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## MENTAL HEALTH AND PROFESSIONAL COMPETENCIES OF HIGH SCHOOL TEACHERS

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(1994) are used to collect relevant data. The sample consists of 234 high school teachers from fifteen high schools in Thogamalai Union. The data are analysed by 't' test, ANOVA and Karl Pearson's Product Moment Correlation analysis. The results indicate that there is no significant relationship between mental health and professional competencies among high school teachers.

**KEYWORDS:** Mental Health , High School Teachers , Professional Competencies Questionnaire developed .

### ABSTRACT

**M**ental health is the ability to face and balance the reality of life. Mentally Healthy people neither underestimate nor overestimate their abilities. They easily accept their own self-respect and show respect to others. They are capable of dealing with most odd situations that come in their way. They enjoy their life and get satisfaction from simple everyday pleasure. Likewise, the term competency explains about any profession that reveals one's quality of being competent and expresses a person's knowledge, skills, qualification and capacity. Earlier a person who possessed tremendous knowledge was considered as a

teacher. Today teacher competencies refer to functional abilities that the teachers show in their teaching activities. It can be considered as an overall assessment of teachers' performance in classroom situations based on their personalities, subject knowledge, strategies and techniques of teaching, evaluation strategies, classroom management and clarity of the formulated objectives.

The main objective of the present study is to find out the relationship between mental health and professional competencies among high school teachers. Mental Health Inventory developed by Jagdish and A.K. Srivastava (2005) and Professional Competencies Questionnaire developed by Savan

### 1) INTRODUCTION

A teacher is a vital element in the field of education playing active roles in accordance with the demands of the growing community. In general, mental health of the teachers is viewed as a positive attribute such that they can reach enhanced levels of mental health even if they do not have any diagnosed mental health conditions. The teachers of ancient times were with simple living and high thinking, but the teachers of modern times need to

perform multifarious and complex duties not only in schools but also in society and in their professional advancements as well. For exercising the above mentioned duties and responsibilities, today's teachers need to be mentally healthy and competent. When they have good mental health, their decision-making capacity is also good and their decisions are very well opted by others. If a teacher has poor mental health, he may not be in a position to take any immediate action over specific problems on hands. So, a teacher's mental health plays a very important role in his profession as a teacher in the field of education. Likewise, the quality of education depends much on the professional competencies of the teachers, as the teachers are considered to be the hub of teaching-learning process. Without professional competencies, even the best curriculum could not give the desired results. As a whole, the mental health of the teachers with their professional competencies tells about their effectiveness in the arena of education.

## 2. NEED AND SIGNIFICANCE OF THE STUDY

Today's instructors are working in a domain that obliges them to meet multi desires from understudies, guardians, principals and from the group. They are confronting a considerable measure of stress and attempt to accomplish target depended both by institutional powers and guardians. Subsequently the educators and the understudies are under weight to accomplish the objective set by the institutional powers, the group and the potential work suppliers. The hierarchical structure and its arrangements, the competency of the educators, their mental prosperity and the atmosphere they see about the organizations are exceptionally essential figures deciding the execution of the foundation, since the instructors need to grant the information to the understudies as per the present norms, which are really high. The anxieties and the bothers of showing personnel frequently overflow from work place to family and the other way around, which impossibly influence their execution in work. In this way, the educators' emotional well-being assumes an essential part in their calling.

Correspondingly, proficient competency of an instructor is an unpredictable variable, hard to characterize definitely. Educator adequacy, fruitful instructing, showing productivity; showing execution and showing capacity are a portion of alternate terms utilized as a part of the writing to demonstrate proficient competency. In this manner, proficient competency is a standout amongst the most normally utilized words as a part of the writing for expert capacity. In this unique circumstance, the competency or viability of an educator is an extremely convoluted idea since it is multi-dimensional. This educating learning trade can't be endeavored in vacuum yet it is decidedly a planned action for which educators are to endeavor with creative execution and competency in their calling. Along these lines, it gets to be distinctly basic to concentrate on the expert competency and the related proficient morals of the instructing group. Being especially enlivened by the above talk, the examiners, as instructor instructors set themselves up to make an endeavor to concentrate the relationship between psychological wellness and expert abilities of the secondary teachers.

