachers in Muktsar and Ludhiana districts. 286 teachers were selected from both the districts. The study found that male teachers have better mental health as compared to the female teachers. The study revealed that private school teachers are more mentally healthy than government school teachers. It was also found that teachers of both the districts have poor attitude towards their job.

Sarah (2008) made a study on mental health of primary school teachers and college teachers in relation to their gender by using multi-stage random sampling on a sample of 225 primary school teachers and 150 college teachers from Rohilakhand region; with the objectives of comparing mental health status of primary school teachers and college teachers and also to find out the relation between gender and mental of both the teachers. The conclusions stated that college teachers have better mental health than primary school teachers. It was also found that male primary school teachers have better mental health than female teachers.

Manikandan (2012) studied school and college teachers' mental health regarding their occupation. Study was done to find out whether sex and institution influences occupational mental health of teachers. For collection of data, standardized Occupational Mental Health Scale was used. The sample consisted of teachers from various Higher Secondary Schools and Colleges in Kerala. The result revealed that Self-concept of teachers working in college and School differ significantly. It was found that College teachers feel more dignity, esteem or status than teachers in a school.

Dewan (2012) conducted a study on tribal and non- tribal female school teachers in Jharkhand, India towards stress and mental health. The study examined the effects of stress, marital status and ethnicity upon mental health of female school teachers. A sample of 400 female school teachers were drawn from school of Ranchi town, 160 tribal and 160 non-tribal were selected using stratified random sampling; the division was based on ethnicity (tribal/ non-tribal) , marital status (married/un-married), and level of stress (high/low). General Health Questionnaire (GHQ) was used to measure mental health and stress. Results revealed that out of three factors, only ethnicity was found to produce main effect on mental health.

Rani et al. (2012) conducted a study on mental health based on the gender and type of School. The study is an attempt to find out the mental health in relation to demographic variables. A sample of 100 teachers was taken and Mental Health Battery by Singh and Sengupta was used for data collection. The results of the study indicated that the primary school teachers were found to be average in their level of mental health. In general, there was no significant difference in the level of mental health between male and female teachers. The teachers working in Government and Private schools do not differ in their level of mental health.

Mane et al. (2013) studied mental health status of pregnant women and the influence of social factors. The main objective in this study was to assess the mental health status among pregnant women and to study the influence of social factors on their mental health status among pregnant women. There are 300 pregnant women participated for this study , in which Goldberg's 6 items general health questionnaires were used as a screening tool for the presence of mental illness. The studies revealed that majority (68%) of women were found mentally ill. Not only this, 59% were suffering from depression and 20% of them were having anxiety disorder. Bad obstetric history, type of family, associated illness; domestic violence and addiction of alcohol in husband were the common social factors responsible for their mental illness. It was concluded that there is a need for more wide-ranging antenatal program focusing on mental wellbeing among women.

Mohana (2013) conducted a study on mental health of the teachers; the study was focused on the mental health of teachers in relation to level of teaching and their teaching experience. The Mental Health Scale was administered to 640 teachers working in different schools in Cuddalore district, Tamil Nadu, India. This study revealed that the level of teaching and teaching experience differ in their mental health.

Bhushan (2013) studied the mental health of the teachers and its relation to personality development of students. This study aimed at finding the effect of teacher's mental health on the personality development of students. The data was collected by administering the tools on the selected sample using standardized techniques. The research tools used for this study to analyze the mental health of teachers and personality development of students was Mental Health Checklist (MHC) (1992) and Eysenck's Personality Questionnaire – Revised (EPQ-R). The study concluded that the individual factor of teacher has an effect on the personality development of the students. Also, the teachers with good mental health have more extrovert students and less psychotic and neurotic students.

Basu (2013) had done a study among secondary school teachers which aimed at studying the level of occupational stress and job satisfaction. A sample of 110 secondary school teachers from 11 secondary schools of Bareilly district, Allahabad was chosen, by using stratified random sampling technique. Occupational Stress Index (OSI) by Dr. A.K. Srivastava and Dr. A.P. Singh and Job Satisfaction Questionnaire (JSQ) by Dr. Pramod Kumar and D.N. Mutha were employed to collect the required data. The findings of the study revealed that the occupational stress among secondary school teachers working in government-aided and private schools differ significantly; the occupational stress between the male and female teachers also differs significantly among male and female teachers. It was also found that the job satisfaction among secondary school teachers working in government-aided and private schools differs significantly as does the job satisfaction among the male and female teachers.

Reddy et al. (2013) done a review on different research works on mental health issues and challenges in India. Review was done to evaluate the burden of mental disorders and to study the various issues and challenges at community level. They investigated the electronic databases for studies related to prevalence of various psychiatric morbidities and associated factors at community level. From the searches, review was done on the title and abstract of each paper and retrieved possible relevant references. It stated that World Health Organization estimates mental and behavioral disorders account for about 12 percent of the global burden of diseases. In India, the burden of mental disorders seen by the world is only a tip of iceberg. This study had shown that the dominance of mental disorders were high in females, elderly, disaster survivors, industrial workers, children, adolescent and those having chronic medical conditions. So, it was

suggested that there is need to have better living conditions, political commitment, primary health care and women empowerment.

Sharma et al. (2014) studied mental health of the adolescents and attempted to find out the relation of mental health and school environment among them. Survey method was employed to collect the data. The study was conducted on 200 students of 10th class from Hoshiarpur District by random selection method. The findings of the study revealed that school environment positively and significantly influence mental health of adolescents. Significant difference has been found in mental health of adolescent boys and girls. Environment of coeducational and separate schools was also found differs significantly.

Bartwal (2014) studied the mental health of senior secondary students, this study aimed to compare the mental health and social intelligence among them. A sample of 400 students was drawn adopting simple random sampling technique from Government senior secondary schools of Chamoli district of Uttarakhand and Saharanpur district of Uttar Pradesh. Descriptive survey method was employed to collect the data. The 't' – test and correlation were used for finding the significance of means and significance of relationship between dependent and independent variables. The study revealed that there were no significance differences in mental health of rural and urban students. The study also explored that there was a positive relationship between mental health and social intelligence.

Vajpayee et al. (2014) conducted a study on women's mental health in India. This research focused on the multidimensional social model of mental health of women in India. It investigated the various aspects of society – physiological, family, socio-economic status, cultural and media and the relations of these factors with women's psychological well being. The main purpose of the study was to identify and analyze the social stigma attached to these factors and create awareness about them. The method used for this research was the analysis of the secondary data collection, movie analysis and literature review. The study signified that mental health in India is attached with strong stigma against it. Most people are still unaware or uninformed about the importance of mental well being.

Gorsy et al. (2015) conducted a study among government school teachers regarding their mental health. The study aimed to assess the level of personal mental health of school teachers, particularly those who work in the public sector schools. Survey method has been employed and Mental Health Index (MHI) was used for collecting the data. 100 secondary and higher secondary school teachers were included in the study. The data was analyzed using descriptive analysis and to find the differences for gender and locations t-test was applied. The t-values revealed that significant gender differences exist among government school teachers and male school teachers were found better on mental health than their female counterparts. Additionally, teachers posted at schools located under urban area were found higher on mental health as compared to teachers posted at schools located under rural areas.

Sarita et al. (2015) conducted a comparative study among government and private senior secondary school students towards their mental health. The study attempted to find out the mental health of government and private senior secondary school students. This was an empirical research done at Rohtak city of Haryana. The study was conducted with the tool Mental Health Inventory developed by Dr. Arun Kumar Singh and Alpana Sen Gupta (1987). The major findings of the study are: 1) There is significant difference in mental health of boys of government and private senior secondary schools. 2) There is significant difference in mental health of girls of government and private senior secondary schools. 3) There is no significant difference in mental health of boys and girls of government senior secondary schools. 4) There is no significant difference in mental health of boys and girls of private senior secondary schools.

Kumar (2015) studied the adolescents' mental health to enquire and explore their mental health. A sample of 120 adolescent students of class nine and ten was taken from Shimla city of Himachal Pradesh. Mental Health battery developed by Arun Kumar and Alpana Sen Gupta (1983) was employed. The findings of the study revealed that there exists significant difference in – Autonomy, Security-insecurity and Self-concept component of mental health of adolescent girls and boys. No significant difference has been found in 'Emotional stability', 'Overall adjustment' and 'intelligence' component of mental health of adolescent girls and boys. It was clear that adolescent girls were better than boys in all six components of mental health, means adolescent girls tend to be mentally healthier.

Thirukkovela et al. (2015) studied mental health of rural secondary school adolescents. The study was conducted to observe the effect of Academic stress on mental health of the rural secondary school adolescents. It was conducted in Karimnagar district of Andhra Pradesh, India among eleven selected secondary schools for students of classes 8, 9 and 10 (574 students). It was found that students coming from disadvantaged sections of the society suffered from psycho-somatic disorders, inability to cope up with situation and impulsiveness in behavior. Apart from that it was found that students suffered from depression as well, and also the study revealed that type of school management significantly influence the mental health status of school adolescents.

Jogeswara et al. (2016) conducted a study among high school students to find out the effect of school environment, home environment and mental health status on achievement motivation. The samples comprised of 1400 Class X students in West Godavari district of Andhra Pradesh. Of the 1400 subjects 700 were boys and 700 were girls. From each category 350 students from government and 350 students from private schools were taken into consideration. School environment and home environment inventories by Manjuvani, Mental Health Inventory made by Reddy and Achievement Motivation Scale by Shah was used to assess the school environment, home environment, mental health and achievement motivation of the subjects. Results revealed that there is significant impact of the three variables on achievement motivation of the students.

Dagar et al. (2016) studied the mental health of school teachers which aimed at finding the mental health of government and non-government school teachers and its relation to sex. The sample of the study comprised of 300 teachers of government schools and 300 teachers of non-government schools teaching in schools of District (Hisar, Kurukshetra, Rohtak and Faridabad) of Haryana. Mental Health Inventory developed by H.P Mahotra was used. It was found that male teachers possess good mental health in comparison to female teachers. The female teachers are found differ significantly in their mental health and are less satisfied in their job in comparison to male teachers. And it was found that type of school has no effect in the mental health of teachers.

Srinivasan et al. (2016) conducted a study on secondary education teachers and attempted to explore the level of mental health and adjustment of prospective secondary education teachers. The investigators adopted descriptive method incorporated with survey technique. Sample size consisted of 300 B.Ed students from rural and urban colleges of Thanjavur District, Tamil Nadu. Mental Health Battery constructed and standardized by Singh & Sengupta and Adjustment Inventory constructed and standardized by Sinha & Singh were used to collect data. The mental health of samples of prospective secondary education teachers was found to be average and good. The adjustment of male and female prospective secondary education teachers was very unsatisfactory and unsatisfactory respectively. Correlation between mental health and adjustment variables was very low and negative. Results also revealed that prospective secondary education teachers have favorable mental health and less adjustment.

Rathee (2016) had done a study among teachers in which she aimed to find out whether school teachers of primary and secondary level differ significantly in regards to their mental health and organizational commitment. The study further compared the mental health and organizational commitment of school teachers on the basis of gender (female and male) and study the effect of 100 government school teachers, 50 male and 50 female working at primary and secondary level, selected randomly from government educational institutions of district Sonapat, Haryana. For data collection, 'Employee's Mental Health Inventory' developed by Jagdish (2001) and 'Organizational Commitment Scale' developed by Upinder Dhar, Prasant Mishra and D.K. Srivastava (2011) were used. Results revealed the significant difference between primary and secondary school teachers regarding mental health but no significant difference was found in regards to organizational commitment. Results also indicate significant relationship between mental health and organizational commitment of school teachers.

Nageswar et al. (2016) studied job satisfaction and mental health among high school teachers. The study examined the influence of gender, management and job tenure on job satisfaction of high school teachers of Kakinada Town, Andhra Pradesh. The sample of the study consisted of 240 high school teachers. Job satisfaction was measured by using Job satisfaction Questionnaire by Rama Mohan Babu (1992) and Mental Health was assessed by using Mental Health Inventory developed by Jagdish and Srivastava (1983). The findings of the study revealed that there is a significant influence of gender, management and job tenure on job satisfaction of high school

teachers. But no significant was found on the influence of gender, management and job tenure on mental health of high school teachers.

Gohil (2016) studied the effect of educational experience among teachers in regards to their mental health. An attempt was made to study the status of mental health of teachers and the effect of educational experiences on mental health of teachers. It was survey type study, for which list of school was stratified in Primary, Secondary and Higher Secondary schools, from that list of school proportionally selected in sample and she found that 34.67% teachers having Low Mental Health, 33.17% teachers having Medium Mental Health and 32.16% teachers having High Mental Health. In comparison between male and female teachers she found there was no significant differences exist between mean of two groups. It means that in matter of mental health male and female teachers were equal.

Kaur (2016) studied the mental health of the adolescents in relation to socio-economic status. The study was conducted through descriptive method of research. The sample in the study included 400 government school students of 9th class who were selected randomly. The tools used for the present study were Mental Health Inventory by Jagdish & Srivastav (1983) and Socio-Economic Status Scale by Meenakshi (2004). It was revealed from the study that there was no significant difference in mental health among adolescents of high and low socio-economic status adolescents. On the basis of a result which shows that there is significant interactional effect of location and gender on mental health, it was suggested that the guidance and counseling to the adolescents with mental health problems and to their parents should be a regular feature of school education.

Barani et al. (2016) conducted a study among married working women; this study was related to influence of job stress, family support and mental health on work family conflict. Data was collected from 500 married working women employed in arts and science colleges for women, banks, hospitals and companies in Chennai, Tiruchirappalli and Coimbatore, Tamil Nadu. Judgement sampling was used to collect data from the respondents of the research study. The results of correlation revealed that significant relationship between job stress and work family conflict was detected among the respondents of the research study. It was also evident from the results of correlation that there exists significant relationship between mental health and work family conflict among the respondents of the research study. The study also revealed that job

stress has no moderating effect on the relationship between mental health and work family conflict among the respondents of the research study.

Kumar (2017) studied the influence of mental health towards occupational aspiration among college students in District Haridwar, Uttarakhand, India. The sample size consisted of 400 (200 male and 200 female) students of B.A, B.Sc, B.Com from Haridwar district. Arun Kumar Singh's Mental Health Battery was employed to study the mental health and Prof. N.P.S Chande's occupational aspiration scale to study the occupational aspiration of sample subjects. The study found that mental health and occupational aspiration of college students have positive and significant relationship. It was also revealed that mental health of college student has significant influence on their occupational aspiration.

2.2 Studies Conducted Abroad

Samanta et al. (1993) had done a study among industrial workers regarding their distress and job performance. The study aimed at the investigation of the relationship between distress and job performance of industrial workers. The sample of the study consisted of 500 skilled workers and was chosen by a simple random sampling method. The 500 workers in the sample (skilled and permanent industrial workers) were found to be well-matched with reference to their age, income, religion, mother tongue, social status and place of residence to form one single group. CMI Health Questionnaire and Performance Appraisal Scale (PAS) were employed to measure the level of distress and quality of performance at job, respectively. Results showed that physical, mental and overall distress correlated significantly and negatively with workers' performance as appraised. Moreover, levels of physical and mental distresses could anticipate the job performance of industrial workers.

Christine et al. (2013) conducted a research to study mental health problems of Vietnamese secondary school students; the study was focused on the perspectives of pupils, parents and teachers. It aimed to explore the perceptions of mental health status, risk factors for mental health problems and strategies to improve mental health among Vietnamese secondary school students. A qualitative design was used to address the main study question including: six in-depth interviews conducted with professionals to learn about the mental health problems among

secondary school pupils; individual in-depth interviews and focus group discussions were also held with the teachers, parents and the pupils. All interviews and FGDs were audio-taped, transcribed and analyzed for the identification of rising issues. The study found that pupils' mental health demands interventions at many levels, including at the level of government, schools, communities, families and pupils themselves. Vietnamese secondary school pupils feel that their mental health status is poor, because of many risk factors in their learning and living environment.

Amanda et al. (2014) studied public schools teachers' perceptions towards mental health. The study examined the public school teachers' perceptions about general health and mental health. Qualitative research was conducted with 31 primary and secondary school teachers at a state school in the municipality of Sao Paulo, Southeastern Brazil. The teachers responded to a questionnaire containing open-ended questions about mental health and general health. From the teachers' perspective, general health is defined as the proper physiological functioning of the body and mental health is related to the balance between mind and body, as a requirement for happiness. Most of the teachers showed great interest in acquiring knowledge about mental health and receiving educational materials on the subject. The data indicated that there is little information available on mental health for teachers, showing that strategies need to be developed to promote mental health in schools.

Chen et al. (2015) conducted a study on the relationship of perceived campus culture to mental health, help-seeking attention. The purpose of this study was to examine the relationship between perceived campus cultural perspective on different personal processes, such as attitude towards treatment, stigma, and treatment barriers that are believed to relate to mental health-seeking attentions. Participants were 212 undergraduate students in the southeastern United States. Significant mediation relationship was found for personal attitudes in the relationship between perceived campus attitudes and help-seeking intentions. It was suggested that perceived campus culture may serve an important role in personal mental health treatment beliefs.

Collie et al. (2015) conducted a study on teachers' psychological functioning in the workplace; exploring the roles of contextual beliefs, need satisfaction, and personal characteristics. The purpose of the study was to provide a greater depth of knowledge about teachers' psychological functioning at work – including the contextual, basic psychological need satisfaction and

personal factors relevant to this. Participants were 485 Canadian school teachers (76% female) who completed an online questionnaire. Findings indicated that perceived autonomy support positively predicted need satisfaction, and in turn, need satisfaction predicated the work-related perceptions. Additional analysis revealed that well-being and motivation played key mediating roles in how need satisfaction was associated with job- satisfaction (but less so with commitment) and that teachers' personal characteristics played minor moderating roles in influencing how teachers' workplace beliefs and perceptions were associated. Together, the study's findings enable a greater depth of understanding about teachers' psychological functioning at work, which is important for healthy teachers and effective teaching and learning.

Cezar-Vaz et al. (2015) studied mental health of elementary school teachers in Southern Brazil in relation to their working conditions and health consequences. This study sought to identify self-reported stressful working conditions of elementary school teachers and the bio-psychological consequences of those working conditions and then identify working conditions that promote well-being for teachers in the work place. Exploratory study was done with 37 teachers. Data collection was performed using a structured interview with a questionnaire. Results show that stressful working conditions are related to inadequate salary, an excessive number of activities, and having to take work home. Bio-psycho-social consequences include anxiety, stress and sleep disorders. Teachers reported that a good relationship among colleagues is a working condition that promotes well-being in the workplace.

Aliakbari (2015) had done a case study among the teachers of Iranian Mazandaran province towards the impact of job satisfaction. This study aimed to examine the impact that job satisfaction has on the mental health of teachers. The method used in this study was a descriptive-explanatory one. The data were collected through questionnaires with open and close questions. The size of the sample consisted of 332 teachers in the province of Mazandaran, Iran. Findings from the analysis of the two sorts of questionnaires (measuring mental health and job satisfaction) and from the obtained coefficients showed that there is a meaning relationship between job satisfaction and mental health and the correlation between those two variables among women is almost medium and among men is poor. Therefore, the study concluded that the correlation is meaningful and positive, and, second it is stronger among women.

