Innovations

"Relationship between Mental Health and Quality of Life of Teachers Teaching in Government, Madarsa and Private Schools"

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Abstract

The present study aimed at investigating "relationship between mental health and quality of life of teachers teaching in government, madarsa and private schools". A sample of 900 teachers has been taken from government, madarsa and private schools (300 from each) of Aligarh and lucknow city, U.P India. The world health organization quality of life (WHO-QOL)-BREF (2004) revised version and the mental health inventory (MHI-38) developed by Veil & Ware 1983(revised in 2005) were adopted for collecting data. The finding of the research indicated that a significant and positive relationship was found between the variables (mental health and quality of life) of teachers teaching in government school. Madarsa and private school's teachers shows no Significant relationship between the variables (mental health and quality of life).

Key words: Mental health, Quality of life, government, madarsa, private, school teachers.

Introduction

Teaching refers to the process of imparting knowledge and skills from a teacher to a learner. It encompasses the activities of educating or instructing. It is an act or experience that has a formative effect on the mind, character or physical ability of an individual. Mental health is a term used to describe either a level of cognitive or emotional well-being or an absence of a mental disorder. Mental health is a term used to describe how well the individual is adjusted to the demands and opportunities of life. The teacher's good or poor mental health influence their decision-making capacity. If a teacher has poor mental health, he may not be in a position to take any immediate action over a specific problem. So, the teacher's mental health

plays a very important role in his teaching profession(Bernard, 1982).The European Parliament Draft Report on Mental Health (2008) has identified the work environment as a contributor to stress. The European Parliament calls on employers to promote a healthy working climate, paying attention to work-related stress, the underlying causes of mental disorder at the workplace, and tackling those causes. Kumar (2003) in his study found no difference between male and female teacherin the regularity, adjustment, self concept.Jeba (2005) find out the gender and group difference in teaching competency and mental health status of students and the relationship between teachers competency and mental health status of student teachers.Galgotra(2013) found that government school teachers possess good mental health in comparison to private school teachers. Sex has no effect on the mental health of teachers. Mental health of teachers in the present study is total marks obtained by a teacher, on the mental health battery (MHI-38) developed by Veil & Ware 1983(revised in 2005).

A person who is enjoying the work and derive satisfaction is said to be satisfied in life as a whole. Life satisfaction of the members in the society is a social indicator of well-being or Quality Of Life (QOL).The concept of quality of life broadly encompasses how an individual measures the 'goodness' of multiple aspects of their life. These evaluations include one's emotional reactions to life occurrences, disposition, sense of life fulfillment and satisfaction, and satisfaction with work and personal relationships (Diener, Suh, Lucas, & Smith, 1999). In general terms quality of life may be viewed as a multidimensional concept emphasizing the self-perceptions of an individual's current state of mind (Bonomi, Patrick, Bushnell, & Martin, 2000). The term Quality Of Life (QOL) is defined by Szalai& Andrews (1980) as the subjectively perceived satisfaction in one's different aspect of life as reported by the individual. Sunga A. (2019) worked on the quality of life and stress as correlate to mental health among teachers. 181 private school teachers were selected for the study. The result revealed a significant relationship between quality of life and mental health. Quality of life of teachers in the present study is total marks obtained by a teacher on, the world health organization quality of life (WHO-QOL)-BREF, (2004).

Objectives

1. To find out the relationship between mental health and quality of life of teachers teaching in government school.
2. To find out the relationship between mental health and quality of life of teachers teaching in Madarsa school.

3. To find out the relationship between mental health and quality of life of teachers teaching in Private school.

Hypotheses

1. There will be no significant relationship between mental health and quality of life of teachers teaching in Government School.
2. No significant relationship will be found between mental health and quality of life of teachers teaching in Madarsa School.
3. There will be no significant relationship between mental health and quality of life of teachers teaching in Private School.

Sampling

The sample of our present study constituted of school teachers. A sample of 900 teachers has been taken from Government, Madarsa and Private schools (300 from each). The sample was drawn out from different schools of Aligarh and Lucknow city (U.P.).

Tool Used In the Study

In order to measure mental health of teachers, the mental health battery (MHI-38) developed by Veil & Ware 1983(revised in 2005) have been used. All of the 38 items except two are scored on a six point scale (range 1-6). Items 9 and 28 are the exception, each scored on a five-point scale (1-5). The inventory consisted of six subscales ie., anxiety, depression, Loss of behavioral/emotional control, General positive affect, Emotional ties and Life satisfaction. According to the National Multiple Sclerosis Society, the Mental Health Inventory has a reported 0.93 Cronbach alpha rating whereas its abbreviated version has 0.82. This test is well-known and has been field tested in extensive populations. Also, the Mental Health Inventory showed a high correlation rating with MSQLI or Multiple Sclerosis Quality of Life Inventory.

In order to measure the quality of life of teachers, the world health organization quality of life (WHO-QOL)-BREF (2004) revised version is adopted.The WHOQOL-BREF instrument comprises 26 items. The test consists of 23 positive and 3 negative phrased items. All items are rated on 5 point scale. All 26 items were checked, and scores ranging from 1-5 and 5-1 were assigned. Scores of positively phrased items were scored as 1-5 and Scores of three negatively phrased items(i.e., item no.3,4 & 26) were reversed i.e. 5-1. Across 4 domains,

physicalhealth(7 items), psychological well-being(6 items), social relationship(3 items) and environment(8 items) were used. Internal consistency, Cronbach alpha values for each of the four domain scores ranged from .66 to .84. Discriminant validity of the WHOQOL-BREF was shown to be comparable to the WHOQOL-100 in discriminating between the ill and well groups, with similar values and significant differences between ill and well subjects apparent in all domains.