## 3. STATEMENT OF THE PROBLEM

The problem selected for the present study is to find out the relationship between mental health and professional competencies among high school teachers in Thogamalai Union of Karur District, Tamil Nadu.

## 4. TITLE OF THE STUDY

"Mental Health and Professional Competencies among High School Teachers"

## 5. OPERATIONAL DEFINITIONS

### 5.1. Mental Health

"Mental Health" means the ability to balance in one's daily living. In other words, it is the ability to face and balance the reality of life.

### 5.2. Professional Competencies

"Professional Competencies" refers to the set of knowledge, skills, values, attitudes, capacities and beliefs that people need for to be successful in a profession.

## 6. OBJECTIVES OF THE STUDY

The following are the objectives of the present study:

- 1.To find out whether there is any significant difference among high school teachers in their mental health with regard to the background variables namely: (i) Gender (Men and Women), (ii) Educational Qualification (Under Graduation with B.Ed. and Post Graduation with B.Ed.), (iii) Nature of School (Government, Govt. Aided and Self-Financing) and (iv) Locality of School (Rural and Urban).
- 2.To find out whether there is any significant difference among high school teachers in their professional competencies with regard to the background variables namely: (i) Gender (Men and Women), (ii) Educational Qualification (Under Graduation with B.Ed. and Post Graduation with B.Ed.), (iii) Nature of School (Government, Govt. Aided and Self-Financing) and (iv) Locality of School (Rural and Urban).
- 3.To find out whether there is any significant relationship between mental health and professional competencies of high school teachers.

## 7. NULL HYPOTHESES

The following are the null hypotheses formulated for the present study:

- 1.There is no significant difference among high school teachers in their mental health with regard to the background variables namely: (i) Gender (Men and Women), (ii) Educational Qualification (Under Graduation with B.Ed. and Post Graduation with B.Ed.), (iii) Nature of School (Government, Govt. Aided and Self-Financing) and (iv) Locality of School (Rural and Urban).
- 2.There is no significant difference among high school teachers in their professional competencies with regard to the background variables namely: (i) Gender (Men and Women), (ii) Educational Qualification (Under Graduation with B.Ed. and Post Graduation with B.Ed.), (iii) Nature of School (Government, Govt. Aided and Self-Financing) and (iv) Locality of School (Rural and Urban).
- 3.There is no significant relationship between mental health and professional competencies of high school teachers.

## 8.METHOD USED FOR THE STUDY

For the present study, survey method is employed. By administering the questionnaires, the data will be collected.

## 9. SAMPLE

The teachers working in the high school of Thogamalai Union will be the population of the present study. From this population, 234 high school teachers will be selected by means of stratified random sampling technique. The sampling will be stratified on the basis of gender and educational qualification of the teachers and locality and nature of the schools.

## 10. TOOLS

- i.Mental Health Inventory by Jagdish and A.K. Srivastava (2005)
- ii.Professional Competencies Questionnaire by Savan (1994)

## 11.STATISTICAL TECHNIQUES

For analyzing the data, the investigator will use mean, standard deviation, 't'- test and Karl Pearson's product moment correlation analysis.

## 12. ANALYSES OF DATA

### NULL HYPOTHESIS - 1

There is no significant difference between men and women high school teachers in their mental health.