Hsiang (2016) had studied teachers' mental health with relevance to emotional intelligence in burnout and quality of life. The primary focus of the study was to explore factors that influence teachers' mental health by assessing individual, as well as, work-related factors that moderate teacher stress and burnout. Secondary data originally collected by Marko (2015) using the Teacher Mental Health and Wellness online survey was employed in this study. The sample was selected using a non-random, convenience consenting sampling method. A total of 600 participants completed the Teacher Mental Health and Wellness online questionnaire, to which a link was provided from a large provincial teacher federation website, and a national professional teachers' association online newsletter. The participants included both elementary and secondary school teachers. It was found that strong negative associations were detected between emotional intelligence and burnout as well as between quality of life and burnout. Positive appraisal of psychological health was found to be inversely related to burnout symptoms.

Pyne (2017) studied the experiences of Canadian teachers based on emotional intelligence and mental health in the classroom. The study explored emotional intelligence in relation to teachers' mental and burnout. Data was collected through an online survey via two teacher organizations in Canada. The sample consisted of 467 teachers who were employed in Canada at the time of the study. Findings revealed that as emotional intelligence increases, mental health concerns and feelings of burnout decrease. Care giving responsibilities outside of work were not found to influence this relationship. This research proof for a strong relationship between Emotional Intelligence (EI) and mental health in Canadian teachers; suggest that targeted interventions focusing on the emotional intelligence factor well-being is a promising route to improve teacher mental health overall.

2.3 SUMMARY AND CONCLUSION:

The reviews of the literature revealed that the problem of mental health is a global issue which needs to be given more attention towards it. There may be several reasons for mental illness, especially for the school teachers there may be many factors which cause mental illness among them. From the above studies, it can be seen that job satisfaction, workload, and type of management are linked to teachers' mental health. Studies clear that the level of job satisfaction is different between male and female teachers. The studies also show that the mental health of women has been given priority; as some studies are solely devoted to the study of women's

mental health. Based on the reviews in section 2.1 in which studies are done in India, the findings of the research studies usually concluded that male teachers are more mentally healthy than female teachers.

The above reviews in both section 2.1 and section 2.2 also indicate that teachers having mental illnesses adversely affect the personality development of the students. Teachers hold the key position in the education system; especially elementary school teachers and they shape the future of the students. Therefore the present study deals with the mental health of elementary school teachers of the Aizawl, Mizoram.

CHAPTER- III

METHODOLOGY

This chapter deals with the methodology adopted in the present study. The methodology and procedures followed by the investigator is discussed in the following manner:

- 3.1 The Research Design
- 3.2 Sources of Data
- 3.3 Population
- 3.4 Sample and Sampling Techniques
- 3.5 Tool and Techniques Used
- 3.6 Collection of Data
- 3.7 Scoring
- 3.8 Organization of Data
- 3.9 The Analysis of Data

3.1 The Research Design:

The research design is an important part of every research. So, the investigator must carry out a careful and systematic planning in a research design.

The present study mainly belongs to the category of descriptive research as it involves survey and fact finding enquiry related to the mental health of elementary school teachers in Aizawl city.

3.2 Sources of Data:

For any type of research study, the data must be collected from valid and reliable sources. As the aim of the present study was to find out the mental health of the elementary school teachers in Aizawl city; the teachers working at the elementary stage in Aizawl city (whether it is a government school or private school) were considered as an appropriate primary source for collection of relevant data for the present study.

3.3 Population:

Any research work requires a population to study and a sample drawn from the population who will be the representatives of the whole population. Population is generally a large group of individuals or objects that is the main center of a scientific study. Koul (2009) defined the term population as “any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units and geographical areas drawn by individuals.” Researches are done solely for the benefit of the population. A research population is known as a well-defined group of individuals having similar characteristics. All individuals or objects contained in a certain population usually have a common, binding characteristic or peculiarity.

In the present study, there were total numbers of 354 elementary schools in Aizawl city and all the teachers working in these schools were the population of the present study. (Appendix-A)

3.4 Sample and Sampling Techniques:

A sample is simply a sub-set of the population. The concept of sample arises from the inability of the researchers to test all the individuals in a specified population. The sample must be representative of the population from which it was drawn and it must have good size to justify statistical analysis. The main function of the sample is to allow the researchers to conduct the study to individuals from the population so that the results of their study can be used to get conclusions that will generalize to the whole population. For selecting the samples the investigator must be careful as to what sampling technique to be employed for the study.

Sampling has been given great importance as they have great influence on the validity and reliability of the test.

In the present study, stratified random sampling technique was employed to select the sample from the population. There were total 354 elementary schools in Aizawl city. Among these schools; 231 were government schools and 123 were private schools. From the total government schools, 20% (46) schools were selected randomly, as a sample. From private schools 20% (25) schools were selected randomly. The total number of elementary school teachers in selected government schools was 335 in which there were 129 male teachers and 206 female teachers. There were 285 teachers in selected private elementary schools; among them 89 were male teachers and 196 female teachers. Investigator selected more than 20 percent of teachers from each stratum which are given below in table number 3.1;

TableNo.3.1

Number of Elementary School Teachers Selected from various Stratum

Type of school management	Gender		Total
	Male	Female	
Government	39	42	81
Private	22	46	68
Total	61	88	149

The above table shows that the sample size consisted of 149 teachers; among them, 61 were male elementary school teachers and 88 were female elementary school teachers. Regarding the type of school management, 81 teachers were working in the government schools. Out of them; 39 were male elementary teachers and 42 were female elementary school teachers. 68 teachers were from private schools in which 22 and 46 were male and female elementary school teachers respectively.

3.5 Tool and Techniques Used:

For the purpose of finding out the mental health of teachers, RCE Mental Health Scale (MHS) for teachers developed by Dr. S.P Anand (1985) was used. (Appendix-B)

This Likert type Scale (Anand, 1992, 2005) is based upon six icons of mental health. These are expressed in statements with serial numbers on the scale. The scale has 40 negative and 20 positive statements as:

Serial numbers of positive statements on the Scale:

1 2 3 8 9 14 18 20 21 27
 29 32 37 45 47 50 51 53 54 60

Serial numbers of negative statements on the Scale:

4 5 6 7 10 11 12 13 15 16
 17 19 22 23 24 25 26 28 30 31
 33 34 35 36 38 39 40 41 42 43
 44 46 48 49 52 55 56 57 58 59

Serial numbers of statements in six dimensions read as:

3.5.(i) Self-concept: These statements are read as: I am proud of my style of life. ‘Simple living and high thinking’ is a myth.

Self Concept	
Positive Statements	54
Negative Statements	13,16,35,55,59

3.5.(ii) Concept of life: These statements are read as: Life is as we take it or make it. Life is a burden.

Concept of Life	
Positive Statements	18, 45
Negative Statements	6, 11, 22, 42, 43, 44, 49, 52, 56

3.5.(iii) Perception of self amongst others: These statements are read as: People listen to me seriously. I find people jealous of me for nothing.

Perception of Self amongst others	
Positive Statements	14, 20, 27, 37, 50, 60
Negative Statements	5, 10, 15, 25, 26, 30, 33, 36, 46

3.5.(iv) Perception of others: These statements are read as: We better discuss our matters with others. It is of no use to share our thoughts with others.

Perception of Others	
Positive Statements	1, 2, 3, 29, 32,
Negative Statements	23, 38, 39, 40

3.5.(v) Personal adjustment: These statements are read as: I enjoy my life as such. I am an unlucky fellow.

Personal Adjustment	
Positive Statements	8, 51, 53
Negative Statements	12, 17, 24, 48, 57

3.5.(vi) Record of achievement: These statements are read as: I have never been denied fruits of labor. Luck has always betrayed me.

Record of Achievement	
Positive Statements	9, 21, 47
Negative statements	4, 7, 19, 28, 31, 34, 41, 58

These statements are taken from the item analysis done on 120 statements expressing each one of the six dimensions in 20 statements (10+ive and 10-ive). In each statement five choices are given as SA (strongly agree), A (agree), UD (undecided), D (disagree) and SD (strongly disagree). These responses are scored as 4,3,2,1,0 for positive and 0,1,2,3,4 for negative statements as given in the manual (RCE Mental Health Scale).

For 78 graduate and post-graduate teachers, test-retest and split-half reliability was tested as .88 and .79. The Scale and Minnesota Personality Inventory (MPI) were administered on a sample of 65 teachers. The scores on neuroticism and mental health gave a significant and negative coefficient of correlation as .49. This substantiates the content and face validity of the Scale. The construct validity of the Scale was tested by the matrix of significant positive values of coefficients of inter correlation between the scores of 200 teachers on the six dimensions.

The values of central tendency revolve around the score of 150 that might be taken as an indicator of the subject being mentally healthy otherwise he will be identified as a person who needs guidance and counseling for his mental health.

3.6 Collection of Data:

The investigator collected the data by visiting sample elementary schools in Aizawl city. Firstly, the consent was asked to the Headmaster/ Headmistress in each school, and when granted, teachers were briefed about the nature and rationale of the research in order to obtain the reliable data. After making appropriate introductions; the participants were assured about the confidentiality of the data. The questionnaire was handed out to the samples after giving them necessary instructions and directions. The subjects were taken around 10-15 minutes to work on the scale; the researcher collected all filled scales immediately after completion.

3.7 Scoring:

In each statement five choices were given as SA (strongly agree), A (agree), UD (undecided), D (disagree) and SD (strongly disagree). These responses were scored as 4,3,2,1,0 for positive and 0,1,2,3,4 for negative statements as given in the manual (RCE Mental Health Scale, 2009). (Appendix-C)

3.8 Organization of Data:

The data were organized keeping the objectives of study in mind. Data collected from the sample were organized into gender i.e., male and female and type of school management i.e., Government schools and Private schools.

3.9 The Analysis of Data:

Statistical analysis is essential for any quantitative research. By using different statistical techniques it is only possible to confirm the validity, reliability and objectivity of the research hypothesis. For the present study, statistical techniques like mean and standard deviation were employed. And to examine whether group means differ from one another; 't' test was used.

So, the following statistical techniques were used for the data analysis:

- i) Mean
- ii) Standard Deviation
- iii) The 't'- test

For all the above mentioned techniques IBM SPSS Statistic 20 (Statistical Package for the Social Sciences) and Microsoft Excel 2007 were used.

CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of the data. The data were collected using RCE Mental Health Scale (MHS) for teachers developed by Dr. S.P Anand (1985). One of the most important steps in every research is data analysis and interpretation. It helps in giving reliable results and organized, systematic view of data for the research purposes. Systematic analysis and interpretation are required in every research as it prevents the researcher from the personal bias against the results as all the data were analyzed with the help of different statistical techniques. In this chapter, analysis and interpretation are done on the basis of the research objectives.

Objective 1: *To study the mental health of the elementary school teachers of Aizawl City.*

In order to find out the mental health of the elementary school teachers of Aizawl city, different statistical techniques were employed which are presented in the following table.

Table – 4.1

Mental Health of the Elementary School Teachers of Aizawl City

Dimensions	N	Mean	Std.Dev.	Median
Concept of life	149	30.20	5.070	31
Self Concept	149	15.35	3.108	16
Perception for self amongst others	149	38.28	5.001	38
Perception for others	149	26.02	3.270	26
Personal adjustment	149	21.28	3.611	22
Record of achievement	149	27.26	4.521	28
Mental Health	149	158.30	18.252	162

The mean score, along with the median and the value of standard deviation in six different dimensions are presented in the table (Table No. 4.1).

In the 'concept of life', the mean score was 30.20 with a standard deviation (SD) 5.070. In the same area (concept of life) the median value scored by elementary school teachers was 31. From the above table, it is clear that the median value in the 'concept of life' was slightly higher than mean value; it means that the distribution is slightly negatively skewed.

From the above table, it can also be seen that in the dimension of 'self-concept', the mean score was 15.35 with SD 3.108. The median value fell to 16 which was higher than the mean value; it indicates that the distribution is slightly negatively skewed.

In the area of 'perception for self amongst others', the mean value of elementary school teachers was 38.28 with SD of 5.001 and the median value was 38. Here, a positively skewed distribution is found as the mean value was slightly higher than the median value.

In the 'perception for others', the mean value was 26.02 with SD value 3.270 with the median value 26.

The above table shows that in the 'personal adjustment' area, the mean value of the elementary school teachers is found to be 21.28 with SD of 3.611. The median value in this area is found to be 22. The table shows that the median value in 'personal adjustment' was higher than the mean value which means that the distribution is slightly negatively skewed.

In the dimension of 'record of achievement', the mean score was 27.26 with SD 4.521. The median value in 'record of achievement' was 28. In this area, negatively skewed distribution is found as the mean value was lesser than the median value.

The overall score is also presented in the table. The overall mean value is found to be 158.30 with SD 18.252 and median was 162. As the total mean score was lesser than the total median score, it means that the distribution is negatively skewed. The mean score of 30.20 in the dimension of the 'concept of life' held the highest score among all the six dimensions which mean that elementary school teachers attained a high level in the 'concept of life'.

According to the manual for the mentally healthy teachers, the norm value is considered to be 150. It stated that the score of 150 and above to be taken as an indicator of the subject being mentally healthy, in case of a teacher's score is less than 150; then the teacher will not be considered as mentally healthy. As the total mean score of 149 elementary school teachers was

158.30, which was higher than the established norm of mental health. It means that the teachers working in the elementary schools in Aizawl city were mentally healthy. So the research hypothesis “elementary school teachers working within Aizawl City, have a high level of mental health” is accepted. The finding is inconsistent with the finding of Gohil (2016) in which she found that maximum teachers had low mental health. This finding is consistent with the findings of Rani et al (2012) and Srinivasan (2016); in which teachers were found to be average and good in their mental health.

Table No. 4.2

Elementary School Teachers Scored below and above the Norm

	Gender		Management		Total
	Male	Female	Government	Private	
Teachers who scored below 150	19 (31.15%)	23 (26.14%)	25 (30.86)	17 (25%)	42 (28.19%)
Teachers who scored above 150	42 (68.85%)	65 (73.86%)	56 (69.14%)	51 (75%)	107 (71.81%)
Total	61	88	81	68	149

The above table (Table No. 4.2) shows the number of elementary school teachers who scored below or above than 150; which was the norm. Out of 149 elementary level teachers, 61 were male and 88 were females. Out of 61 male teachers, 19 (31.15%) teachers scored less than 150 and rest 42 (68.85%) scored more than 150. Out of 88 female elementary school teachers, 23 (26.14%) female teachers scored less than 150 and 65 (73.86%) female teachers scored more than 150. It clears (Table No. 4.2) that 19 male teachers and 23 female teachers were not mentally healthy. Even though female teachers were more in numbers than the male teachers who scored below the norm; yet the percentage of male teachers scoring below 150 (31.15%) was higher than the percentage of female teachers (26.14%) scoring below 150. From the table, it is clear that more female elementary school teachers were mentally healthy than the male elementary school teachers.

The above table also indicates the obtained score of elementary school teachers, according to the type of management of the school. Out of 149 elementary school teachers, 81 elementary level teachers were from government schools and rest 68 teachers were from private schools. Table clears that from government schools 25 (30.86%) teachers scored less than the norm. At the same time, out of 68 private school teachers, 17 teachers (25%) scored less than 150 which shows that 25 teachers from government schools and 17 teachers from private schools were not that much mentally healthy how much they should be. Table clears that at the elementary level, in comparison to government school teachers; elementary teachers of private schools were more mentally healthy. This finding is inconsistent with the finding of Rani et al (2012) in which they found the teachers working in government and private schools do not differ in the level of mental health. While Kaur (2006) found in her study that private school teachers were more mentally healthy than government school teachers which is also consistent with the findings of this present study.

Table No. 4.2 also reveals that out of 149 elementary school teachers, there were 42 (28.19%) teachers who scored below the norm; while the majority of the teachers (total- 107 teachers) obtained the score higher than 150. Though according to the norm, it can be said that most of the teachers of the elementary level were mentally healthy, but at the same time more than 28% teachers of the elementary level were not mentally healthy.

Objective 2: To compare the mental health of the elementary school teachers on the basis of their gender.

To achieve this objective, various statistical techniques such as mean, median, standard deviation, and t-test were analyzed. Based on the findings from these statistical techniques, efforts have been made to compare the mental health of male and female elementary schools teachers.

Table No- 4.3**Mental Health of Male and Female Elementary School Teachers in Various Dimensions**

Dimensions	Male				Female			
	N	Mean	Std.Dev.	Median	N	Mean	Std.Dev.	Median
Concept of life	61	30.41	5.104	31	88	30.06	5.070	31
Self Concept	61	15.10	3.847	16	88	15.52	2.824	16
Perception for self amongst others	61	38.26	5.026	38	88	38.30	5.013	38
Perception for others	61	26.25	3.539	26	88	25.86	3.082	25.50
Personal adjustment	61	20.69	3.801	21	88	21.69	3.435	22
Record of achievement	61	27.03	5.069	27	88	27.42	4.121	28
Mental Health	61	157.51	20.541	161	88	158.85	16.583	162

The above table (Table No. 4.3) shows the score of 61 male and 88 female elementary school teachers in Aizawl city. The table is divided into two sections that are male and female teachers, a comparison was done on the basis of six dimensions.

In the dimension 'concept of life', the mean value of male teachers was 30.42 and female teachers had scored a mean value of 30.06. In this area, it was found that male teachers scored slightly higher than female teachers. The SD score in the same area was 5.104 for male teachers and 5.070 for female teachers. The median value (31) was the same for male and female teachers which indicate that a negatively skewed distribution is found both in male and female teachers in their concept of life.

The mean value of male teachers was 15.10 while female teachers scored the value of 15.52 in the area of 'self-concept'. It can be said that the female teachers working in elementary schools had a higher level of 'self-concept' in comparison to male teachers. The same median

value (16) was obtained by both the gender, and as the median value was higher than the mean values for male and female, the distributions are said to be negatively skewed. The SD value was 3.847 and 2.824 respectively for male and female elementary school teaches.

In the dimension of ‘perception for self amongst others’, the obtained values were almost the same. In this dimension, the mean value was 38.26 for males and 38.30 for females. The SD value was 5.026 for male elementary level teachers and 5.013 for female elementary level teachers. Here, the median value was 38 for both the groups; which indicates that both the distributions were positively skewed.

In the area of the dimension of ‘perception for others’, the mean score of male teachers was 26.25 while it was 25.86 for female teachers. It indicates that in the dimension of ‘perceptions for others’ male elementary level teachers were better than their counterparts. The median values 26.25 and 25.50 for male and female teachers respectively, were lower than the mean value in both the cases which indicates that both the distributions were positively skewed. The value of SD was 3.539 for males and 3.082 for female teachers.