Techniques

In order to analyze and interpret the data, the following suitable techniques have been employed.

1. Spearman Correlation

The collected data was analysed by using SPSS version 16.

Analysis and Interpretation of Data

Analysis on the basis of correlation

Hypothesis 1. There will be no significant relationship between mental health and quality of life of teachers teaching in Government School.

Table 1 Correlation between Mental health and quality of life of teacher in Government School

	Physical health	Psychological well being	Social relationship	Environment	Quality of Life
Anxiety	.123*	-.035	.044	.045	.095
Depression	.234**	.044	.067	.080	.186**
Loss of Behaviour	.206**	.181**	.053	.065	.217**
General positive effect	-0.119*	0.145*	0.044	-0.056	-0.012
Emotional Ties	.052	.108	.060	.148*	.127*
Life Satisfaction	-0.121*	-0.005	-0.109	-0.007	-0.083
Mental Health	0.116*	.157**	.068	.049	.116**

*-Significant at .05 level of confidence

**- Significant at .01 level of confidence

The above table shows that a positive and significant relationship at .01 level of confidence was found between domains, depression and physical health, depression and quality of life,

loss of behavior and physical health, loss of behavior and psychological wellbeing, loss of behavior and quality of life, mental health and psychological wellbeing. Positive and significant relationship at .05 level of confidence was found between the domains anxiety and physical health, general positive effect and psychological wellbeing, emotional ties and environment, emotional ties and quality of life, mental health and physical health.And a negative and significant relationship at .05 level of confidence was found between general positive effect and physical health, life satisfaction and physical health. Overall, a positive and significant relationship at .01 level of confidence was found between mental health and quality of life of teachers teaching in government school. Therefore, the **first** hypothesis stands **rejected.**

Hypothesis 2. No significant relationship will be found between mental health and quality of life of teachers teaching in Madarsa School.

Table 2.Correlation between Mental health and quality of life of teacher in Madarsa School

	Physical health	Psychological well being	Social relationship	Environment	Quality of Life
Anxiety	.125*	.112	.101	.017	.097
Depression	.126*	.128*	.139*	.037	.119*
Loss of Behaviour	.084	.123*	.023	.055	.076
General positive effect	-0.105	0.145*	-0.160**	-0.070	-0.136*
Emotional Ties	-0.105	-0.111	-0.163**	-0.062	-0.125*
Life Satisfaction	-0.111	-0.006	-0.078	.017	-0.069
Mental Health	0.073	.054	-0.026	-0.007	.026

*-Significant at .05 level of confidence

**- Significant at .01 level of confidence

The above table shows a negative and significant relationship at .01 level of confidence between the domains general positive effect and social relationship, emotional ties and social relationship. Also negative and significant relationship at .01 level of confidence was found between the domains general positive effect and quality of life, general positive effect and psychological wellbeing, emotional ties and quality of life, A positive and significant relationship at .05 level of confidence was found between the domains anxiety and physical health, depression and physical health, depression and psychological wellbeing, depression and social relationship, depression and quality of life, loss of behavior and psychological

wellbeing. Overall no significant relationship(positive or negative) was found between the variables, mental health and quality of life. Hence, the **second** hypothesis stands **confirmed**.

Hypothesis 3. There will be no significant relationship between mental health and quality of life of teachers teaching in Private School.

Table 3.Correlation between Mental health and quality of life of teacher in Private School

	Physical health	Psychological well being	Social relationship	Environment	Quality of Life
Anxiety	-0.044	-0.039	-0.040	-0.055	-0.052
Depression	-0.086	-0.134*	-0.061	-0.118	-0.145*
Loss of Behaviour	-0.019	-0.088	-0.033	-0.016	-0.036
General positive effect	.047	.152**	.160**	.081	.128*
Emotional Ties	.152**	.070	.152**	.110	.145*
Life Satisfaction	.053	-0.003	.037	.053	.054
Mental Health	.016	.029	.123*	.005	.040

*-Significant at .05 level of confidence

**- Significant at .01 level of confidence

The above table shows that a positive and significant relationship at .01 level of confidence was found between the domains general positive effect and psychological wellbeing, general positive effect and social relationship, emotional ties and social relationship, emotional ties and physical health. A positive and significant relationship at .05 level of confidence was found between the domains mental health and social relationship, general positive effect and quality of life, emotional ties and quality of life. A negative and significant relationship at .05 level of confidence was found between the domains depression and psychological wellbeing, depression and quality of life. Overall no significant relationship(positive or negative) was found between the variables (mental health and quality of life). Hence, the **third** hypothesis stands **confirmed.**

Result and Discussion

The above tables 1, 2, and 3, shows (a significant and not significant), (negative and positive) relationship between the variables and also its domains As we can see from the above tables, that values are both positive as well as negative. The negative values shows that the two variables and (the domains) vary together in opposite direction, that means, one

variable or domain negatively effecting on the other variable or domain. If one is rising the other is declining. Similarly the positive values shows that the two variable and (the domain) vary together in the same direction, that clearly means that one variable or domain positively effecting on the other variable or domain. If one is rising the other is also rising. The table 1 revealed a significant and positive relationship between quality of life and mental health of government school teachers. The table 2 revealed a positive but not significant relationship between quality of life and mental health of madarsa school teachers. Table 3 also revealed a positive but not significant relationship between quality of life and mental health of private school teachers. The result is contrary to **Sunga, A(2019)** reported a significant relationship between quality of life and mental health of private school teachers.

Suggestions for Further Research

1. In the present study the investigator has delimited the data to Aligarh and lucknow. For further studies the data can be extended.
2. For further studies the sample can be increased.
3. For further research, the difference between male and female teachers can also be studied.
4. Combination of different variables can also be used.
5. Combination of the variables used in the study can be applied on university teachers as well.

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