**Table - 1**  
**MEAN SCORE DIFFERENCE BETWEEN MEN AND WOMEN HIGH SCHOOL TEACHERS IN THEIR MENTAL HEALTH**

| Mental Health              | Gender | Mean   | SD    | 't' Value | Remarks at 5% level |
|----------------------------|--------|--------|-------|-----------|---------------------|
| Positive Self-Evaluation   | Men    | 58.67  | 4.375 | 2.064     | S                   |
|                            | Women  | 58.07  | 4.248 |           |                     |
| Realistic Perception       | Men    | 69.99  | 2.419 | 2.418     | S                   |
|                            | Women  | 70.47  | 2.777 |           |                     |
| Integration of Personality | Men    | 35.72  | 1.792 | 1.161     | NS                  |
|                            | Women  | 35.76  | 1.901 |           |                     |
| Autonomy                   | Men    | 16.38  | 1.379 | 2.987     | S                   |
|                            | Women  | 16.75  | 1.485 |           |                     |
| Group Oriented Activity    | Men    | 25.20  | 1.956 | 2.409     | S                   |
|                            | Women  | 25.27  | 2.003 |           |                     |
| Environmental Mastery      | Men    | 36.75  | 1.862 | 1.718     | NS                  |
|                            | Women  | 36.92  | 1.785 |           |                     |
| Mental Health (General)    | Men    | 242.70 | 7.690 | 2.219     | S                   |
|                            | Women  | 243.53 | 8.206 |           |                     |

(At 5% level of significance, the table value is 1.96)

It is inferred from above table that there is significant difference between men and women high school teachers with regard to the dimensions of mental health namely positive self-evaluation, realistic perception, autonomy and group oriented activity, but there is no significant difference with regard to the dimensions namely integration of personality and environmental mastery.

In general there is significant difference between men and women high school teachers in their mental health as the calculated 't' value 2.219 is greater than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

#### NULL HYPOTHESIS - 2

There is no significant difference between school teachers holding Under Graduation with B.Ed. and teachers holding Post Graduation with B.Ed. in their mental health.

**Table - 2**  
**MEAN SCORE DIFFERENCE BETWEEN HIGH SCHOOL TEACHERS HOLDING UNDER GRADUATION WITH B.Ed.**

| Mental Health              | Educational Qualification   | Mean   | SD    | 't' Value | Remarks at 5% level |
|----------------------------|-----------------------------|--------|-------|-----------|---------------------|
| Positive Self-Evaluation   | Under Graduation with B.Ed. | 58.63  | 4.836 | 1.837     | NS                  |
|                            | Post Graduation with B.Ed.  | 58.15  | 3.865 |           |                     |
| Realistic Perception       | Under Graduation with B.Ed. | 69.85  | 2.507 | 3.000     | S                   |
|                            | Post Graduation with B.Ed.  | 70.54  | 2.666 |           |                     |
| Integration of Personality | Under Graduation with B.Ed. | 35.67  | 1.957 | 1.529     | NS                  |
|                            | Post Graduation with B.Ed.  | 35.80  | 1.759 |           |                     |
| Autonomy                   | Under Graduation with B.Ed. | 16.57  | 1.551 | 1.002     | NS                  |
|                            | Post Graduation with B.Ed.  | 16.57  | 1.360 |           |                     |
| Group Oriented Activity    | Under Graduation with B.Ed. | 25.33  | 1.952 | 1.376     | NS                  |
|                            | Post Graduation with B.Ed.  | 25.43  | 2.016 |           |                     |
| Environmental Mastery      | Under Graduation with B.Ed. | 36.52  | 1.892 | 3.339     | S                   |
|                            | Post Graduation with B.Ed., | 37.08  | 1.733 |           |                     |
| Mental Health (General)    | Under Graduation with B.Ed. | 242.57 | 8.388 | 2.074     | S                   |
|                            | Post Graduation with B.Ed.  | 243.56 | 7.603 |           |                     |

(At 5% level of significance, the table value is 1.96)

From the above table it is learnt that there is significant difference between high school teachers holding Under Graduation with B.Ed. and teachers holding Post Graduation with B.Ed. with regard to the dimensions of mental health namely realistic perception and environmental mastery, but there is no significant difference with regard to the dimensions namely positive self-evaluation, autonomy, integration of personality and group oriented activity.

In general there is significant difference between high school teachers holding Under Graduation with B.Ed. and teachers holding post Graduation with B.Ed. in their mental health as the calculated 't' value 2.074 is greater than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

### NULL HYPOTHESIS - 3

There is no significant difference among Government, Govt. Aided and Private high school teachers in their mental health.