In the dimension of ‘personal adjustment’, the mean value of male elementary level teachers was 20.69 which were lesser than the mean value of female elementary level teachers 21.69. The distributions were negatively skewed for both the groups and the median values fall at 21 and 22 for male and female teachers respectively. The value of SD was 3.801 for male teachers and 3.435 for female teachers.

In the ‘record of achievement’, the mean value of male teachers was 27.03 with SD 5.069 while the female teachers obtained the mean value of 27.42 with SD 4.121. The median value was 27 for male elementary school teachers. For female elementary school teachers, the median value was 28; which indicates that the distribution is negatively skewed.

From the above table, it can be concluded that both genders were found to have good mental health. As the total mean score of male and female teachers’ was 157.51 and 158.85 respectively, female elementary school teachers had better mental health than the male elementary school teachers. This finding is in contrast with the findings of Gorsy et al (2015) and Dagar (2016). In their studies, male school teachers were found better on mental health than their female counterparts.

To compare the mental health of male and female elementary school teachers on various dimensions of mental health; the following null hypotheses were formulated,

- Ho2.i - There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of ‘concept of life’.
- Ho2.ii - There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of ‘self-concept’.
- Ho2.iii – There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of ‘perception of self amongst others’.
- Ho2.iv - There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of ‘perception of others’.
- Ho2.v - There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of ‘personal adjustment’.
- Ho2.vi - There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of ‘record of achievement’.
- Ho2.vii - There is no significant difference between the mental health of male and female elementary school teachers in Aizawl city.

Table No. – 4.4

Comparison of Mental Health of Male and Female Elementary School Teachers

Dimensions	Male	Female	df	T-value (at 0.05 level of significance)
Concept of Life				
Mean	30.41	30.06	147	0.015
SD	5.104	5.070		
SEM	0.653	0.541		
N	61	88		
Self Concept				
Mean	15.10	15.52	147	4.906*
SD	3.487	2.824		
SEM	0.446	0,301		

N	61	88		
Perception for Self amongst others				
Mean	38.26	38.30	147	0.006
SD	5.026	5.013		
SEM	0.644	0.534		
N	61	88		
Perception for Others				
Mean	26.25	25.86	147	1.489
SD	3.539	3.082		
SEM	0.453	0.329		
N	61	88		
Personal Adjustment				
Mean	20.69	21.69	147	0.761
SD	3.801	3.435		
SEM	0.487	0.366		
N	61	88		
Record Of Achievement				
Mean	27.03	27.42	147	1.296
SD	5.069	4.121		
SEM	0.649	0.439		
N	61	88		
Total Mental Health				
Mean	157.51	158.85	147	3.833*
SD	20.541	16.583		
SEM	2.630	1.768		
N	61	88		

*significant at 0.05 level

The above table (Table No. 4.4) shows the obtained scores of 61 male and 88 female teachers of elementary schools in Aizawl city in various dimensions of mental health.

In the 'concept of life', the mean score of male teachers was 30.41 with SD 5.104 and 0.653 SEM. At the same time, the mean value of female teachers in 'concept of life' was 30.06 with 5.070 SD and 0.541 SEM. The calculated t-value was 0.015 with the degree of freedom (df) 147. As the calculated t-value is very less than the required table value at 0.05 level of significance, thus the null hypothesis, H_0 – 'there is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'concept of life' is accepted.

In the area of 'self-concept', the mean value of male teachers was 15.10 with SD 3.487 and 0.446 SEM. In the same area (self-concept), the mean of female teachers was 15.52 with SD 2.824 and 0.301 SEM. The calculated t-value was 4.906 which is significant at 0.05 level. Thus,

the null hypothesis Ho2.ii- 'there is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'self-concept' is rejected and the research hypothesis 'there is a significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'self-concept' is accepted. The mean scores of both the genders also reveal that female elementary school teachers had a better 'self-concept' than male elementary school teachers.

In the 'perception for self amongst others', the mean value of male teachers was 38.26 with SD 5.026 and SEM 0.644. In the same area, the mean value of female teachers was 38.30 with SD 5.013 and SEM 0.534. The calculated t-value was 0.006 which is not significant at 0.05 level; thus; the null hypothesis Ho2.iii - 'there is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'perception for self amongst others' is accepted.

In the area 'perception for others', the mean score of male teachers was 26.25 with SD 3.539 and SEM 0.453. While the mean score of female teachers was 25.86 with SD 3.082 and SEM 0.329. The t-value was 1.489. It is clear from the table that the t-value is less than the table value at 0.05 level of significance; therefore, the null hypothesis Ho2.iv - 'there is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'perception for others' is accepted.

In the 'personal adjustment', the mean value 20.69 was obtained by the male teachers with SD 3.801 and SEM 0.487; the mean value of female teachers was 21.69 with SD 3.435 and SEM 0.366. The t value is found to be 0.761 which is not significant at 0.05 level. Thus, the null hypothesis Ho2.v - 'there is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'personal adjustment' is accepted.

In the dimension of 'record of achievement', the mean value of male elementary school teachers was 27.03 with SD 5.069 and 0.649 SEM. The female elementary school teachers obtained the mean value 27.42 with SD 4.121 and SEM 0.439. The calculated t-value was 1.296 which is not significant at 0.05 level of significance; so the null hypothesis Ho2.vi - 'there is no

significant difference between male and female elementary school teachers in Aizawl city in the dimension of ‘record of achievement’ is accepted.

Regarding the total mental health, the mean value of 61 male teachers was 157.51 with SD 20.541 and SEM 2.630. The mean value of female teachers was 158.85 with SD of 16.583 and SEM 1.768, the calculated t-value was 3.833 which is higher than the table value at 0.05 level of significance, thus the null hypothesis Ho2.vii - ‘there is no significant difference between the mental health of male and female elementary school teachers in Aizawl city’ is rejected and the research hypothesis ‘there is a significant difference between the mental health of male and female elementary school teachers in Aizawl city’ is accepted.

The above table reveals that among the six dimensions of mental health, a significant difference was found in the dimension of ‘self-concept’. Likewise, there is also a significant difference between male and female elementary school teachers in their total mental health. And it is found from the table that female elementary school teachers had better mental health than the male elementary school teachers. This finding is contrasted with the findings of Rani et al. (2012) and Gohil (2016) in which they found no significant difference in the level of mental health between male and female teachers.

To study the difference in the mental health of male and female elementary level teachers of government schools, the following null hypotheses were formulated.

Ho2.viii - There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of ‘concept of life’.

Ho2.ix - There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of ‘self-concept’.

Ho2.x - There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of ‘perception for self amongst others’.

Ho2.xi - There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of ‘perception for others’.

Ho2.xii - There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of ‘personal adjustment’.

Ho2.xiii - There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'record of achievement.

Ho2.xiv - There is no significant difference between the mental health of male and female elementary level teachers of government schools in Aizawl city.

Table No. 4.5

Comparison of Mental Health of Male and Female Teachers Working in Government Elementary Schools

Dimensions	Male	Female	df	t-value (at 0.05 level of significance)
Concept of Life				
Mean	30.95	29.50	79	3.742*
SD	4.161	5.447		
SEM	0.666	0.841		
N	39	42		
Self Concept				
Mean	15.44	15.21	79	1.884
SD	3.110	2.790		
SEM	0.498	0.430		
N	39	42		
Perception for self amongst others				
Mean	38.79	37.71	79	0.25
SD	4.824	4.681		
SEM	0.772	0.722		
N				
Perception for Others				
Mean	26.05	25.62	79	2.898*
SD	3.441	2.631		
SEM	0.551	0.406		
N	39	42		
Personal Adjustment				
Mean	21.31	21.52	79	0.94
SD	3.205	3.293		
SEM	0.513	0.508		
N	39	42		
Record Of Achievement				
Mean	27.85	26.98	79	0.495

SD	4.892	3.960		
SEM	0.798	0.611		
N	39	42		
Total Mental Health				
Mean	160.03	156.55	79	0.49
SD	18.037	16.889		
SEM	20888	2.606		
N	39	42		

*significant on 0.05 level

The above table (Table no. 4.5) shows that in the dimension of ‘concept of life’ mean value of male teachers was 30.95 with SD 4.161 and SEM 0.666. In the same area, the mean value of female teachers was 29.50 with SD 5.447 and SEM -0.841. The t-value of above score was 3.742 which is significant at 0.05 level of significance. Therefore, the null hypothesis Ho2.viii – ‘there is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of ‘concept of life’ is rejected and research hypothesis ‘there is a significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of ‘concept of life’ is accepted. On the basis of mean scores, it can be said that male elementary level teachers of governmental elementary schools in Aizawl city had a better ‘concept of life’ than their female counterparts.

In the dimension of ‘self-concept’, the mean value of male teachers was 15.44 with SD 3.110 and SEM 0.498. In the same area a mean value of female teachers was 15.21 with SD 2.790 and SEM 0.430. The calculated t-value 1.884 was less than the table value, which means that the null hypothesis Ho2.ix – ‘there is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of ‘self-concept’ is accepted.

In the ‘perception for self amongst others’, the mean value of male teachers was 38.79 with SD 4.824 and SEM 0.772. The female teachers scored 37.71 as a mean value with SD 4.681 and SEM 0.722. Here, t-value was 0.25 which is very less than the table value at 0.05 level of significance, which means the null hypothesis Ho2.x - ‘there is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of ‘perception for self amongst others’ is accepted.

In the dimension ‘perception for others’, the mean value 26.05 was obtained by the male teachers with the SD 3.441 and SEM 0.551. The mean value scored by the female teachers was

25.62 with SD 2.631 and SEM 0.406. The t-value was 2.898 at 0.05 level of significance which was much greater than the required table value; thus the null hypothesis Ho2.xi - 'there is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'perception of others' is rejected and the research hypothesis 'there is a significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'perception of others' is accepted. On the basis of the mean scores, it can be said that male elementary level teachers of government schools had a better 'perception for others' than their counterparts.

In 'personal adjustment', the mean value of male teachers of government schools was 21.31 with SD 3.205 and SEM of 0.513. The female teachers of government schools obtained the mean value 21.52 with SD 3.293 and the SEM 0.508. The calculated t-value was 0.94 which was less than the table value; which indicates that the null hypothesis Ho2.xii - 'there is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'personal adjustment' is accepted.

In the dimension of a 'record of achievement', mean value 27.85 was obtained by male elementary level teachers with SD 4.892 and the SEM 0.789, while the female elementary level teachers scored the mean value 26.98 with SD 3.960 and the SEM 0.611. The calculated t-value was 0.495 which is not significant at 0.05 level. Thus, the null hypothesis Ho2.xiii - 'there is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'record of achievement' is accepted.

Regarding the total mental health, the mean value of male teachers was 160.03 with SD 18.037 and the SEM 2.888. On the other hand, the mean value of female elementary level teachers is found to be 156.55 with SD 16.889 and the SEM 2.606. The t-value of above score was 0.49 which is less than the table value which further indicates that the null hypothesis Ho2.xiv - 'there is no significant difference between the mental health of male and female elementary level teachers of government schools in Aizawl city' is accepted. Although, a significant difference was not found between the mental health of male and female government school teachers, yet, a significant difference was found in the dimension of 'concept of life' and 'perception for others'. This finding is inconsistent with the finding of Gorsy et al. (2015) as they found a significant difference in mental health between male and female teachers of government schools.

To study the difference between the mental health of male and female elementary level teachers of private schools, the following null hypotheses were formulated.

Ho2.xv - There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of ‘concept of life’.

Ho2.xvi - There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of ‘self-concept’.

Ho2.xvii - There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of ‘perception for self amongst others’.

Ho2.xviii - There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of ‘perception for others’.

Ho2.xix - There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of ‘personal adjustment’.

Ho2.xx - There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of ‘record of achievement’.

Ho2.xxi - There is no significant difference between the mental health of male and female elementary level teachers of private schools in Aizawl city.

Table No. – 4.6

Comparison of Mental Health of Male and Female Elementary School Teachers of Private Schools

Dimension	Male	Female	df	t-value (at 0.05 level of significance)
Concept of Life				
Mean	29.45	30.57	66	3.527*
SD	6.449	4.703		
SEM	1.375	0.693		
N	22	46		
Self Concept				
Mean	14.50	15.80	66	3.737*

SD	4.080	2.857		
SEM	0.870	0.421		
N	22	46		
Perception for Self amongst others				
Mean	37.32	38.83	66	0.181
SD	5.349	5.293		
SEM	1.140	0.780		
N	22	46		
Perception for Others				
Mean	26.59	26.09	66	0.135
SD	3.763	3.457		
SEM	0.802	0.510		
N	22	46		
Personal Adjustment				
Mean	19.59	21.85	66	3.052*
SD	4.553	3.590		
SEM	0.971	0.529		
N	22	46		
Record Of Achievement				
Mean	25.59	27.83	66	0.419
SD	5.011	4.265		
SEM	1.068	0.629		
N	22	46		
Total Mental Health				
Mean	153.05	160.96	66	8.792*
SD	24.169	16.196		
SEM	5.153	2.388		
N	22	46		

*significant on 0.05 level

Table No. 4.6 shows the comparison between 22 male and 46 female teachers working in private elementary schools in Aizawl city.

In the 'concept of life', the mean value of male teachers was 29.45 with SD 6.449 and SEM 1.375. The female teachers had scored the mean value 30.57 with SD 4.703 and the SEM 0.693. The calculated t-value 3.527 was much greater than the table value 2.00 at 0.05 level of significance. It indicates that the null hypothesis H_0 - 'there is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'concept of life' is rejected and the research hypothesis 'there is a significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'concept of life' is accepted. Looking at the table, the mean value of female teachers is higher than the mean value of male teachers which means that the female elementary

level teachers of private schools had a higher 'concept of life' than the male elementary level teachers of private schools, so it can be said that female elementary level teachers of private schools had better 'concept of life' than their counterparts.

In the area of 'self-concept', the mean value obtained by the male teachers was 14.50 with SD 4.080 and SEM 0.870. In the same area, the mean value of female teachers was 15.80 with SD 2.857 and SEM 0.421. The t-value is found to be 3.737 which is greater than the table value which means that the null hypothesis Ho2.xvi - 'there is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'self-concept' is rejected and the research hypothesis 'there is a significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'self-concept' is accepted. The mean value of female teachers was higher than the mean value of male teachers; it means that the female teachers had better 'self-concept' than the male teachers.

The mean value of male teachers in the 'perception for self amongst others' was 37.32 with SD 5.349 and the SEM 1.140. While the female teachers had obtained 38.83 as mean with SD 5.289 and SEM 0.780. The t-value was 0.181 which is very less than the required value at 0.05 level of significance, thus the null hypothesis Ho2.xvii - 'there is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'perception for self amongst others' is accepted.

In the dimension of 'perception for others', the male teachers had scored the mean value 26.59 with SD 3.763 and SEM 0.802. The female teachers had obtained the mean value 26.09 with SD 3.457 and SEM 0.510. The calculated t-value was 0.135, which is not significant at 0.05 level, thus the null hypothesis Ho2.xviii - 'there is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'perception for others' is accepted.

In the 'personal adjustment', the mean value of male teachers was 19.59 with SD 4.553 and SEM of 0.971. The female teachers had obtained the mean value 21.85 with SD 3.590 and SEM 0.529. Here, a significant difference is found as the calculated t-value 3.052 and it is much greater than the table value at 0.05 level of significance. Thus the null hypothesis Ho2.xix - 'there is no significant difference between male and female elementary level teachers of private

schools in Aizawl city in the dimension of ‘personal adjustment’ is rejected; while the research hypothesis ‘there is a significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of ‘personal adjustment’ is accepted. The mean value of female teachers was higher than the mean value of male teachers; it means that the female elementary level teachers of private schools had better ‘personal adjustment’ than their male counterparts.

Regarding the ‘record of achievement’, the mean value of male teachers was 25.59 with SD 5.011 and SEM 1.068. The female teachers had obtained the mean value 27.83 with SD 4.265. The calculated value was 0.419 which is not significant at .05 level. Thus the null hypothesis H02.xx- ‘there is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of ‘record of achievement’ is accepted.

In the total mental health, the mean value of male teachers was 153.05 with SD 24.169 and SEM 5.153. At the same time, the female teachers obtained a mean value of 160.96 with SD 16.196 and SEM 2.388. The calculated t-value was 8.792 which is very much higher than the table value at 0.05 level of significance; it means that the null hypothesis Ho2.xxi - ‘there is no significant difference between the mental health of male and female elementary level teachers of private schools in Aizawl city’ is rejected and the research hypothesis ‘there is a significant difference between the mental health of male and female elementary level teachers of private schools in Aizawl city’ is accepted. By looking at the mean values of both the gender, it can be seen that female elementary level teachers of private schools had better mental health than male elementary level teachers of private schools.

Objective 3: To compare the mental health of the elementary school teachers with reference to the type of school management.

Table No. - 4.7

Comparison of the Mental Health of Government and Private Elementary School Teachers

Dimensions	Government				Private			
	N	Mean	Std.Dev.	Median	N	Mean	Std.Dev.	Median
Concept of life	81	30.20	4.895	32	68	30.21	5.307	31
Self Concept	81	15.32	2.932	16	68	15.38	3.328	16
Perception for self amongst others	81	38.23	4.752	32	68	38.34	5.319	39
Perception for others	81	25.83	3.036	25	68	26.25	3.538	26
Personal adjustment	81	21.42	3.232	21	68	21.12	4.035	22
Record of achievement	81	27.40	4.474	28	68	27.10	4.604	28
Mental Health	81	158.22	17.429	161	68	158.40	19.318	163

From the table No.4.7, it can be seen that in the dimension of ‘concept of life’, the mean score of elementary level teachers of government schools was 30.20 with SD 4.895. At the same time, elementary level teachers of private schools obtained the mean value 30.21 with SD 5.307. The median values were 32 and 31 for government school teachers and private school teachers respectively. As, the median values were higher than the mean values in both cases, so the distributions were negatively skewed.

The table also indicates that in the area of ‘self-concept’, the mean value of elementary level teachers of private schools was slightly higher than the mean value of elementary level government school teachers which were 15.38 and 15.32 respectively. The SD value was 2.932 for Government school teachers and 3.328 for private school teachers. The median value (16) was the same for the elementary level teachers of government schools as well as private schools in Government school teachers and private school teachers were also fell at the same value 16. It can also be seen that the median value is higher than the mean values in both the cases which means that both the distributions were negatively skewed.

In the 'perception for self amongst others', the mean value of government school teachers was 38.23 and mean value of private school teachers was 38.34 with SD 4.752 and 5.319, respectively. In the same area (perception for self), the median value score by government school teachers was 32. The median value 39 was obtained by private school teachers. The median values in the 'perception for self amongst others' were found higher than the mean values in both cases; it means that the distributions were negatively skewed.

In the dimension of 'perception for others', the mean value of elementary level teachers of government schools was 25.83 and it was 26.25 for elementary level teachers of private schools. The SD was 3.036 for elementary level teachers of government schools and 3.538 for elementary level teachers of private schools. The median value of government school teachers in 'perception for others; was 25. Here, the median value is slightly lower than the mean value, which indicates that the distribution was positively skewed. The median value of private school teachers was 26. Again, in this dimension of mental health distribution curve of private elementary school teachers was positively skewed.

In the 'personal adjustment', the mean value of elementary level teachers of government schools was 21.42 and for elementary level private school teachers, it was 21.12. The SD value was 3.036 for elementary level teachers of government schools and 4.035 for elementary level teachers of private schools. The median value obtained by government school teachers was 21. As the median value was less than the mean value, positively skewed distribution is found in the dimension of personal adjustment of elementary level teachers of government schools. The median value was 22 for elementary level teachers of private schools. Here, negatively skewed distribution was found in the 'personal adjustment' of elementary level teachers of private schools as the median value was slightly higher than the mean value.

In the 'record of achievement', the mean value of elementary level teachers of government schools was 27.40 and it was 27.10 for elementary level teachers of private schools. The SD value was 4.474 in government elementary school teachers and 4.604 in private elementary school teachers. In this area, the median value (28) was the same for both elementary level teachers of government schools and elementary level teachers of private schools. Here, both the median values of elementary level teachers of government schools and elementary level

teachers of private schools were found higher than their mean values which mean both the distributions were negatively skewed.

Regarding the total mental health of elementary level teachers of government schools, the mean value 158.22 with SD 17.429 was obtained. The mean value of elementary level teachers of private schools was 158.40 with SD 19.318. The median value of government elementary school teachers was 161 and private elementary school teachers obtained the median value 163. Negatively skewed distribution was found in both government school teachers and private school teachers.

Table No. 4.7 shows that both government elementary school teachers and private elementary school teachers were mentally healthy as their mean values were 158.22 and 158.40 respectively. Even though much difference is not found in the total mental health, private elementary school teachers were found to have higher scores than government elementary school teachers in almost all the dimensions except in the ‘personal adjustment’ and ‘record of achievement’. The finding of this study contrasts with the study of Dagar et al. (2016) as they found that type of school has no effect on the mental health of teachers.

To study the difference between the mental health of elementary school teachers according to the types of school management; the following null hypotheses were formulated.

Ho3.i - There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of ‘concept of life’.

Ho3.ii - There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of ‘self-concept’.

Ho3.iii - There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of ‘perception of self amongst others’.

Ho3.iv - There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of ‘perception of others’.

Ho3.v - There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of ‘personal adjustment’.

Ho3.vi - There is no significant difference between elementary level teachers of government and

private schools in Aizawl city in the dimension of 'record of achievement.

Ho3.vii - There is no significant difference between the mental health of elementary level teachers of government and private schools in Aizawl city.

Table No. - 4.8

Comparison of Mental Health of Government and Private Elementary School Teachers

Dimensions	Government Schools	Private Schools	df	t-value (at 0.05 level of significance)
Concept of Life				
Mean	30.20	30.21	147	0.071
SD	4.895	5.307		
SEM	0.544	0.644		
N	81	68		
Self Concept				
Mean	15.32	15.38	147	0.781
SD	2.932	3.328		
SEM	0.326	0.404		
N	81	68		
Perception for Self amongst others				
Mean	38.32	38.34	147	1.823
SD	4.752	5.319		
SEM	0.528	0.645		
N	81	68		
Perception for Others				
Mean	25.83	26.25	147	1.141
SD	3.036	3.538		
SEM	0.337	0.429		
N	81	68		
Personal Adjustment				
Mean	21.42	21.12	147	1.624
SD	3.232	4.035		
SEM	0.359	0.489		
N	81	68		
Record Of Achievement				
Mean	27.40	27.10	147	0.004
SD	4.474	4.604		
SEM	0.497	0.558		
N	81	68		
Total Mental Health				
Mean	158.22	158.40	147	0.270

SD	17.429	19.318		
SEM	1.937	2.343		
N	81	68		

*significant on 0.05 level

Above table (table no. 4.8) shows a comparison between 81 government elementary school teachers and 68 private elementary school teachers in six different dimensions of mental health at 0.05 level of significance.

In the 'concept of life', the mean value of government elementary school teachers was 30.20 with SD 4.895 and SEM was 0.544. Private elementary school teachers obtained the mean value 30.21 with SD 5.307 and SEM was 0.644. The calculated t-value is 0.071 which is not significant at 0.05 level. As the calculated t-value is less than the table value; thus, the null hypothesis Ho3.i – 'there is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'concept of life' is accepted.

In the dimension of 'self-concept', the mean value of government school teachers was 15.32 with SD 2.932 and SEM 0.326. In this area, the mean value of private school teachers was 15.38 with SD 3.328 and SEM 0.404. The t-value was 0.781 which is less than the table value so the null hypothesis Ho3.ii – 'there is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'self-concept', is accepted.

In the area of 'perception for self amongst others', government elementary school teachers obtained the mean value 38.32 with SD 4.752 and SEM 0.528. The mean value of private elementary school teachers was 38.34 with SD 4.752 and SEM 5.319. The t- value was 1.823 which was found less than the table values at 0.05, so the null hypothesis Ho3.iii – 'there is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'perception of self amongst others' is accepted.

In the 'perception for others', the mean value of government elementary school teachers was 25.83 with SD 3.036 and SEM 0.337. Likewise, the mean value of private school teachers was 26.25 with SD value 3.538 and SEM 0.429. Here, the calculated t-value was 1.141 which is not significant at 0.05 level. Thus the null hypothesis Ho3.iv - 'there is no significant difference between elementary level teachers of government and private school in Aizawl city in the dimension of 'perception of others' is accepted.

In the area of ‘personal adjustment’, the mean value of government elementary school teachers was 21.42 with SD 3.232 and SEM 0.359. Likewise, private elementary school teachers obtained mean value 21.12 with SD 4.035 and SEM 0.489. The t-value 1.624 was less than the table value which indicates that the null hypothesis Ho3.v - ‘there is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of ‘personal adjustment’

In the dimension of ‘record of achievement’, the mean value of government elementary school teachers was found to be 27.40 with SD 4.474 and SEM 0.497. Private elementary school teachers obtained the mean value 27.10 with SD value 4.604 and SEM 0.558. The null hypothesis Ho3.vi - ‘there is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of ‘record of achievement’ is accepted as the t-value 0.004 was less than the required table value at 0.05 level of significance.

In the total mental health of elementary level teachers of government schools, the mean value was 158.22 with SD of 17.429 and SEM 1.937. On the other hand, in the total mental health for elementary level teachers of private schools, the mean value was 158.40 with SD 19.318 and 2.343 SEM. The calculated t-value is 0.270, which was not significant at the 0.05 level. Thus, the null hypothesis Ho3.vii - ‘there is no significant difference between the mental health of elementary level teachers of government and private schools in Aizawl city’ is accepted. Even though the mean value of private elementary school teachers was found higher than the mean value of the mental health of government elementary school teachers; but this difference is not significant.

Objective 4: To make suggestions for better mental health among elementary school teachers.

Looking at table 4.1, it was found that elementary school teachers in Aizawl city were mentally healthy. On the other hand, table 4.2 shows that although more than 71% of the teachers were mentally healthy yet, 42 teachers, which is more than 28% were not mentally healthy. So, it is necessary to make suggestions for better health of elementary level teachers. The researcher has given some suggestions for better mental health which are as follows:

- 1) In order to promote mental health among elementary level teachers, the teachers must have the sense of security in their service. It is necessary to give legal protection regarding the security of service.
- 2) The economic condition can affect the mental health of the teachers, so it is suggested that the teachers should be given adequate salaries especially in private schools.
- 3) Sometimes, the workload of the teachers is rather too much for them. As the overwork has a damaging effect on physical as well as mental health; it suggested that the teachers should be given some leisure time for relaxation and recreation.
- 4) The elementary level teachers of government schools are mostly engaged in non-academic works. The government and other officials should take some decisions to discourage it.
- 5) The teachers should be given freedom regarding their teaching and other duties concerned. So, the authorities and the headmasters should maintain a sympathetic attitude towards the teachers.
- 6) The teachers should be given due recognition in the society, and they should be recognized as the true builders of the nation. This feeling of recognition will promote the mental health of the teachers.
- 7) For promoting mental health among the teachers; there should be democratic administration and atmosphere in the school.
- 8) It is necessary to make sure that at the time of recruitment of the teachers; only those candidates who are emotionally stable and mentally balanced must be recruited.
- 9) Awareness of the importance of their mental health and its effects should be inculcated among the teachers.
- 10) Guidance and counseling program should be organized in the area of mental health, especially for elementary level teachers.

CHAPTER V

SUMMARY, FINDINGS AND CONCLUSION

School is not only considered as a place where students go to study but it is being considered as the temple of education where teachers play a similar role as the priest of any religious place. Performance of the school depends on the teamwork of teachers and students. Teachers do not impart only education to the students but also act as a bridge to fill the gaps between students, principal, management, and parents. Sound professional relations of a teacher with students, their parents, colleagues, and management may lead to his/her better mental health. The quality, competence, character, and effectiveness of teachers are the most significant factors which influence the quality of education. Teacher's mental health plays an important role in the teaching-learning process. If the teachers are not mentally healthy then the negative impact will be on the students. Teachers need to be mentally healthy to build a healthy nation.

5.1 Mental Health:

The term '*Mental Health*' consists of two words: The word 'mental' usually imply something more than purely cerebral functioning of a person. It includes one's emotional affective state. Similarly, 'health' refers to more than physical well-being. It also connotes the individual's intra-physic balance, the interaction of one's physic-structure with the external and social environment (Kaur, 2006)

In the present world of professional competence, everyone is threatened by increasing competitions and degraded circumstances. Health is an important and sensitive aspect of individual's life which cannot be ignored in any situation. As a result, the concept of health has been extended beyond the proper functioning of the body; it includes controlled emotions, a sound, and efficient mind. In simple words, meaning of mentally healthy is an individual where mind and body both are working efficiently and harmoniously (Kaur, 2006). Health is not only important but essential for survival as a social being. No area of human life is beyond the range of mental health. It includes every aspect and dimension of human personality and the

individual's adjustment to own self, others and environment. The main characteristic of mental health is to be able to adjust well in every situation of life. The mentally healthy person can adapt him or herself to every best and worst condition of life and environment.

Mental health is concerned with the health of one's mind and its functioning in the same way as the physical health is concerned with the health of one's physical organs and their functioning. In layman terms, mental health is a level of psychological well-being or an absence of a mental disorder. Mental health may include an individual's ability to enjoy life and create a balance between life activities and efforts to achieve psychological resilience.

According to Kornhauser (1965 as cited in Kumar, 2015) "Mental health includes those behaviors, perceptions, and feelings that determine a person's overall level of personal effectiveness, success, happiness and excellence of functioning as a person. It depends on the development and retention of goals that is neither too high nor too low to permit realistic successful maintenance of belief in one's self as a worthy, effective human being. Further, it is the condition in which the individual manifest through self-evaluation, adjustability, maturity, regular life, absence of extremism satisfactory social adjustment and satisfaction from his chief occupation." The interpretation of mental health by Das (2008 as cited in Gorsy, Panwar & Kumar, 2015) is "Good mental health can be achieved by following the principle of mental hygiene, which is the science of the investigation and application of those measures that prevent mental disorder. Mental health is a way of living satisfactorily and effectively with other members of the society."

5.2 Need of the Study:

In today's world, public education is one of the main pillars of sustainable development, and every country assigns a significant deal of its national income to education. In fact, education is center of human society, and one of its major goals is to train capable young children and adolescents. Therefore, teachers establish a solid foundation of a successful educational system and to develop the teachers as solid foundation diagnosis of the factors is required which affect the performances of school teachers. There is a direct relationship between people's contentment with their jobs and their performances, and in turn that could have an effect on the performance of the human society in general.

Teaching is often said to be the finest profession among all the professions, so the teachers should understand that the work they are doing is the noblest and that they need not feel shame, instead have the satisfaction and confidence in their worth and work. One of the most accepted teaching careers is working as an elementary education teacher. An elementary school teacher has the potential to positively influence both the children and parents they work with every day. Each country's future is in the hands of its teachers. The performances of teachers in any society are influenced by various factors which one of them is the teacher's mental health.

The importance of elementary school teacher in the educational process is unquestionable. This is because, that in the educational system, the elementary school teachers hold the key position and it is only through them that the final process of education takes place. The chief reason an elementary school teacher is crucial to each child is that for few children they are the first teacher, whom child comes in contact. If a teacher is mentally fit and is free from all types of stress and strain, he will teach effectively in the classroom. The wisdom of the teacher, knowledge, and management of the class will depend upon the level of his mental health.

At present, teachers are facing new challenges in education and to face these challenges, teachers are required to make more efforts. Apart from this, there are many expectations of the society for the teachers to carry out various roles, At times, to take up these obligations, the society demands to the teachers to perform various roles. In our present socio-cultural, economic and bureaucratic context; these demands are undefined, inconsistent and unattainable which create stress for the teachers. Teaching is more than an occupation and in order to teach effectively, the teacher must possess sound mental health. A mentally healthy teacher plays an important role in promoting the mental health of his/her students. If the mental health of the teacher is unsatisfactory, it will affect the mental health of the pupils, adversely. To conclude, teacher's mental health stands for his/her adjustment and motivation with which he/she performs well in the teaching profession. For teachers, mental health is the necessary condition to engage them effectively in their work, to get satisfaction, joy and pride in the activities and duties what they do, and to maintain healthy relationship with their colleagues.

There are some factors which can affect the mental health of teachers such as, type of management of the school, salary structure, job guarantee, educational level of the teacher, academic environment of the school etc. In most of the cases, teachers of private schools get less salary than teachers of government schools (Orlin, 2013). Heavy workload of teachers in the schools leaves no time for relaxation and recreation which is also be very damaging for the mental health of the teachers (Bhatia and Bhatia, 1990).

The occupational stress is creating a tedious situation among school teachers. Apart from teaching, they are also involved in other administrative or non-teaching activities and due to involvement in other administrative activities teachers are facing excessive pressure of the work (Pokhrel, 2017). The workload of government school teachers are comparatively low than the private school teachers (Chughati and Parveen, 2015). But at the same time, government school teachers were very dissatisfied with the non-academic duties they are required to carry out as, census data collection, election duty in which teachers are required to attend three to four days of training etc. Teachers found these duties as cumbersome and a distraction from teaching (Jain and Kabra, 2015). The academic environment can affect the mental health of the school teachers, the school provides an operational framework for the teachers, a culture and climate, both organizational and social, by which they are influenced and in turned influence themselves (Lemerle, 2005).

Gender is correlated with the occurrence of certain mental disorders like depression and anxiety. Albert (2015) in his study found that major depression is as twice as common in women because women have more responsibility than male such as looking after the health of members of their family and maintaining household chores. Societal patriarchy and gender roles also influence the psychological perceptions of both men and women, negatively. These gender roles may include the pressure on men not to show their emotions and the fact that women, on average, have lower self-esteem and sense of control, than men. Globalization has overseen a dramatic widening of inequality within and between countries including gender-based income disparities. Regarding the female teachers, it is also believed that they are more prone to have low level of mental health than the male teachers because women have more responsibilities in household activities besides their teaching profession. Especially for the married female teachers, they have to look after their children and their family while attending to their job regularly.

Although it does not mean that men do not have responsibilities in performing household works; but it is universal truth that women take more duty when it comes to household works. So, in comparison to their male counterparts there is more chance of female teachers for being mentally unhealthy. As it is believed that women are more prone to have mental illness, the researcher felt necessity to study the mental health of elementary school teachers based on their gender.

Keeping in mind the role of elementary school teachers and their mental health to develop appropriate social skills among students which is going to shape their future, investigator planned to find out the status of mental health of elementary level teachers of Aizawl city. By intense review of the related studies it is clear that no studies were conducted in the context of Mizoram, the researcher felt significant to study the 'Mental Health of Elementary School Teachers in Aizawl City'.

5.3 Research Questions:

The researcher tried to find the answer to the following questions.

- 1) What is the mental health of elementary school teachers in Aizawl City?
- 2) Is there a significant difference in the mental health of male and female elementary school teachers?
- 3) Is there a significant difference in the mental health of elementary school teachers according to the type of school management?

5.4 Statement of the Problem:

Problem of this study has been entitled as:

MENTAL HEALTH OF THE ELEMENTARY SCHOOL TEACHERS IN AIZAWL CITY

5.5 Operational Definition of Keywords:

- 1) *Mental Health*: It is a level of psychological well-being or an absence of mental illness. It implies the ability to balance one's feelings, emotions, desires and ambitions in one's daily living as well the ability to face and accept the realities of life. (Bhatia and Bhatia, 1990)

2) *Elementary School Teacher*: A person who teaches in an Elementary stage (class I to VIII) whose job is to teach students about certain subjects.

5.6 Objectives:

- 1) To study the mental health of the elementary school teachers in Aizawl City.
- 2) To compare the mental health of the elementary school teachers on the basis of their gender.
- 3) To compare the mental health of the elementary school teachers with reference to the type of school management.
- 4) To make suggestions for better mental health among elementary school teachers.

5.7 Methodology:

In the present study descriptive survey method was adopted.

5.8 Population:

The total number of elementary schools in Aizawl city was 354 and all the teachers working in these schools were the population of the present study.

5.9 Sample and Sampling Technique:

Stratified random sampling technique was employed to select the sample from the population. There were total 354 elementary schools in Aizawl city. Among these schools; 231 were government schools and 123 were private schools. From the total government schools, 20% (46) schools were selected randomly, as a sample. From private schools 20% (25) schools were selected randomly. The total number of elementary school teachers in selected government schools was 335 in which there were 129 male teachers and 206 female teachers. There were 285 teachers in selected private elementary schools; among them 89 were male teachers and 196 female teachers. Investigator selected more than 20 percent of teachers from each stratum.

The sample size consisted of 149 teachers; among them, 61 were male elementary school teachers and 88 were female elementary school teachers. Regarding the type of school management, 81 teachers were working in the government schools. Out of them; 39 were male

elementary teachers and 42 were female elementary school teachers. 68 teachers were from private schools in which 22 and 46 were male and female elementary school teachers respectively.

5.10 Tool of Data Collection:

To find out the mental health of teachers, RCE Mental Health Scale (MHS) for teachers developed by Dr. S.P Anand (2009) was used. This Likert type Scale (Anand, 1992, 2005) was based upon six icons of mental health which were – concept of life, self concept, perception for self amongst others, perception for others, personal adjustment and record of achievement. The scale had 40 negative and 20 positive statements.

5.11 Scoring:

In each statement, five choices were given as SA (strongly agree), A (agree), UD (undecided), D (disagree) and SD (strongly disagree). These responses were scored as 4,3,2,1,0 for positive and 0,1,2,3,4 for negative statements as given in the manual (RCE Mental Health Scale, 2009).