**Table - 3**  
**MEAN SCORE DIFFERENCE AMONG GOVERNMENT, GOVT. AIDED AND PRIVATE HIGH SCHOOL TEACHERS IN**

| Mental Health              | Nature of School | Mean   | SD    | 'F' Value | Table Value | Remarks at 5% level |
|----------------------------|------------------|--------|-------|-----------|-------------|---------------------|
| Positive Self-Evaluation   | Govt.            | 57.86  | 4.448 | 0.715     | 0.490       | S                   |
|                            | Govt. Aided      | 58.52  | 3.973 |           |             |                     |
|                            | Private          | 58.68  | 4.718 |           |             |                     |
| Realistic Perception       | Govt.            | 70.38  | 2.586 | 0.281     | 0.755       | NS                  |
|                            | Govt. Aided      | 70.26  | 2.481 |           |             |                     |
|                            | Private          | 70.03  | 2.895 |           |             |                     |
| Integration of Personality | Govt.            | 35.74  | 1.636 | 0.011     | 0.989       | NS                  |
|                            | Govt. Aided      | 35.76  | 1.907 |           |             |                     |
|                            | Private          | 35.71  | 2.000 |           |             |                     |
| Autonomy                   | Govt.            | 16.64  | 1.314 | 1.155     | 0.317       | S                   |
|                            | Govt. Aided      | 16.66  | 1.550 |           |             |                     |
|                            | Private          | 16.32  | 1.395 |           |             |                     |
| Group Oriented Activity    | Govt.            | 25.39  | 1.804 | 0.754     | 0.472       | S                   |
|                            | Govt. Aided      | 25.53  | 2.019 |           |             |                     |
|                            | Private          | 25.14  | 2.137 |           |             |                     |
| Environmental Mastery      | Govt.            | 37.14  | 1.577 | 2.686     | 0.070       | S                   |
|                            | Govt. Aided      | 36.86  | 1.793 |           |             |                     |
|                            | Private          | 36.41  | 2.077 |           |             |                     |
| Mental Health (General)    | Govt.            | 243.14 | 7.420 | 0.910     | 0.601       | S                   |
|                            | Govt. Aided      | 243.60 | 7.698 |           |             |                     |
|                            | Private          | 242.29 | 9.019 |           |             |                     |

From the above table it is understood that there is significant difference among government, govt. aided and private high school teachers in their mental health with regard to the dimensions namely positive self-evaluation, autonomy, group oriented activity and environmental mastery as the calculated 'F' values 0.71, 1.55, 0.75 and 2.68 are greater than the respective table value at 5% level of significance, but there is no significant difference with regard to the dimensions namely realistic perception and integration of personality as the calculated 'F' values 0.28 and 0.01 are less than the respective table values at 5% level of significance.

In general there is significant difference among government, govt. aided and private high school teachers in their mental health as the calculated 'F' value 0.910 is greater than the table value 0.601 at 5% level of significance. Hence the null hypothesis is rejected.

#### NULL HYPOTHESIS - 4

There is no significant difference between the teachers of rural and urban high schools in their mental health.



**Table - 4**  
**MEAN SCORE DIFFERENCE BETWEEN RURAL AND URBAN HIGH SCHOOL TEACHERS IN THEIR MENTAL HEALTH**

| Mental Health              | Locality of School | Mean   | SD    | 't' Value | Remarks at 5% level |
|----------------------------|--------------------|--------|-------|-----------|---------------------|
| Positive Self-Evaluation   | Rural              | 58.63  | 4.375 | 1.908     | NS                  |
|                            | Urban              | 58.12  | 4.259 |           |                     |
| Realistic Perception       | Rural              | 70.33  | 2.553 | 1.496     | NS                  |
|                            | Urban              | 70.16  | 2.674 |           |                     |
| Integration of Personality | Rural              | 35.50  | 1.966 | 2.899     | S                   |
|                            | Urban              | 35.95  | 1.713 |           |                     |
| Autonomy                   | Rural              | 16.53  | 1.214 | 1.358     | NS                  |
|                            | Urban              | 16.60  | 1.621 |           |                     |
| Group Oriented Activity    | Rural              | 25.41  | 1.930 | 1.172     | NS                  |
|                            | Urban              | 25.37  | 2.038 |           |                     |
| Environmental Mastery      | Rural              | 36.79  | 1.806 | 1.347     | NS                  |
|                            | Urban              | 36.87  | 1.840 |           |                     |
| Mental Health (General)    | Rural              | 243.19 | 7.893 | 1.178     | NS                  |
|                            | Urban              | 243.07 | 8.035 |           |                     |