5.12 Findings of the Study:

The findings of the study has been given as per the research objectives as follows-

1. The teachers working in the elementary schools in Aizawl city were mentally healthy.
2. The majority (71.81%) of elementary school teachers in Aizawl city were mentally healthy.
3. Out of the 149 elementary school teachers, 42 (28.19%) were not mentally healthy and the rest 107 (71.81%) were mentally healthy.
4. Both male and female elementary school teachers in Aizawl city had good mental health.
5. Out of the 61 male elementary school teachers, 19 (31.15%) male elementary level teachers were not mentally healthy.
6. Out of the 88 female elementary school teachers, 23 (26.14%) female elementary level teachers were not mentally healthy.

7. Out of the total 81 government elementary school teachers, 25 (30.86%) were not mentally healthy.
8. Out of 68 private elementary school teachers, 17(25%) teachers were not mentally healthy.
9. Female elementary school teachers in Aizawl city had better mental health than the male elementary school teachers.
10. There was no significant difference between male and female elementary school teachers in Aizawl city in the dimensions of 'concept of life', 'Perception for self amongst others', 'Perception for others', 'Personal adjustment' and 'Record of achievement' and at the same time significant difference was found in the dimension of 'Self-concept'.
11. There was a significant difference between the mental health of male and female elementary school teachers in Aizawl city.
12. There was a significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimensions of 'concept of life' and 'Perception for others'. No significant difference was found in the dimensions of 'Self-concept', 'Perception for self', 'Personal adjustment' and 'Record of achievement'.
13. There was no significant difference between the mental health of male and female elementary level teachers of government schools in Aizawl city.
14. There was a significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimensions of 'Concept of life', 'Self-concept', and 'Personal adjustment'. There was no significant difference in the dimensions of 'Perception for self amongst others', 'Perception for others' and 'Record of achievement'.
15. There was a significant difference between the mental health of male and female elementary level teachers of private schools in Aizawl city.
16. At elementary level, in comparison to government school teachers, more teachers of private schools were mentally healthy.
17. No significant difference was found between elementary level teachers of government and private schools in Aizawl city in all the dimensions; such as in the 'Concept of life', 'Self-concept', 'Perception for self amongst others', 'Perception for others', 'Personal adjustment' and 'Record of achievement'.

18. There was no significant difference between the mental health of government and private elementary school teachers in Aizawl city.

5.13 Conclusion:

The findings of the study show that majority of elementary school teachers in Aizawl city were mentally healthy. Although more than 70% teachers were mentally healthy but at the same time more than 28% were not mentally healthy who need guidance and counseling for better mental health. There may be many reasons for mental unhealthiness of the elementary school teachers. It is obvious that teaching profession is not an easy task. The workload and stress level that the teachers' experience can affect their mental health, which can affect their personal and professional life. 21st century is century of science and technology where technological advancement also has taken the center place in education system. In this era we expect that there will be facilities of science and technology in every institution. With this, it also expects that the teachers will be proficient in science and technology. Therefore, poor teaching infrastructural facilities and inefficiency of teachers in handling gadgets and different equipment can be one more reason of mental unhealthiness. There are also some more reasons for this problem as dissatisfaction of teachers with their salary. They think that they are not paid enough in spite of their heavy workload and it may also cause mental illness among the teachers. Some teachers are actively involved in different voluntary services like NGO's, church services etc which would likely disturb their mind and lose concentration towards their teaching job; therefore, they feel that they are not fully committed to their teaching work. It can affect their mental health.

The findings of this study is different from other studies as female elementary school teachers are found to be more mentally healthy than male elementary school teachers in Aizawl city. Some studies have found that male teachers are more mentally healthy than female teachers and it is usually conclude as female teachers are more prone to have mental illnesses than male teachers. Females care more about children than males. As this study was conducted at the elementary schools where the students are aged between 6-14 years; there is more chance for better and stronger bonding between students and female teachers rather than male teachers. This could serve a feeling of contentment among female teachers and helping them for better mental health.

The study also reveals that private elementary school teachers were more mentally healthy than government elementary school teachers in Aizawl city. Some other studies in this area have found government school teachers were mentally healthy than private school teachers. There might be various reasons why private elementary school teachers were more mentally healthy. One reason can be there is more job security in government job rather than to work under any private organization; therefore, in some cases government school teachers knew that they were secured enough in their job which resulted in leisure among them. When a person does not give his/her full commitment to his/her work, it can lead to mental illnesses. On the other hand, private school teachers can be terminated any time under any circumstances. So, they give full commitment to their job which helps them to keep mental balance. Other reason may be that the private elementary schools were selected from in Aizawl city only. These all schools were well-settled and well equipped with physical infrastructures and teaching facilities than government elementary schools. As the teaching process in private schools meet the requirement of teaching facilities with better equipment; it help the teachers to teach more efficiently which in turn would help them for their mental health. Inadequate number of teachers in government elementary schools may also lead to stress and unhealthy environment. There are some government elementary schools having only one or two teachers. This inadequacy of teaching faculty may create mental illness among government elementary school teachers.

As the term mental health is a very sensitive issue in today's world; effective study has to be done in different fields. Especially in the field of education, the mental health of the teachers can more or less affect the psychological state of the children. Therefore, consistent research study regarding the mental health of the teachers is crucial for maintaining effective educational process at different level of educational institutions.

5.14 Educational Implications:

The present study had implications for the society, Government, teachers, Principals/administrators, students and parents. From this study, the society will come to realize the mental health status of the elementary school teachers. Depending on the result, the society will be able to know how much percentage of the elementary school teachers were not mentally healthy; then take part to help the teachers for their better mental health. As this study reveal that private elementary school teachers were more mentally healthy, the government may take some

necessary actions for a better mental health of government elementary school teachers. It may also try to find out why many teachers were not mentally healthy then come to the solution as far as possible. This study may help the teachers to realize the condition of their mental health status. From the findings of this study, the Principals and administrations will come to know that many teachers were not mentally healthy, thus they may organize programmes and orientation training for better mental health among teachers.

5.15 Suggestions for Further Research:

1. Similar study may be conducted among teachers of secondary schools and higher level teachers.
2. Similar study may be conducted with larger samples in order to get more validate findings.
3. The same topic may be conducted for a research in other districts of Mizoram.
4. Same study may be done on other States and even at National level as well.
5. To find out the impact of workload and stress level on mental health of male and female teachers of elementary level, a study may be conducted.
6. The same topic may be conducted with more variables like adding socio-economic background, educational qualifications etc.

5.16 Limitation of the Study:

Some of the questionnaires were not properly and fully filled by some teachers in certain cases. So, these kind of returned questionnaires are not selected as sample.

REFERENCES

- Albert, P.R. (2015). Why is depression more prevalent in women? *Journal of Psychiatry & Neuroscience*. 40(4), 219-221. doi: [10.1503/jpn.150205](https://doi.org/10.1503/jpn.150205)
- Aliakbari, A. (2015). The impact of job satisfaction on teachers' mental health: a case study of the teachers of Iranian Mazandaran province. *World Scientific News*. 12, 1-11. Retrieved from <https://www.google.co.in/url?sa=t&source=web&rct=j&url=https://www.worldscientificnews.com/wp-content/uploads/2015/06/WSN-12-2015-1-11.pdf&ved=2ahUKEwihverSprvZAhWELpQKHTngBP4QFjAAegQICRAB&usg=AOvVaw1iuu4KuXM6AlSiGN-Q3pMJ>
- Amanda, G.S., Estanislau, G., Brietzke, E., Lefèvre, F., & Bressan, R (2014). Public school teachers' perceptions about mental health. *Rev Saude Publica*. 46(6), 940-948. Retrieved from https://www.google.co.in/url?sa=t&source=web&rct=j&url=https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4285831/&ved=2ahUKEwjNu9e11rnZAHWJk5QKHQhyDowQFjAAehQIBxAB&usg=AOvVaw2HBzeAUG2_Trb1VeQDARCU
- Anand, S.P. (2009). *Counseling in schools*. Bhubaneswar: Global Printers.
- Baro, S.D., & Panda, B.B. (2014). Relationship between mental health and job satisfaction among primary school teachers: a study with special reference to Bongaigaon district of Assam. *Abhinav National Monthly Refereed Journal of Research in Commerce and Management*. 3(8), 15-25. Retrieved from <http://abhinavjournal.com/journal/index.php/ISSN-2277-1166/article/view/378>
- Bartwal, R.S. (2014). The mental health of senior secondary students in relation to their social intelligence. *IOSR Journal of Humanities And Social Science*. 19(2), 6-10. Retrieved from <http://www.iosrjournals.org/iosr-jhss/papers/Vol19-issue2/Version-1/B019210610.pdf>

- Basu, S. (2013). A study on stress and job satisfaction among secondary school teachers. *Journal of Educational Chronicle*. 4(1), 21-25. Retrieved from https://www.google.co.in/url?sa=t&source=web&rct=j&url=https://www.ipsgwalior.org/chronicle/download.php%3Ffilename%3DV411/Sarah%2520Basu.pdf&ved=2ahUKEwjg_bol77ZAhVHHpQKHEDBLgQFjAAegQIAhAB&usg=AOvVaw2J3PESjBfDWjlvT_DxkU2q
- Bhatia & Bhatia. (1990). *A book of education for beginners*. New Delhi: Kalyani Publishers.
- Bhushan, P.S. (2013). Teachers' mental health in relation to the personality development of students. *Electronic International Interdisciplinary Research Journal*. 1(2), 93-107. Retrieved from http://www.aarhat.com/eiirj/wp-content/uploads/2017/09/eiirj_jan_feb_2012_12.pdf
- Cezar-Vaz, M.R., Bonow, C.A., Rocha, L.P., Borges, A.M., & Almeida, M.C. (2015). Mental health of elementary school teachers in Southern Brazil: working conditions and health consequences. *The Scientific World Journal*. 2015(Article ID 825925), 6. Retrieved from <http://dx.doi.org/10.1155/2015/825925>
- Chughati, F.D., & Parveen, U. (2013). A study of teachers' workload and job satisfaction on public and private schools at secondary level in Lahore city, Pakistan. *Asian Journal of Social Sciences & Humanities*. 2(1), 203-214. Retrieved from [http://www.ajssh.leena-luna.co.jp/AJSSHPDFs/Vol.2\(1\)/AJSSH2013\(2.1-22\).pdf](http://www.ajssh.leena-luna.co.jp/AJSSHPDFs/Vol.2(1)/AJSSH2013(2.1-22).pdf)
- Dagar, N., & Mathur, M. (2016). Mental health of school teachers in relation to their sex and type of school. *International Journal of Educational Planning & Administration*. 6(1), 49-53. Retrieved from https://www.google.co.in/url?sa=t&source=web&rct=j&url=https://www.ripublication.com/ijepa16/ijepav6n1_08.pdf&ved=2ahUKEwj9t_eAxxrvZAhWLH5QKHeqQCCwQFjAAegQIBxAB&usg=AOvVaw1HWDjcqxskrP068xKYPrea
- Dewan, R. (2012). Stress and mental health of tribal and non-tribal female school teachers in Jharkhand, India. *International Journal of Scientific and Research Publications*. 2(10), 1-4. Retrieved from <https://www.google.co.in/url?sa=t&source=web&rct=j&url=https://www.ijsrp.org/research-paper->

[1012.php%3Frp%3DP10238&ved=2ahUKEwiz8oySkr7ZAhWEopQKHRocCBoQFjABegQlBxAB&usg=AOvVaw39wI8CMYQ-L_JtuAKrx-5D](http://www.ijip.in/Archive/v4i1/18.01.075.20160401.pdf)

- Gohil, S. (2016). An effect of educational experience of teachers on mental health. *The International Journal of Indian Psychology*. 4(1), 141-145. Retrieved from <http://www.ijip.in/Archive/v4i1/18.01.075.20160401.pdf>
- Gorsy, C., Panwar, N., & Kumar, S. (2015). Mental health among government school teachers. *The International Journal of Indian Psychology*. 3(1), 117-124. Retrieved from <http://www.ijip.in/index.php/?view=article&id=121>
- Horwitz, A.V., & Scheid, T.L. (Ed.). (1999). *A handbook for the study of mental health*. Cambridge: Cambridge University Press.
- Hsiang, R. (2016). *Teachers' mental health: the relevance of emotional intelligence in burnout and quality of life*. (Dissertation for fulfilling Master of Arts, The University of Western Ontario, Canada). Retrieved from <https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=5270&context=etd>
- Jain, R., & Kabra, M. (2015). *Teachers incentives: evidence from schools in Delhi*. (Dissertation published in Centre for Civil Society, January 2015) Retrieved from <https://ccs.in/sites/default/files/research/research-teacher-incentives.pdf>
- Jogeswary, M.D.V., & Reddy, S.V. (2016). Impact of school environment, home environment, and Mental health status on achievement motivation among high school students. *Indian Journal of Research*. 5(4), 426-429. Retrieved from https://www.google.co.in/url?sa=t&source=web&rct=j&url=https://www.worldwidejournals.com/paripex/recent_issues_pdf/2016/April/April_2016_1461400174_150.pdf&ved=2ahUKEwjBq-S-9sLZAhVLPY8KH
- Kaur, K. (2006). *Occupational stress of high/ higher secondary school teachers in relation to mental health and coping resources*. (Doctoral dissertation, Punjab University, Chandigarh). Retrieved from <http://shodhganga.inflibnet.ac.in:8080/jspui/handle/10603/81172>
- Koul, L. (2009). *Methodology of educational research* (Fourth Edition). New Delhi: Vikas Publishing House Pvt Ltd.

- Kumar, S. (2015). A study of mental health of adolescents. *International Journal of Education and Psychological Research (IJEPR)*. 4(1), 28-30. Retrieved from http://ijepr.org/doc/V4_Is1_March15/ij7.pdf
- Kumar, S. (2017). A study influence of mental health on occupational aspiration of college students in District Hariwdar . *Shrinkhla Ek Shodhparak Vaicharik Patrika*. 5(4), 96-99. Retrieved from <https://www.google.co.in/url?sa=t&source=web&rct=j&url=https://www.socialresearchfoundation.com/uploadresearchpapers/3/189/1801060649481st%2530kumar.pdf&ved=2ahUKEwiusM7pgcPZAhUKv48KHRF2CssQFjAFegQIAxAB&usg=AOvVaw2gzvGOEaFAhszYJIZicgGt>
- Maheswaral, S. (2017). Mental health status of high school teachers. *The International Journal of Indian Psychology*. 4(3), 54-61. Retrieved from <http://www.ijip.in/Archive/v4i3/18.01.046.20170403.pdf>
- Mane, P., & Gandevia, K.Y. (1993). *Mental health in India: Issues and concern*. Bombay: Tata Institute of Social Sciences.
- Manikandan, K. (2012). Occupational mental health of school and college teachers. *International Journal of Social Sciences & Interdisciplinary Research*. 1(11), 83-91. Retrieved from https://www.google.co.in/url?sa=t&source=web&rct=j&url=https://www.indianresearchjournals.com/pdf/ijssir/2012/november/9.pdf&ved=2ahUKEwjxguXs_MLZAhVLPo8KH_eIcCulQFjAEegQIARAB&usg=AOvVaw0ift62LzVROROQtTaq3Z3
- Mohana, D. (2013). A study related to mental health of teachers with reference to level of teaching and teaching experience. *IOSR Journal of Research & Method in Education (IOSR-JRME)* 1(5), 61-63. Retrieved from <https://www.google.co.in/url?sa=t7source=web&rct=j&url=http://www.iosrjournals.org/iosr-jrme/papers/Vol-1>
- Nguyen, D., Dedding, C., Pham, T., & Bunders, J. (2013). Perspectives of pupils, parents, and teachers on mental health problems among Vietnamese secondary school pupils. *BMC Public Health*. 2013, 13:1046. doi:10.1186/1471-2458-13-1046

- Orlin, B. (2013, October 24). Why are private-school teachers paid less than public-school teachers? *The Atlantic Magazine*. Retrieved from <https://www.theatlantic.com/education/archive/2013/10/why-are-private-school-teachers-paid-less-than-public-school-teachers/280829/>
- Pilgrim, D. (2005). *Key concepts in mental health*. New Delhi: Sage Publications India Pvt Ltd.
- Pokhrel, A. (2017). *A study of occupational stress among secondary teachers of Sikkim*. (Dissertation for fulfilling Master of Philosophy, Sikkim University, Sikkim). Retrieved from <http://14.139.206.50:8080/jspui/bitstream/1/4731/1/Anupam%20Pokhrel-MPhil-Education.pdf>
- Pyne, S. (2017). *Emotional intelligence & mental health in the classroom: experiences of Canadian teachers*. (Dissertation for fulfilling Master of Arts, The University of Western Ontario, Canada). Retrieved from <https://ir.lib.uwo.ca/etd/4458/>
- Rani, R., & Singh, A. (2012). A study of mental health in relation to gender and type of school. *International Journal of Innovative Research and Development*. 1(8), 163-176. Retrieved from <http://www.ijird.com/index.php/ijird/article/view/35684>
- Rao, M., & Samiullah, S. (2016). Job satisfaction and mental health among school teachers. *International Journal of Humanities and Social Science Research*. 2(8), 23-29. Retrieved from <https://www.google.co.in/url?sa=t&source=web&rct=j&url=http://www.socialsciencejournal.in/download/147/2-7-39-640.pdf&ved=2ahUKEwjTvpujwLnZAhVBvpQKHdFbB9MQFjAAegQIBRAB&usg=AOvVaw2ZnTJ4e-D3X5gnWpcTz3Ev>
- Rathee, I. (2016). A study of mental health and organizational commitment among teachers. *International Multidisciplinary Research Journal*. 6(1), 1-6. Retrieved from https://www.google.co.in/url?sa=t&source=web&rct=j&url=https://oldisrj.lbp.world/Article.aspx%3FArticleID%3D8170&ved=2ahUKEwjM3r-t7rnZAhXCvbwKHaA7C7AQFjAAegQIBxAB&usg=AOvVaw2QzVSYFIZnLEUTnyTJm_ce

- Reddy, B.V., Gupta, A., Lohiya A., & Kharya, P. (2013). Mental health issues and challenges in India: a review. *International Journal of Scientific and Research Publications*. 3(2), 1-4. Retrieved from https://www.researchgate.net/publication/267453837_Mental_Health_Issues_and_Challenges_in_India_A_Review
- Samanta, C.R., & Singh, A. (1993). Distress and job performance of industrial workers. *Indian Journal of Psychiatry*. 35(2), 119-121. Retrieved from <https://www.google.co.in/url?sa=t&source=web&rct=j&url=https://www.ncbi.nlm.nih.gov/pmc/articles/PMV2978466/&ved=0ahUKEwiK9vOVyrvZAhUFGpQKHUV3D1IQFggkMAA&usg=AOvVaw1t7b1jNWq0x29JrU-qoFWs>
- Sarita., Dahiya, R., & Pushpanjali. (2015). A comparative study of mental health of government and private senior secondary school students. *International Journal of Applied Research*. 1(12), 585-588. Retrieved from <http://www.allresearchjournal.com/archives/2015/vol1issue12/PartI/1-12-62.pdf>
- Sharma, R.N., & Sharma, R.K. (2003). *Advance educational psychology*. New Delhi: Atlantic Publishers and Distributors.
- Sharma, S., & Lata, S. (2014) . Mental health of adolescents in relation to types of school and school environment. *International Journal of Education and Psychological Research*. 3(1), 72-74. Retrieved from http://ijepr.org/doc/V3_Is1_March14/ij16.pdf
- Srinivasan, P., & Senkolemari, L. (2016). Mental health and adjustment of prospective secondary education teachers. *American Journal of Educational Research*. 4(1), 76-81. Retrieved from https://www.google.co.in/url?sa=t&source=web&rct=j&url=https://pubs.sciepub.com/education/4/1/12/index.html&ved=2ahUKEwjQhs-e87nZAhWBW5QKHeiuCcYQFjAAegQlBxAB&usg=AOvVw1LO9Yu_cDtozzRbdBJOJvJ
- Thirukkovela, V.K., & Dhanalakota, R. (2015) *Mental health among rural secondary school adolescents*. Paper presented at the 4th International Conference on Research in Humanities, Sociology & Corporate Social Responsibility (RHSCSR'15), September 25-

26, 2015 in Penang, Malaysia. Retrieved from
<https://icehm.org/upload/6022ED915009.pdf>

Vajpayee, J., & Makkar, K. (2014). *Mental health of women in India*. (Working paper, University of Delhi, Delhi). doi:10.13140/RG.2.1.3485.6722

Wikipedia (n.d.). *Mental disorders and gender*. Retrieved from
https://en.m.wikipedia.org/wiki/Mental_disorders_and_gender

APPENDIX - A

LIST OF ELEMENTARY SCHOOLS AND TEACHERS IN AIZAWL CITY

DEPARTMENT OF SCHOOL EDUCATION

SL NO	SCHOOLS	NO OF TEACHERS	MALES	FEMALES
1	GOVT. CHHINGA VENG M/S	9	3	6
2	GOVT. CHHINGA VENG P/S-I	10	2	8
3	GOVT. L.BUANA MODEL P/S	7	1	6
4	GOVT. ARMED VENG M/S	9	6	3
5	GOVT. ARMED VENG P/S-I	5	3	3
6	GOVT. ARMED VENG P/S-II	7	1	6
7	GOVT. MUMA COMP. M/S	10	7	3
8	GOVT. ARMED VENG SOUTH P/S-I	5	1	4
9	GOVT. ARMED VENG SOUTH P/S-II	8	3	5
10	GOVT. CHITE P/S	6	5	1
11	GOVT. BAWNGKAWN P/S - I	8	1	7
12	GOVT. BAWNGKAWN P/S - II	9	3	6
13	GOVT. BAWNGKAWN P/S - III	4	1	3
14	GOVT. BAWNGKAWN P/S - V	5	2	3
15	GOVT. NEPALI P/S, BAWNGKAWN	4	1	3
16	GOVT. BAWNGKAWN M/S-I	8	5	3
17	GOVT. BAWNGKAWN M/S-II	14	5	9
18	GOVT. B.B. NEPALI M/S	6	5	1
19	GOVT. BAWNGKAWN P/S - IV	7	1	6
20	GOVT. TUITHIANG ELEMENTARY P/S	6	2	4
21	GOVT. TUITHIANG ELEMENTARY M/S	11	8	3
22	GOVT. VENGHLUI P/S	5	-	5
23	GOVT. BETHLEHEM M/S	9	5	4
24	GOVT. BETHLEHEM P/S	5	-	5
25	GOVT. BETHLEHEM VENGTHLANG M/S-II	11	8	3
26	GOVT. BETHLEHEM VENGTHLANG M/S-I	13	5	8
27	GOVT. BETHLEHEM VENGTHLANG P/S-I	8	-	8
28	GOVT. REV. THIANGA P/S	4	1	3
29	GOVT. BETHLEHEM VENGTHLANG P/S-II	4	-	4
30	GOVT. BUNGKAWN VENGTHAR P/S	4	-	4
31	GOVT. BUNGKAWN VENGTHAR M/S	11	6	5
32	GOVT. MODEL ENGLISH SCHOOL, NURSERY	10	3	7
33	GOVT. NURSERY P/S	2	-	-
34	GOVT. NURSERY M/S	11	9	2
35	GOVT. LAWIPU P/S	3	2	1
36	GOVT. LAWIPU M/S	10	9	1

37	GOVT. MAUBAWK P/S I	6	2	4
38	GOVT. MAUBAWK P/S II	3	-	3
39	GOVT. MAUBAWK M/S-I	8	1	7
40	GOVT. LAIPUITLANG ENGLISH MEDIUM M/S	10	5	5
41	GOVT. LAIPUITLANG P/S	5	-	5
42	GOVT. CHALTLANG M/S	12	4	8
43	GOVT. DIET PRACTICING M/S	10	3	7
44	GOVT. CHALTLANG P/S-I	10	3	7
45	GOVT. DIET PRACTICING P/S	6	2	4
46	GOVT. RAMHLUN NORTH P/S	10	5	5
47	GOVT. P.Z. M/S	8	3	5
48	GOVT. CHALTLANG LILY VENG P/S	8	1	7
49	GOVT. CHANMARI M/S	8	5	3
50	GOVT. CHANMARI P/S	11	3	8
51	GOVT. CHANMARI WEST M/S	10	2	8
52	GOVT. L.M P/S, CHANMARI WEST	7	1	6
53	GOVT. CHANMARI WEST P/S	4	1	3
54	GOVT. HUNTHAR M/S	10	7	3
55	GOVT. EDENTHAR M/S	10	3	7
56	GOVT. EDENTHAR P/S	7	2	5
57	GOVT. SAIKHAMAKAWN M/S	10	6	4
58	GOVT. SAIKHAMAKAWN P/S	5	3	2
59	GOVT. CHAWNPUI P/S	8	2	6
60	GOVT. CHAWNPUI MODEL M/S	8	5	3
61	GOVT. ZARKAWT P/S	4	1	3
62	GOVT. COMBINE P/S	3	1	2
63	GOVT. COMBINE M/S	8	2	6
64	GOVT. DAWRPUI MODEL P/S	7	2	5
65	GOVT. SARON M/S	9	2	7
66	GOVT. SARON P/S	6	2	4
67	GOVT. DINTHAR M/S I	9	4	5
68	GOVT. DINTHAR M/S II	11	4	7
69	GOVT. GARIGOAN P/S	2	2	-
70	GOVT. DINTHAR P/S II	6	1	5
71	GOVT. DAWRPUI VENGTHAR M/S	9	5	4
72	GOVT. DAWRPUI VENGTHAR P/S	5	1	4
73	GOVT. TUIKUAL NORTH M/S	8	4	4
74	GOVT. TUIKUAL P/S I	4	2	2
75	GOVT. MICE P/S	7	2	5
76	GOVT. MICE M/S	10	5	5
77	GOVT. TUIKUAL SOUTH M/S	12	6	6
78	GOVT. TUIKUAL P/S III	5	1	4
79	GOVT. DURTLANG P/S -VI	4	1	3
80	GOVT. HERMON P/S	3	-	3
81	GOVT. NEPALI P/S, DURTLANG LEITAN	3	1	2
82	GOVT. DURTLANG P/S - V	4	1	3

83	GOVT. DURTLANG M/S - III	11	7	4
84	GOVT. DURTLANG M/S - IV	7	3	4
85	GOVT. DURTLANG P/S - I	4	1	3
86	GOVT. DURTLANG P/S - II	4	-	4
87	GOVT. DURTLANG P/S - III	8	4	4
88	GOVT. DURTLANG M/S - I	8	7	1
89	GOVT. DURTLANG M/S - II	9	5	4
90	GOVT. DURTLANG P/S - IV	4	1	3
91	GOVT. SELESIH P/S	3	1	2
92	GOVT. SELESIH M/S	7	5	2
93	GOVT. RAMTHAR NORTH M/S	10	6	4
94	GOVT. RAMTHAR NORTH P/S	5	-	5
95	GOVT. RAMTHAR M/S	10	6	4
96	GOVT. RAMTHAR P/S-I	4	1	3
97	GOVT. RAMTHAR P/S-II	5	2	3
98	GOVT. AIZAWL VENGLAI M/S	9	5	4
99	GOVT. AIZAWL VENGLAI P/S	5	1	4
100	GOVT. ELECTRIC M/S	12	5	7
101	GOVT. ELECTRIC P/S-I	6	1	5
102	GOVT. TBL M/S	9	5	4
103	GOVT. KHATLA P/S	6	3	3
104	GOVT. KHATLA NEPALI P/S	4	2	2
105	GOVT. KHATLA NEPALI M/S	10	6	4
106	GOVT. KHATLA SOUTH P/S	4	-	4
107	GOVT. THANBUKA M/S	10	8	2
108	GOVT. KULIKAWN M/S	11	6	5
109	GOVT. KULIKAWN P/S	5	-	5
110	GOVT. VZBM M/S	10	5	5
111	GOVT. TLANGNUAM P/S I	6	3	3
112	GOVT. TLANGNUAM P/S II	3	-	3
113	GOVT. TLANGNUAM P/S III	2	-	2
114	GOVT. CHAWLHHMUN P/S	5	-	5
115	GOVT. CHAWLHHMUN M/S	10	5	5
116	GOVT.COMPLEX P/S	6	2	4
117	GOVT.COMPLEX M/S	7	3	4
118	GOVT. KANAN P/S	4	1	3
119	GOVT. KANAN M/S	8	6	2
120	GOVT. LUANGMUAL P/S	6	2	4
121	GOVT. LUANGMUAL M/S	8	3	5
122	GOVT. ZONUAM P/S	6	2	4
123	GOVT. ZONUAM M/S	8	6	2
124	GOVT. ZOTLANG P/ S	4	-	4
125	GOVT. ZOTLANG NEPALI P/S	3	-	3
126	GOVT. ZOTLANG M/S	10	3	7
127	GOVT. MISSION VENGTHLANG M/S	12	6	6
128	GOVT. MISSION VENGTHLANG P/S	6	1	5

129	GOVT. BOYS M/S	11	5	6
130	GOVT. BOYS P/S	9	-	9
131	GOVT. COMPREHENSIVE MODEL P/S	7	2	5
132	GOVT. COMPREHENSIVE MODEL M/S	12	3	9
133	GOVT. ENDALA M/S	12	4	8
134	GOVT. B.M M/S	11	7	4
135	GOVT. RAMHLUN VENGTHAR P/S	5	2	3
136	GOVT. RAMHLUN M/S	9	4	5
137	GOVT. RAMHLUN VENGLAI P/S	3	1	2
138	GOVT. L.M. P/S, RAMHLUN VENGLAI	4	3	1
139	GOVT. E.M P/S	5	2	3
140	GOVT. RAMHLUN SOUTH M/S	11	4	7
141	GOVT. RAMHLUN SOUTH P/S	7	-	7
142	GOVT. PHUNCHAWNG P/S	4	-	4
143	GOVT. RANGVAMUAL P/S	5	1	4
144	GOVT. RANGVAMUAL NEPALI P/S	2	1	1
145	GOVT. RANGVAMUAL M/S	9	6	3
146	GOVT. TUIVAMIT P/S	4	2	2
147	GOVT. CENTRAL JAIL P/S	3	1	2
148	GOVT. SAKAWRTUICHHUN P/S I	5	2	3
149	GOVT. SAKAWRTUICHHUN P/S II	4	1	3
150	GOVT. SAKAWRTUICHHUN M/S	9	5	4
151	GOVT. TANHRIL P/S I	5	2	3
152	GOVT. TANHRIL P/S II	5	1	4
153	GOVT. TANHRIL P/S III	4	-	4
154	GOVT. TANHRIL NEPALI P/S	3	3	-
155	GOVT. TANHRIL M/S I	9	1	8
156	GOVT. TANHRIL M/S II	9	7	2
157	GOVT. DAM VENG P/S	3	1	2
158	GOVT. VENGHNUAI P/S	5	1	4
159	GOVT. VENGHNUAI M/S	9	4	5
160	GOVT. SALEM P/S	5	-	5
161	GOVT. SALEM P/S-II	5	1	4
162	GOVT. SALEM M/S	13	5	8
163	GOVT. MUANNA P/S	6	2	4
164	GOVT. ZUANGTUI P/S	8	4	4
165	GOVT. ZUANGTUI M/S	10	7	3
166	GOVT. THUAMPUI P/S	6	1	5
167	GOVT. NEPALI P/S, THUAMPUI	3	1	2
168	GOVT. T.S. M/S	11	3	8
169	GOVT. BUNGBANGLA P/S	3	3	-
170	GOVT. HUNTHAR P/S	5	-	5
171	GOVT. ZOHNUAI P/S	4	-	4
172	GOVT. VAIVAKAWN M/S	11	7	4
173	GOVT. BIBLE M/S	11	8	3
174	GOVT. REPUBLIC P/S	6	1	5

175	GOVT. REPUBLIC M/S	10	4	6
176	GOVT. COLLEGE VENG P/S	9	3	6
177	GOVT. VENGHLUI M/S	12	7	5
178	GOVT. ITI P/S	5	2	4
179	GOVT. ITI M/S	10	6	4
180	GOVT. REPUBLIC VENGTHLANG P/S	5	-	5
181	GOVT. REPUBLIC VENGTHLANG M/S	7	1	6
182	GOVT. ZEMABAWK P/S- II	6	2	4
183	GOVT. ZEMABAWK P/S - III	4	2	2
184	GOVT. ZEMABAWK M/S	12	6	6
185	GOVT. C.Z.HUALA M/S	10	5	5
186	GOVT. ZEMABAWK P/S- I	6	1	5
187	GOVT. ZEMABAWK P/S- IV	3	1	2
188	GOVT. R.K.M. M/S	11	7	4
189	GOVT ELECTRIC P/S - II	5	3	2

PRIVATE UN-AIDED SCHOOLS

SL NO	SCHOOLS	NO OF TEACHERS	MALES	FEMALES
1	LITTLE KINGDOM SCHOOL (PVT)	12	5	7
2	NAZARETH ENGLISH SCHOOL (PVT)	10	5	5
3	GRACE ENGLISH MEDIUM SCHOOL (PVT)	8	3	5
4	1ST BN. M.A.P. P/S (PVT)	9	3	6
5	JEHOVA JIREH ENG. SCHOOL (PVT)	17	6	11
6	HEALNET ACADEMY SCHOOL (PVT)	11	2	9
7	Z.N. ENGLISH MEDIUM SCHOOL (PVT)	11	3	8
8	TONS' MEMENTO SCHOOL (PVT)	6	2	4
9	YOUNG LEARNER'S SCHOOL, BAWNGKAWN (PVT)	12	6	6
10	GILEAD SPECIAL P/S (PVT)	15	1	14
11	BLUE STAR ACADEMY (PVT)	9	2	7
12	SILOAM ENGLISH SCHOOL (PVT)	12	4	8
13	SPECIAL BLIND P/S (PVT)	1	1	-
14	MT. HOREB (PVT)	12	3	9
15	GENESIS (PVT)	20	3	17
16	HOLY TABOR (PVT)	13	4	9
17	SPRINGDALE ENG. MEDIUM (PVT)	21	5	16
18	HOLY MISSION (PVT)	16	6	10
19	ROYAL STANDARD (PVT)	11	4	7
20	SS MEMORIAL (PVT)	20	6	14
21	SUMMER DALE (PVT)	10	1	9
22	NEW ATLANTIS SCHOOL (PVT)	8	3	5
23	MT. CARMEL SCHOOL (PVT)	17	10	7
24	ARR ELLS SCHOOL (PVT)	11	2	9
25	EXODUS ENGLISH SCHOOL (PVT)	13	4	9

26	HIGHLAND PUBLIC SCHOOL (PVT)	10	3	7
27	NEUHOF SCHOOL (PVT)	22	6	16
28	SPRINGDALE SCHOOL (PVT)	12	4	8
29	NEW HORIZON SCHOOL OF EDUCATION (PVT)	8	2	6
30	LODESTAR SCHOOL (PVT)	10	-	10
31	LITTLE LIGHT SCHOOL (PVT)	10	2	8
32	KIDS' PARADISE SCHOOL (PVT)	8	2	6
33	ST. SALVIUS SCHOOL (ELEMENTARY) (PVT)	11	2	9
34	TEE CEE ACADEMY (CH)	5	-	5
35	HOME MISSION SCHOOL (PVT)	27	13	14
36	PIONEER MISSIONARY SCHOOL (PVT)	16	5	11
37	MODERN P/S (PVT)	7	1	6
38	K.D. ELEMENTARY SCHOOL (PVT)	18	2	16
39	HERMON SCHOOL (PVT)	17	6	11
40	MT.CARETH SCHOOL (PVT)	15	7	8
41	GABRIEL MEMORIAL SCHOOL (PVT)	11	2	9
42	LIVING STONE SCHOOL (PVT)	16	2	14
43	MORIAH ENG. SCHOOL (PVT)	11	3	8
44	NORTH POINT SCHOOL, TUIKUAL SOUTH (PVT)	11	3	8
45	EMMANUEL ENGLISH SCHOOL BOARDING (PVT)	5	2	3
46	K.V. MULTIPURPOSE SCHOOL (PVT)	7	5	2
47	LAUREL CREST SCHOOL (PVT)	11	1	10
48	BAMBATINI ENG. SCHOOL (PVT)	11	6	5
49	GRACE ACADEMY, SELESIH (PVT)	11	2	9
50	ZABANGA ELEMENTARY SCHOOL (PVT)	6	2	4
51	WINSOME ENGLISH SCHOOL (PVT)	11	4	7
52	GRACELAND SCHOOL (PVT)	25	3	22
53	GEORGE MEMORIAL SCHOOL (PVT)	11	5	6
54	GRACE ACADEMY, KULIKAWN (PVT)	14	2	12
55	ST. JAMES SCHOOL (PVT)	14	5	9
56	WEST END P/S (PVT)	6	2	4
57	ELKTON HILL (PVT)	9	4	5
58	YOUNG LEARNER SCHOOL, KANAN (PVT)	11	3	8
59	BLUE HEAVEN (PVT)	14	3	11
60	ANGELS OF GOD. (PVT)	6	2	4
61	DIVINE INTERVENTION SCHOOL (PVT)	10	-	10
62	LALMALSAWMA MEMORIAL SCHOOL (PVT)	18	6	12
63	VANA MEMORIAL SCHOOL (PVT)	15	4	11
64	GOSPEL CENTENARY SCHOOL (PVT)	37	14	23
65	GOODWILL FOUNDATION P/S & M/S (PVT)	11	5	6
66	MISSION VENG MHIP P/S (PVT)	6	4	2
67	DON BOSCO SCHOOL, MISSION VENG (PVT)	10	4	6
68	TINY TOTS SCHOOL (PVT)	16	3	13
69	OIKOS LITTLE ANGELS SCHOOL (PVT)	13	2	11
70	LOVE ACADEMY (PVT)	10	-	10
71	HOLY CHILD (PVT)	9	2	7