(At 5% level of significance, the table value is 1.96)

From the above table it is inferred that there is no significant difference between rural and urban high school teachers with regard to the dimensions of mental health namely positive self evaluation, realistic perception, autonomy, group oriented activity and environmental mastery as the calculated 't' values 1.90, 1.49, 1.35, 1.72 and 1.34 are less than the table value 1.96 at 5% level of significance, but there is significant difference with regard to the dimensions namely integration of personality as the calculated 't' value 2.89 is greater than the table value 1.96 at 5% level of significance.

In general there is no significant difference between rural and urban high school teachers in their mental health as the calculated 't' value 1.178 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

#### NULL HYPOTHESIS - 5

There is no significant difference between men and women high school teachers in their professional competencies.

**Table - 5**  
**MEAN SCORE DIFFERENCE BETWEEN MEN AND WOMEN HIGH SCHOOL TEACHERS IN THEIR PROFESSIONAL COMPETENCIES**

| Variable                  | Gender | Mean   | SD    | 't' Value | Remarks at 5% level |
|---------------------------|--------|--------|-------|-----------|---------------------|
| Professional Competencies | Men    | 154.84 | 4.729 | 1.315     | NS                  |
|                           | Women  | 155.04 | 4.942 |           |                     |

(At 5% level of significance, the table value is 1.96)

The above table shows that there is no significant difference between men and women high school teachers in their professional competencies as the calculated 't' value 1.315 is less than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

#### NULL HYPOTHESIS - 6

There is no significant difference between high school teachers holding Under Graduation with B.Ed. and teachers holding Post Graduation with B.Ed. in their professional competencies.

Table - 6

#### MEAN SCORE DIFFERENCE BETWEEN HIGH SCHOOL TEACHERS HOLDING UNDER GRADUATION WITH B.Ed. AND TEACHERS HOLDING POST GRADUATION WITH B.Ed. IN THEIR PROFESSIONAL COMPETENCIES

| Variable                  | Educational Qualification   | Mean   | SD    | 't' Value | Remarks at 5% level |
|---------------------------|-----------------------------|--------|-------|-----------|---------------------|
| Professional Competencies | Under Graduation with B.Ed. | 154.19 | 4.957 | 2.127     | S                   |
|                           | Post Graduation with B.Ed.  | 155.53 | 4.665 |           |                     |

(At 5% level of significance, the table value is 1.96)

From the table, it is known that there is significant difference between high school teachers holding Under Graduation with B.Ed. and teachers holding Post Graduation with B.Ed. in their professional competencies as the calculated 't' value 2.127 is greater than the table value 1.96 at 5% level of significance. Hence the null hypothesis is rejected.

#### NULL HYPOTHESIS - 7

There is no significant difference among Government, Govt. Aided and Private high school teachers in their professional competencies.

Table - 7

#### MEAN SCORE DIFFERENCE AMONG GOVERNMENT, GOVT. AIDED AND PRIVATE HIGH SCHOOL TEACHERS IN THEIR PROFESSIONAL COMPETENCIES

| Variable                  | Nature of School | Mean   | SD    | 'F' Value | Table Value | Remarks at 5% level |
|---------------------------|------------------|--------|-------|-----------|-------------|---------------------|
| Professional Competencies | Govt.            | 154.90 | 4.789 | 1.923     | 0.809       | S                   |
|                           | Aided            | 154.78 | 4.463 |           |             |                     |
|                           | Private          | 155.29 | 5.518 |           |             |                     |

From the above table it is understood that there is no significant difference among Government, Govt. Aided and Private high school teachers in their professional competencies as the calculated 'F' value 1.923 is greater than the table value 0.809 at 5% level of significance. Hence the null hypothesis is rejected.