72	ROSE BUD (PVT)	11	4	7
73	CAMFORD JUNIOR HIGH (PVT)	10	4	6
74	L.K.RICHMOND SCHOOL (PVT)	12	4	8
75	KIDS CARE ENGLISH MEDIUM (PVT)	11	4	7
76	SHEPHERD SCHOOL (PVT)	13	5	8
77	RS SCHOOL OF LEARNING (PVT)	8	2	6
78	SOUTH GATE ENG. MEDIUM (PVT)	19	7	12
79	CAROLYN ELEMENTARY SCHOOL (PVT)	25	6	19
80	GREENHILL PUBLIC SCHOOL (PVT)	10	3	7
81	ELL BEE ENG. SCHOOL (PVT)	10	3	7
82	HOLY CROSS SCHOOL (PVT)	13	4	9
83	ROYAL PUBLIC SCHOOL (PVT)	20	5	15
84	LITTLE DIAMOND ACADEMY (PVT)	13	6	7
85	NEW AGE SCHOOL (PVT)	11	4	7
86	HOLY HEART SCHOOL (PVT)	25	6	19
87	NEW DAWN SCHOOL (PVT)	12	5	7
88	BETHEL ENGLISH MEDIUM (PVT)	7	-	7
89	T.L. ENG. SCHOOL (PVT)	14	4	10
90	FERANDO ENG. SCHOOL (PVT)	11	4	7
91	SENTEA MEM. SCHOOL (PVT)	10	4	6
92	EBEN-EZER BOARDING SCHOOL (PVT)	8	1	7
93	LALSAVUNGA ELEMENTARY SCHOOL (PVT)	13	3	10
94	T.L ENGLISH SCHOOL (PVT)	14	4	10

SSA SCHOOLS

SL NO	SCHOOLS	NO OF TEACHERS	MALES	FEMALES
1	CHITE UPS (SSA)	8	2	6
2	HERMON M/S (SSA)	4	1	3
3	REMAND HOME P/S (SSA)	2	2	-
4	REMAND HOME M/S (SSA)	4	-	4
5	PENIEL P/S (SSA)	2	1	1
6	PHUNCHAWNG UPS (SSA)	7	6	1
7	TUIVAMIT UPS (SSA)	6	4	2
8	CENTRAL JAIL UPS (SSA)	7	5	2
9	AICS P/S (SSA)	6	-	6
10	AICS M/S (SSA)	6	3	3
11	3RD M.A.P. P/S (SSA)	8	3	5
12	3RD M.A.P. M/S (SSA)	4	1	3
13	MUANNA UPS (SSA)	6	3	3
14	CALVARY P/S (SSA)	5	-	5
15	BUNGBANGLA UPS (SSA)	5	1	4
16	CHHINLUNG ACADEMY P/S (SSA)	6	-	6
17	CHHINLUNG ACADEMY M/S (SSA)	8	1	7

18	UPPER REPUBLIC MODEL P/S (SSA)	4	2	2
19	UPPER REPUBLIC MODEL M/S (SSA)	8	4	4
20	LUNGBIAL P/S (SSA)	6	-	6
21	LUNGBIAL UPS (SSA)	10	6	4
22	FALKLAND P/S (SSA)	2	2	-
23	FALKLAND UPS (SSA)	10	5	5

ADHOC AIDED SCHOOLS

SL NO	SCHOOLS	NO OF TEACHERS	MALE S	FEMALES
1	GILEAD SPECIAL M/S (ADHOC)	5	-	5
2	SPECIAL BLIND M/S (ADHOC)	7	3	4
3	MAUBAWK M/S II (ADHOC)	8	3	5
4	DURTLANG NORTH M/S (ADHOC)	7	5	2
5	MISSION VENG MHIP M/S (ADHOC)	7	1	6
6	DAM VENG M/S (ADHOC)	8	5	3
7	CALVARY M/S (ADHOC)	8	7	1

CHURCH SCHOOLS

SL NO	SCHOOLS	NO OF TEACHERS	MALES	FEMALES
1	ST. CHARLES SCHOOL (CH)	14	2	12
2	CENTENARY SCHOOL DAWRPUI (CH)	20	1	19
3	PRESBY. ENG. P/S, DAWRPUI VENGTHAR (CH)	7	3	4
4	PRESBY. ENG. SCHOOL, TUIKUAL NORTH (CH)	16	2	14
5	ST. FRANCIS ASSISI (CH)	17	6	11
6	WILLOW MOUNT SCHOOL (CH)	11	4	7
7	PRESBYTERIAN SCHOOL, DURTLANG (CH)	16	4	12
8	ST. LAWRENCE SCHOOL (CH)	13	4	9
9	PRESBY. ENGLISH SCHOOL, RAMTHAR (CH)	17	6	11
10	ST. MARY'S SCHOOL (CH)	17	5	12
11	MARY MOUNT P/S (CH)	17	2	15
12	HELEN LOWRY SCHOOL (CH)	21	5	16
13	PRESBYTERIAN ENGLISH SCHOOL, LUANGMUAL (CH)	12	2	10
14	ST.ANDREWS SCHOOL (CH)	18	4	14
15	ENGLISH CONGREGATION SCHOOL (CH)	29	10	19
16	PC GIRLS P/S (CH)	9	1	8
17	PRESBYTERIAN SCHOOL, TANHRIL (CH)	11	4	7
18	PRESBY. SCHOOL REPUBLIC (CH)	22	10	12
19	HOLY TRINITY	17	4	13
20	MILLENNIUM ENG SCHOOL (CH)	13	5	8

21	PRESBY ENG SCHOOL, ZEMABAWK 'N' (CH)	18	9	9
----	--------------------------------------	----	---	---

LUMPSUM AIDED SCHOOLS

SL NO	SCHOOLS	NO OF TEACHERS	MALES	FEMALES
1	1ST BN. M.A.P. M/S (LUMPSUM)	10	5	5
2	PRESBY. ENG. M/S, DAWRPUI VENGTHAR (LUMPSUM)	10	4	6
3	WEST END M/S (LUMPSUM)	8	6	2

DEFICIT SCHOOLS

SL NO	SCHOOLS	NO OF TEACHERS	MALES	FEMALES
1	DAWRPUI M/S (DEFICIT)	9	5	4
2	MODERN M/S (DEFICIT)	12	7	5
3	ASSAM RIFLES M/S (DEFICIT)	6	6	-
4	MARY MOUNT M/S (DEFICIT)	10	4	6
5	PC GIRLS M/S (DEFICIT)	21	-	21

ARMY SCHOOLS

SL NO	SCHOOLS	NO OF TEACHERS	MALES	FEMALES
1	ASSAM RIFLES P/S	7	6	1

CENTRAL GOVT SCHOOLS

SL NO	SCHOOLS	NO OF TEACHERS	MALES	FEMALES
1	KENDRIYA VIDYALAYA, MZU CAMPUS	15	11	4
2	KENDRIYA VIDYALAYA P/S	14	8	6
3	KENDRIYA VIDYALAYA M/S	11	7	4

UN-RECOGNISED SCHOOLS

SL NO	SCHOOLS	NO OF TEACHERS	MALES	FEMALES
1	PRESBY. ENGLISH SCHOOL, ARMED VENG SOUTH (CH)	7	1	6
2	MARIA MONTESORY SCHOOL (PVT)	4	1	3
3	ADVENTIST ENGLISH SCHOOL (PVT)	15	7	8
4	BROOKSIDE ACADEMY (PVT)	7	3	4
5	LIVING WATER SCHOOL (PVT)	10	2	8
6	J.H. LIGHT DREAM	5	2	3
7	NORTH POINT SCHOOL, VAIVAKAWN (PVT)	9	2	7
8	SAMMY ENGLISH ACADEMY (PVT)	6	3	3

APPENDIX – B

RCE. MENTAL HEALTH SCALE
Dr. S.P. Anand
Former, Professor in Education, NCERT

Please write your Name (Mr/Miss/Mrs) _____

Work Place and Designation _____

Qualifications _____

Age _____ Work Experience _____

A list of 60 statements is presented before you.

Please read each statement carefully and record your reactions to it on any one of the five (SA, A, UD, D, SD) alternatives given against it.

One by one, please react on all the statements like this:

You are free to pick up but only (any) one of the five choices given for each statement.

Encircle SA or A when you strongly agree or simply agree to the statement.

However, if you remain uncertain or undecided, please encircle UD given against the statement.

Of course, you have the choice to encircle D or SD if you disagree or strongly disagree to a statement.

This scale enlists your true thinking. There is no question of your response being wrong. It is your opinion.

Please feel free to respond without hesitation or reservation. Rest assured your responses will be kept strictly confidential and shall be used for research purpose only.

What is wanted is the first spontaneous reaction of yours to each one of the 60 statements. So, please record your responses as rapidly as you can. You can take 15-20 minutes to work over this Mental Health Scale.

PLEASE TURN OVER

REACT ON THE STATEMENTS IN THE FOLLOWING PAGES

SA- Strongly agree	UD- Undecided		D- Disagree		
A- Agree	Uncertain		SD- Strongly disagree		
1. We better discuss our matters with others.	SA	A	UD	D	SD
2. I like respecting the feelings of others.	SA	A	UD	D	SD
3. We are the creation of the same one Almighty.	SA	A	UD	D	SD
4. Luck has always betrayed me.	SA	A	UD	D	SD
5. I find people jealous of me for nothing.	SA	A	UD	D	SD
6. Life is a burden.	SA	A	UD	D	SD
7. I am a failure in my life.	SA	A	UD	D	SD
8. I enjoy my life as such.	SA	A	UD	D	SD
9. We have to work to claim what is in store for us.	SA	A	UD	D	SD
10. I am considered an uncompromising person.	SA	A	UD	D	SD
11. Human life is full of miseries.	SA	A	UD	D	SD
12. Adjustment in life has been a mirage for me.	SA	A	UD	D	SD
13. 'Simple living and high thinking' is a myth.	SA	A	UD	D	SD
14. People listen to me seriously.	SA	A	UD	D	SD
15. People find me misfit in get-togethers.	SA	A	UD	D	SD
16. Mine is a life without any specific purpose.	SA	A	UD	D	SD
17. I make a mess of my matters and affairs.	SA	A	UD	D	SD
18. Life is as we take it or make it.	SA	A	UD	D	SD
19. Luck is entirely to be blamed for our failures.	SA	A	UD	D	SD
20. I enjoy the reputation of an honest person.	SA	A	UD	D	SD
21. My achievements outnumber my failures in life.	SA	A	UD	D	SD
22. Life is an illusion.	SA	A	UD	D	SD
23. It is of no use to share our thoughts with others.	SA	A	UD	D	SD
24. I could never adjust with my circumstances.	SA	A	UD	D	SD
25. People avoid my company.	SA	A	UD	D	SD

SA- Strongly agree	UD- Undecided		D- Disagree		
A- Agree	Uncertain		SD- Strongly disagree		
26. People are not keen to be in contact with me.	SA	A	UD	D	SD
27. People find in me a good friend.	SA	A	UD	D	SD
28. Achievements keep a distance from me.	SA	A	UD	D	SD
29. I feel indebted to my fellow human beings.	SA	A	UD	D	SD
30. My friends give me no importance.	SA	A	UD	D	SD
31. I am not satisfied with my achievements in life.	SA	A	UD	D	SD
32. People really need helping hand many a times.	SA	A	UD	D	SD
33. People do not take me into their confidence.	SA	A	UD	D	SD
34. Failures are but to dishearten us in life.	SA	A	UD	D	SD
35. I have no set aim of my life.	SA	A	UD	D	SD
36. I am taken to be a difficult person.	SA	A	UD	D	SD
37. People never doubt my integrity.	SA	A	UD	D	SD
38. You do for people, they will never be grateful.	SA	A	UD	D	SD
39. I rarely find good friends in this world.	SA	A	UD	D	SD
40. People are usually unreliable.	SA	A	UD	D	SD
41. I usually miss to get whatever I deserve.	SA	A	UD	D	SD
42. It could only be self-centered life a satisfied life.	SA	A	UD	D	SD
43. This life is a sort of punishment.	SA	A	UD	D	SD
44. Life hangs heavy on me.	SA	A	UD	D	SD
45. Life is precious.	SA	A	UD	D	SD
46. I am usually taken as a self-centered person.	SA	A	UD	D	SD
47. I have never been denied my fruits of labor.	SA	A	UD	D	SD
48. I am not successful to make adjustments in life.	SA	A	UD	D	SD
49. This life is a great misfortune for me.	SA	A	UD	D	SD

SA- Strongly agree

UD- Undecided

D- Disagree

A- Agree

Uncertain

SD- Strongly disagree

50. I receive due recognition wherever I go.	SA	A	UD	D	SD
51. Satisfaction and dissatisfaction is part of life.	SA	A	UD	D	SD
52. There is no charm in life.	SA	A	UD	D	SD
53. Achievements await investments of our efforts.	SA	A	UD	D	SD
54. I am proud of my style of life.	SA	A	UD	D	SD
55. I suffer from inferiority complex.	SA	A	UD	D	SD
56. Money is all in all in life.	SA	A	UD	D	SD
57. I am an unlucky fellow.	SA	A	UD	D	SD
58. God has seldom been kind to me.	SA	A	UD	D	SD
59. I can't claim to be a humble person.	SA	A	UD	D	SD
60. People rely on my counsel.	SA	A	UD	D	SD

THANK YOU VERY MUCH

APPENDIX – C

RCE. MENTAL HEALTH SCALE FOR TEACHERS:

This is a six dimensions Likert type Scale (Anand, 1992, 2005). These are expressed in statements with serial numbers on the scale. The scale has 40 negative and 20 positive statements as:

Serial numbers of positive statements on the Scale:

1 2 3 8 9 14 18 20 21 27
29 32 37 45 47 50 51 53 54 60

Serial numbers of negative statements on the Scale:

4 5 6 7 10 11 12 13 15 16
17 19 22 23 24 25 26 28 30 31
33 34 35 36 38 39 40 41 42 43
44 46 48 49 52 55 56 57 58 59

Serial numbers of statements in six dimensions read as:

1. Self-concept: These statements are read as: I am proud of my style of life. ‘Simple living and high thinking’ is a myth.

Self Concept	
Positive Statements	54
Negative Statements	13,16,35,55,59

2. Concept of life: These statements are read as: Life is as we take it or make it. Life is a burden.

Concept of Life	
Positive Statements	18, 45
Negative Statements	6, 11, 22, 42, 43, 44, 49, 52, 56

3. Perception of self amongst others: These statements are read as: People listen to me seriously. I find people jealous of me for nothing.

Perception of Self amongst others	
Positive Statements	14, 20, 27, 37, 50, 60
Negative Statements	5, 10, 15, 25, 26, 30, 33, 36, 46

4. Perception of others: These statements are read as: We better discuss our matters with others. It is of no use to share our thoughts with others.

Perception of Others	
Positive Statements	1, 2, 3, 29, 32,
Negative Statements	23, 38, 39, 40

5. Personal adjustment: These statements are read as: I enjoy my life as such. I am an unlucky fellow.

Personal Adjustment	
Positive Statements	8, 51, 53
Negative Statements	12, 17, 24, 48, 57

6. Record of achievement: These statements are read as: I have never been denied fruits of labor. Luck has always betrayed me.

Record of Achievement	
Positive Statements	9, 21, 47
Negative statements	4, 7, 19, 28, 31, 34, 41, 58

These statements are the outcome of item analysis done on 120 statements expressing each one of the six dimensions in 20 statements (10+ive and 10-ive). The list of these statements was administered on 120 teachers. Item analysis was done for the top 30 and 30 bottom level scoring lists. The statements with highest t and chi-square values were identified for the Scale irrespective of their number in each dimension or their positive and negative statements. The subjects take 10-15 minutes to work on the Scale. In each statement five choices are given as SA (strongly agree), A (agree), UD (undecided), D (disagree) and SD (strongly disagree). These responses are scored as 4,3,2,1,0 for positive and 0,1,2,3,4 for negative statements.

For 78 graduate and post-graduate teachers, test-retest and split-half reliability has been tested as .88 and .79. The Scale and Minnesota Personality Inventory (MPI) were administered on a sample of 65 teachers. The scores on neuroticism and mental health gave a significant and negative coefficient of correlation as .49. This substantiates the content and face validity of the Scale. The construct validity of the Scale was tested by the matrix of significant positive values of coefficients of inter correlation between the scores of 200 teachers on the six dimensions.

The values of central tendency revolve around the score of 150 that might be taken as an indicator of the subject being mentally healthy otherwise he will be identified as a person who needs guidance and counseling for his mental health.

Mental Health of Elementary School Teachers in Aizawl City

A Research Abstract

Supervisor

Dr. Sweta Dvivedi

Assistant Professor

Submitted by

Lalchawimawii Chhangte

(M. Phil. Research Scholar)

Registration No.

MZU/M.Phil/413 of 26.05.2017

DEPARTMENT OF EDUCATION

MIZORAM UNIVERSITY

AIZAWL

July, 2018

Introduction:

School is not only considered as a place where students go to study but it is being considered as the temple of education where teachers play a similar role as the priest of any religious place. Performance of the school depends on the teamwork of teachers and students. Teachers do not impart only education to the students but also act as a bridge to fill the gaps between students, principal, management, and parents. Sound professional relations of a teacher with students, their parents, colleagues, and management may lead to his/her better mental health. The quality, competence, character, and effectiveness of teachers are the most significant factors which influence the quality of education. Teacher's mental health plays an important role in the teaching-learning process. If the teachers are not mentally healthy then the negative impact will be on the students. Teachers need to be mentally healthy to build a healthy nation.

Mental Health:

The term '*Mental Health*' consists of two words: The word 'mental' usually imply something more than purely cerebral functioning of a person. It includes one's emotional affective state. Similarly, 'health' refers to more than physical well-being. It also connotes the individual's intra-physic balance, the interaction of one's physic-structure with the external and social environment (Kaur, 2006)

In the present world of professional competence, everyone is threatened by increasing competitions and degraded circumstances. Health is an important and sensitive aspect of individual's life which cannot be ignored in any situation. As a result, the concept of health has been extended beyond the proper functioning of the body; it includes controlled emotions, a sound, and efficient mind. In simple words, meaning of mentally healthy is an individual where mind and body both are working efficiently and harmoniously (Kaur, 2006). Health is not only important but essential for survival as a social being. No area of human life is beyond the range of mental health. It includes every aspect and dimension of human personality and the individual's adjustment to own self, others and environment. The main characteristic of mental health is to be able to adjust well in every situation of life. The mentally healthy person can adapt him or herself to every best and worst condition of life and environment.

Mental health is concerned with the health of one's mind and its functioning in the same way as the physical health is concerned with the health of one's physical organs and their functioning. In layman terms, mental health is a level of psychological well-being or an absence of a mental disorder. Mental health may include an individual's ability to enjoy life and create a balance between life activities and efforts to achieve psychological resilience.

According to Kornhauser (1965 as cited in Kumar, 2015) "Mental health includes those behaviors, perceptions, and feelings that determine a person's overall level of personal effectiveness, success, happiness and excellence of functioning as a person. It depends on the development and retention of goals that is neither too high nor too low to permit realistic successful maintenance of belief in one's self as a worthy, effective human being. Further, it is the condition in which the individual manifest through self-evaluation, adjustability, maturity, regular life, absence of extremism satisfactory social adjustment and satisfaction from his chief occupation." The interpretation of mental health by Das (2008 as cited in Gorsy, Panwar & Kumar, 2015) is "Good mental health can be achieved by following the principle of mental hygiene, which is the science of the investigation and application of those measures that prevent mental disorder. Mental health is a way of living satisfactorily and effectively with other members of the society."

Need of the Study:

The importance of elementary school teacher in the educational process is unquestionable. This is because, that in the educational system, the elementary school teachers hold the key position and it is only through them that the final process of education takes place. The chief reason an elementary school teacher is crucial to each child is that for few children they are the first teacher, whom child comes in contact. If a teacher is mentally fit and is free from all types of stress and strain, he will teach effectively in the classroom. The wisdom of the teacher, knowledge, and management of the class will depend upon the level of his mental health.

At present, teachers are facing new challenges in education and to face these challenges, teachers are required to make more efforts. Apart from this, there are many expectations of the society for the teachers to carry out various roles, At times, to take up these obligations, the

society demands to the teachers to perform various roles. In our present socio-cultural, economic and bureaucratic context; these demands are undefined, inconsistent and unattainable which create stress for the teachers. Teaching is more than an occupation and in order to teach effectively, the teacher must possess sound mental health. A mentally healthy teacher plays an important role in promoting the mental health of his/her students. If the mental health of the teacher is unsatisfactory, it will affect the mental health of the pupils, adversely. To conclude, teacher's mental health stands for his/her adjustment and motivation with which he/she performs well in the teaching profession. For teachers, mental health is the necessary condition to engage them effectively in their work, to get satisfaction, joy and pride in the activities and duties what they do, and to maintain healthy relationship with their colleagues.

There are some factors which can affect the mental health of teachers such as, type of management of the school, salary structure, job guarantee, educational level of the teacher, academic environment of the school etc. In most of the cases, teachers of private schools get less salary than teachers of government schools (Orlin, 2013). Heavy workload of teachers in the schools leaves no time for relaxation and recreation which is also be very damaging for the mental health of the teachers (Bhatia and Bhatia, 1990).

The occupational stress is creating a tedious situation among school teachers. Apart from teaching, they are also involved in other administrative or non-teaching activities and due to involvement in other administrative activities teachers are facing excessive pressure of the work (Pokhrel, 2017). The workload of government school teachers are comparatively low than the private school teachers (Chughati and Parveen, 2015). But at the same time, government school teachers were very dissatisfied with the non-academic duties they are required to carry out as, census data collection, election duty in which teachers are required to attend three to four days of training etc. Teachers found these duties as cumbersome and a distraction from teaching (Jain and Kabra, 2015). The academic environment can affect the mental health of the school teachers, the school provides an operational framework for the teachers, a culture and climate, both organizational and social, by which they are influenced and in turned influence themselves (Lemerle, 2005).

Gender is correlated with the occurrence of certain mental disorders like depression and anxiety. Albert (2015) in his study found that major depression is as twice as common in women

because women have more responsibility than male such as looking after the health of members of their family and maintaining household chores. Societal patriarchy and gender roles also influence the psychological perceptions of both men and women, negatively. These gender roles may include the pressure on men not to show their emotions and the fact that women, on average, have lower self-esteem and sense of control, than men. Globalization has overseen a dramatic widening of inequality within and between countries including gender-based income disparities. Regarding the female teachers, it is also believed that they are more prone to have low level of mental health than the male teachers because women have more responsibilities in household activities besides their teaching profession. Especially for the married female teachers, they have to look after their children and their family while attending to their job regularly. Although it does not mean that men do not have responsibilities in performing household works; but it is universal truth that women take more duty when it comes to household works. So, in comparison to their male counterparts there is more chance of female teachers for being mentally unhealthy. As it is believed that women are more prone to have mental illness, the researcher felt necessity to study the mental health of elementary school teachers based on their gender.

Keeping in mind the role of elementary school teachers and their mental health to develop appropriate social skills among students which is going to shape their future, investigator planned to find out the status of mental health of elementary level teachers of Aizawl city. By intense review of the related studies it is clear that no studies were conducted in the context of Mizoram, the researcher felt significant to study the 'Mental Health of Elementary School Teachers in Aizawl City'.

Statement of the Problem:

Problem of this study has been entitled as: MENTAL HEALTH OF THE ELEMENTARY SCHOOL TEACHERS IN AIZAWL CITY

Operational Definition of Keywords:

1) *Mental Health*: It is a level of psychological well-being or an absence of mental illness. It implies the ability to balance one's feelings, emotions, desires and ambitions in one's daily living as well the ability to face and accept the realities of life. (Bhatia and Bhatia, 1990)

2) *Elementary School Teacher*: A person who teaches in an Elementary stage (class I to VIII) whose job is to teach students about certain subjects.

Objectives:

- 1) To study the mental health of the elementary school teachers in Aizawl City.
- 2) To compare the mental health of the elementary school teachers on the basis of their gender.
- 3) To compare the mental health of the elementary school teachers with reference to the type of school management.
- 4) To make suggestions for better mental health among elementary school teachers.

Research Hypotheses of the Study:

The following research hypotheses were taken for the present study-

- 1) Elementary school teachers working within Aizawl City, have a high level of mental health.
- 2) Male school teachers working within Aizawl City at elementary level, have a high level of mental health.
- 3) Female school teachers working within Aizawl City at elementary level, have a high level of mental health.
- 4) Government school teachers, who are working within Aizawl City at elementary level, have a high level of mental health.
- 5) Private school teachers, who are working within Aizawl City at elementary level, have a high level of mental health.
- 6) Male teachers of government schools working within Aizawl City at elementary level, have a high level of mental health.
- 7) Female teachers of government schools working within Aizawl City at elementary level, have a high level of mental health.
- 8) Male teachers of private schools working within Aizawl City at elementary level, have a high level of mental health.

- 9) Female teachers of private schools working within Aizawl City at elementary level, have a high level of mental health.
- 10) There is a significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'self-concept'.
- 11) There is a significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'concept of life'.
- 12) There is a significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'perception of self amongst others'.
- 13) There is a significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'perception of others'.
- 14) There is a significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'personal adjustment'.
- 15) There is a significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'record of achievement'.
- 16) There is a significant difference between the mental health of male and female elementary school teachers in Aizawl city.
- 17) There is a significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'self-concept'.
- 18) There is a significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'concept of life'.
- 19) There is a significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'perception of self amongst others'.
- 20) There is a significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'perception of others'.
- 21) There is a significant difference between elementary level teachers of government and private elementary schools teachers in Aizawl city in the dimension of 'personal adjustment'.
- 22) There is a significant difference between elementary level teachers of government and private elementary schools teachers in Aizawl city in the dimension of 'record of achievement'.

- 23) There is a significant difference between the mental health of elementary level teachers of government and private schools teachers in Aizawl city.
- 24) There is a significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'self-concept'.
- 25) There is a significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'concept of life'.
- 26) There is a significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'perception of self amongst others'.
- 27) There is a significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'perception of others'.
- 28) There is a significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'personal adjustment'.
- 29) There is a significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'record of achievement'.
- 30) There is a significant difference between the mental health of male and female elementary level teachers of government schools in Aizawl city.
- 31) There is a significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'self-concept'.
- 32) There is a significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'concept of life'.
- 33) There is a significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'perception of self amongst others'.
- 34) There is a significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'perception of others'.
- 35) There is a significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'personal adjustment'.
- 36) There is a significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'record of achievement'.
- 37) There is a significant difference between the mental health of male and female elementary level teachers of private schools in Aizawl city.

Null Hypotheses of the Study:

The study was taken with the following null hypotheses in view-

- 1) There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'self-concept'.
- 2) There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'concept of life'.
- 3) There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'perception of self-amongst others'.
- 4) There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'perception of others'.
- 5) There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'personal adjustment'.
- 6) There is no significant difference between male and female elementary school teachers in Aizawl city in the dimension of 'record of achievement'.
- 7) There is no significant difference between the mental health of male and female elementary school teachers in Aizawl city.
- 8) There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'self-concept'.
- 9) There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'concept of life'.
- 10) There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'perception of self amongst others'.
- 11) There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'perception of others'.
- 12) There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'personal adjustment'.
- 13) There is no significant difference between elementary level teachers of government and private schools in Aizawl city in the dimension of 'record of achievement'.
- 14) There is no significant difference between the mental health of elementary level teachers of government and private schools in Aizawl city.

- 15) There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'self-concept'.
- 16) There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'concept of life'.
- 17) There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'perception of self amongst others'.
- 18) There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'perception of others'.
- 19) There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'personal adjustment'.
- 20) There is no significant difference between male and female elementary level teachers of government schools in Aizawl city in the dimension of 'record of achievement'.
- 21) There is no significant difference between the mental health of male and female elementary level teachers of government schools in Aizawl city.
- 22) There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'self-concept'.
- 23) There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'concept of life'.
- 24) There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'perception of self-amongst others'.
- 25) There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'perception of others'.
- 26) There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'personal adjustment'.
- 27) There is no significant difference between male and female elementary level teachers of private schools in Aizawl city in the dimension of 'record of achievement'.
- 28) There is no significant difference between the mental health of male and female elementary level teachers of private schools in Aizawl city.

Population:

The total number of elementary schools in Aizawl city was 354 and all the teachers working in these schools were the population of the present study.

Sample and Sampling Technique:

Stratified random sampling technique was employed to select the sample from the population. There were total 354 elementary schools in Aizawl city. Among these schools; 231 were government schools and 123 were private schools. From the total government schools, 20% (46) schools were selected randomly, as a sample. From private schools 20% (25) schools were selected randomly. The total number of elementary school teachers in selected government schools was 335 in which there were 129 male teachers and 206 female teachers. There were 285 teachers in selected private elementary schools; among them 89 were male teachers and 196 female teachers. Investigator selected more than 20 percent of teachers from each stratum.

The sample size consisted of 149 teachers; among them, 61 were male elementary school teachers and 88 were female elementary school teachers. Regarding the type of school management, 81 teachers were working in the government schools. Out of them; 39 were male elementary teachers and 42 were female elementary school teachers. 68 teachers were from private schools in which 22 and 46 were male and female elementary school teachers respectively.

Tool of Data Collection:

To find out the mental health of teachers, RCE Mental Health Scale (MHS) for teachers developed by Dr. S.P Anand (2009) was used. This Likert type Scale (Anand, 1992, 2005) was based upon six icons of mental health which were – concept of life, self concept, perception for self amongst others, perception for others, personal adjustment and record of achievement. The scale had 40 negative and 20 positive statements.

Collection of Data:

The investigator collected the data by visiting sample elementary schools in Aizawl city. Firstly, the consent was asked to the Headmaster/ Headmistress in each school, and when

granted, teachers were briefed about the nature and rationale of the research in order to obtain the reliable data. After making appropriate introductions; the participants were assured about the confidentiality of the data. The questionnaire was handed out to the samples after giving them necessary instructions and directions. The subjects were taken around 10-15 minutes to work on the scale; the researcher collected all filled scales immediately after completion.

Scoring:

In each statement five choices were given as SA (strongly agree), A (agree), UD (undecided), D (disagree) and SD (strongly disagree). These responses were scored as 4,3,2,1,0 for positive and 0,1,2,3,4 for negative statements as given in the manual (RCE Mental Health Scale, 2009).

Organization of Data:

The data were organized keeping the objectives of study in mind. Data collected from the sample were organized into gender i.e., male and female and type of school management i.e., Government schools and Private schools.

The Analysis of Data:

Statistical analysis is essential for any quantitative research. By using different statistical techniques it is only possible to confirm the validity, reliability and objectivity of the research hypothesis. For the present study, statistical techniques like mean and standard deviation were employed. And to examine whether group means differ from one another; 't' test was used.

So, the following statistical techniques were used for the data analysis:

- i) Mean
- ii) Standard Deviation
- iii) The 't'- test

For all the above mentioned techniques IBM SPSS Statistic 20 (Statistical Package for the Social Sciences) and Microsoft Excel 2007 were used.

Major Findings of the Study:

The findings of the study has been given as per the research objectives as follows-

1. The teachers working in the elementary schools in Aizawl city were mentally healthy.
2. The majority (71.81%) of elementary school teachers in Aizawl city were mentally healthy.
3. Out of the 149 elementary school teachers, 42 (28.19%) were not mentally healthy and the rest 107 (71.81%) were mentally healthy.
4. Both male and female elementary school teachers in Aizawl city had good mental health.
5. Out of the 61 male elementary school teachers, 19 (31.15%) male elementary level teachers were not mentally healthy.
6. Out of the 88 female elementary school teachers, 23 (26.14%) female elementary level teachers were not mentally healthy.
7. Out of the total 81 government elementary school teachers, 25 (30.86%) were not mentally healthy.
8. Out of 68 private elementary school teachers, 17(25%) teachers were not mentally healthy.
9. Female elementary school teachers in Aizawl city had better mental health than the male elementary school teachers.
10. There was a significant difference between the mental health of male and female elementary school teachers in Aizawl city.
11. There was no significant difference between the mental health of male and female elementary level teachers of government schools in Aizawl city.
12. There was a significant difference between the mental health of male and female elementary level teachers of private schools in Aizawl city.
13. At elementary level, in comparison to government school teachers, more teachers of private schools were mentally healthy.
14. There was no significant difference between the mental health of government and private elementary school teachers in Aizawl city.

Suggestions:

The researcher has given some suggestions for better mental health which are as follows:

- 1) In order to promote mental health among elementary level teachers, the teachers must have the sense of security in their service. It is necessary to give legal protection regarding the security of service.
- 2) The economic condition can affect the mental health of the teachers, so it is suggested that the teachers should be given adequate salaries especially in private schools.
- 3) Sometimes, the workload of the teachers is rather too much for them. As the overwork has a damaging effect on physical as well as mental health; it suggested that the teachers should be given some leisure time for relaxation and recreation.
- 4) The elementary level teachers of government schools are mostly engaged in non-academic works. The government and other officials should take some decisions to discourage it.
- 5) The teachers should be given freedom regarding their teaching and other duties concerned. So, the authorities and the headmasters should maintain a sympathetic attitude towards the teachers.
- 6) The teachers should be given due recognition in the society, and they should be recognized as the true builders of the nation. This feeling of recognition will promote the mental health of the teachers.
- 7) For promoting mental health among the teachers; there should be democratic administration and atmosphere in the school.
- 8) It is necessary to make sure that at the time of recruitment of the teachers; only those candidates who are emotionally stable and mentally balanced must be recruited.
- 9) Awareness of the importance of their mental health and its effects should be inculcated among the teachers.
- 10) Guidance and counseling program should be organized in the area of mental health, especially for elementary level teachers.

Discussion and Conclusion:

The findings of the study show that majority of elementary school teachers in Aizawl city were mentally healthy. Although more than 70% teachers were mentally healthy but at the same time more than 28% were not mentally healthy who need guidance and counseling for better mental health. There may be many reasons for mental unhealthiness of the elementary school teachers. It is obvious that teaching profession is not an easy task. The workload and stress level that the teachers' experience can affect their mental health, which can affect their personal and professional life. 21st century is century of science and technology where technological advancement also has taken the center place in education system. In this era we expect that there will be facilities of science and technology in every institution. With this, it also expects that the teachers will be proficient in science and technology. Therefore, poor teaching infrastructural facilities and inefficiency of teachers in handling gadgets and different equipment can be one more reason of mental unhealthiness. There are also some more reasons for this problem as dissatisfaction of teachers with their salary. They think that they are not paid enough in spite of their heavy workload and it may also cause mental illness among the teachers. Some teachers are actively involved in different voluntary services like NGO's, church services etc which would likely disturb their mind and lose concentration towards their teaching job; therefore, they feel that they are not fully committed to their teaching work. It can affect their mental health.

The findings of this study is different from other studies as female elementary school teachers are found to be more mentally healthy than male elementary school teachers in Aizawl city. Some studies have found that male teachers are more mentally healthy than female teachers and it is usually conclude as female teachers are more prone to have mental illnesses than male teachers. Females care more about children than males. As this study was conducted at the elementary schools where the students are aged between 6-14 years; there is more chance for better and stronger bonding between students and female teachers rather than male teachers. This could serve a feeling of contentment among female teachers and helping them for better mental health.

The study also reveals that private elementary school teachers were more mentally healthy than government elementary school teachers in Aizawl city. Some other studies in this area have found government school teachers were mentally healthy than private school teachers. There might be various reasons why private elementary school teachers were more mentally

healthy. One reason can be there is more job security in government job rather than to work under any private organization; therefore, in some cases government school teachers knew that they were secured enough in their job which resulted in leisure among them. When a person does not give his/her full commitment to his/her work, it can lead to mental illnesses. On the other hand, private school teachers can be terminated any time under any circumstances. So, they give full commitment to their job which helps them to keep mental balance. Other reason may be that the private elementary schools were selected from in Aizawl city only. These all schools were well-settled and well equipped with physical infrastructures and teaching facilities than government elementary schools. As the teaching process in private schools meet the requirement of teaching facilities with better equipment; it help the teachers to teach more efficiently which in turn would help them for their mental health. Inadequate number of teachers in government elementary schools may also lead to stress and unhealthy environment. There are some government elementary schools having only one or two teachers. This inadequacy of teaching faculty may create mental illness among government elementary school teachers.

As the term mental health is a very sensitive issue in today's world; effective study has to be done in different fields. Especially in the field of education, the mental health of the teachers can more or less affect the psychological state of the children. Therefore, consistent research study regarding the mental health of the teachers is crucial for maintaining effective educational process at different level of educational institutions.

Educational Implications:

The present study had implications for the society, Government, teachers, Principals/administrators, students and parents. From this study, the society will come to realize the mental health status of the elementary school teachers. Depending on the result, the society will be able to know how much percentage of the elementary school teachers were not mentally healthy; then take part to help the teachers for their better mental health. As this study reveal that private elementary school teachers were more mentally healthy, the government may take some necessary actions for a better mental health of government elementary school teachers. It may also try to find out why many teachers were not mentally healthy then come to the solution as far as possible. This study may help the teachers to realize the condition of their mental health status. From the findings of this study, the Principals and administrations will come to know that

many teachers were not mentally healthy, thus they may organize programmes and orientation training for better mental health among teachers.

Suggestions for Further Research:

1. Similar study may be conducted among teachers of secondary schools and higher level teachers.
2. Similar study may be conducted with larger samples in order to get more validate findings.
3. The same topic may be conducted for a research in other districts of Mizoram.
4. Same study may be done on other States and even at National level as well.
5. To find out the impact of workload and stress level on mental health of male and female teachers of elementary level, a study may be conducted.
6. The same topic may be conducted with more variables like adding socio-economic background, educational qualifications etc.

Limitation of the Study:

Some of the questionnaires were not properly and fully filled by some teachers in certain cases. So, these kind of returned questionnaires are not selected as sample.