#### NULL HYPOTHESIS - 8

There is no significant difference between rural and urban high school teachers in their professional competencies.

**Table - 8**  
**MEAN SCORE DIFFERENCE BETWEEN THE TEACHERS OF RURAL AND URBAN HIGH SCHOOLS IN THEIR PROFESSIONAL COMPETENCIES**

| Variable                  | Locality of School | Mean   | SD    | 't' Value | Remarks at 5% level |
|---------------------------|--------------------|--------|-------|-----------|---------------------|
| Professional Competencies | Rural              | 155.22 | 4.798 | 0.815     | NS                  |
|                           | Urban              | 154.70 | 4.864 |           |                     |

(At 5% level of significance, the table value is 1.96)

From the above table it is learnt that there is no significant difference between rural and urban high school teachers in their professional competencies as the calculated 't' value 0.815 is lower than the table value 1.96 at 5% level of significance. Hence the null hypothesis is accepted.

### NULL HYPOTHESIS - 9

There is no significant relationship between mental health and professional competencies of high school teachers.

**Table - 9**  
**RELATIONSHIP BETWEEN MENTAL HEALTH AND PROFESSIONAL COMPETENCIES OF HIGH SCHOOL**

| Variable                            | N   | Correlation Coefficient 'γ' | Table Value | Remarks at 5% level |
|-------------------------------------|-----|-----------------------------|-------------|---------------------|
| Positive Self-Evaluation            | 234 | .052                        | .432        | NS                  |
| Realistic Perception                | 234 | .104                        | .112        | NS                  |
| Integration of Personality          | 234 | .048                        | .461        | NS                  |
| Autonomy                            | 234 | .034                        | .602        | NS                  |
| Group Oriented Activity             | 234 | .184                        | .005        | S                   |
| Environmental Mastery               | 234 | .094                        | .151        | NS                  |
| Professional Competencies (General) | 234 | .079                        | .230        | NS                  |

The above table shows that there is no significant relationship between mental health and professional competencies of high school teachers as the calculated 'γ' value 0.079 is lower than the table value 0.230 at 5% level of significance. Hence the null hypothesis is accepted.

### 13. MAJOR FINDINGS

1. There is significant difference between men and women high school teachers in their mental health. While comparing the mean scores, women teachers higher in their mental health than men teachers.
2. There is significant difference between high school teachers holding Under Graduation with B.Ed. and teachers holding Post Graduation with B.Ed. in their mental health. While comparing the mean scores, the teachers holding Post Graduation with B.Ed. are higher in their mental health than their counter parts.
3. There is significant difference among Government, Govt. Aided and Private high school teachers in their

mental health. The teachers of Govt. Aided high schools are higher in their mental health than the teachers of Government and Private high schools.

4. There is no significant difference between rural and urban high school teachers in their mental health.

5. There is no significant difference between men and women high school teachers in their professional competencies.

6. There is significant difference between high school teachers holding Under Graduation with B.Ed., and Post Graduation with B.Ed. in their professional competencies. While comparing the mean scores, the teachers holding Post Graduation with B.Ed. are higher in their professional competencies than their counterparts.

7. There is significant difference among Government, Govt. Aided and Private high school teachers in their professional competencies. The teachers of Private high schools are higher in their professional competencies than the teachers of Government and Govt. Aided high schools.

8. There is no significant difference between rural and urban high school teachers in their professional competencies.

9. There is no significant relationship between mental health and professional competencies of high school teachers.

#### 14. INTERPRETATIONS AND DISCUSSION

The investigator with his limited observations and experience in the field of educational research has come out with the following interpretations to the findings of the present study.

The 't' test results regarding the variable 'Mental Health' reveal that there is significant difference between men and women high school teachers in their mental health and the women teachers are higher in their mental health than their men counterparts. The findings of the present investigation are supported by the findings of the study conducted by Rajendran (2015) revealing that there was significant difference between higher secondary boys and girls in their mental health. The study conducted by Mehar and Sekhari (2013) proved that there was significant difference in the mental health of male and female undergraduate science students. Likewise, the findings of the study conducted by Subramanyan and Reddy (2012) also indicated that the women students were higher in their mental health status than the men students.

On the other side, the findings of the study conducted by Selvakumar (2014) found that there was no significant difference in the mental health of men and women secondary school teachers. Similarly, the study conducted by Subhadra Das Baro (2014) found that there was no significant difference between male and female primary school teachers in their mental health. The study conducted by Pradeepkumar (2012) also showed that there was no significant difference between male and female B.Ed. trainees in their mental health.

Also the findings of the present study reveal that there is significant difference in the mental health of high school teachers with regard to their educational qualification (Under Graduation with B.Ed. and Post Graduation with B.Ed.). The teachers holding post-graduation with B.Ed., are higher in their mental health than their counterparts. But on the contrary, the findings of the study conducted by Subramanyan Reddy (2012) found that there was no significant difference between professional and non-professional students in their mental health.

With regard to the nature of school, there is significant difference among high school teachers of government, govt. aided and private schools in their mental health. The teachers of govt. aided high schools are higher in their mental health than the government and private high school teachers. The findings of the present investigation are supported by the findings of the study conducted by Maninder Mallhi (2009) revealing that there was significant difference between government and private elementary school teachers in their mental health. But on the other side, the investigation made by Selvakumar (2014) found that there was no significant difference among teachers working in govt. aided and self-financed school in their mental health. Similarly, the findings of the study conducted by Navdeep Kaur Chatha (2012) also reported that there was no significant difference between government and private polytechnic teachers in their mental health.

The findings of the present study based on the locality of high schools reveal that there is no significant difference between the teachers of rural and urban high schools in their mental health and the findings are

supported by the findings of the study conducted by Rajendran (2015) indicating that there was no significant difference between the students of rural and urban higher secondary schools in their mental health. Likewise, the findings of the study conducted by Selvakumar (2014) proved that there was no significant difference between teachers working in rural and urban schools in their mental health. And the study undertaken by Jaswinder Kaur (2001) found that rural and urban prospective secondary school teachers did not show any significant difference in their mental health. On the contrary, the study conducted by Maninder Mallhi (2009) indicated significant difference between rural and urban elementary school teachers in their mental health.

The 't' test results regarding the variable 'Professional Competencies' reveal that there is no significant difference between men and women high school teachers in the professional competencies. On the contrary, the study conducted by Sapre Alka Abhay (2014) proved that female supervisors were more advanced in their professional competencies than the male supervisors. Similarly, the findings of the study conducted by Nure Mustafa (2013) also proved that the professional competencies of female teachers were higher than male teachers. Likewise the findings of the study conducted by Syeeda Shanavaz(2007) indicated that the male teachers were found to be more competent than the female teachers.

On the other side, the findings of the present study with regard to the educational qualification (Under Graduation with B.Ed. and Post Graduation with B.Ed.) reveal that there is significant difference in the professional competencies of the high school teachers. The high school teachers holding post-graduation with B.Ed., are higher in their professional competencies than their counter parts. The findings of the present investigation are supported by the findings of the study conducted by Sheik Allaiddin (2009) revealing that educational qualification could influence the professional competency of the teachers. But, the findings of the study conducted by Bella Joseph (2013) indicated that there was no significant difference in the professional competencies of higher secondary teachers with regard to their professional qualification.

With regard to the nature of school, there is significant difference among high school teachers of government, govt. aided and private schools in their professional competencies. The teachers of private high schools are higher in their professional competencies than the teachers of government and govt. aided high schools. Similarly, the findings of the study conducted by Sheik Allaiddin (2009) showed that type of institution could act as influencing factors to possess more professional competency. On the contrary, the study conducted by Syeeda Shanavaz (2007) showed that the professional competency of the teachers was not influenced by the type of management of the schools.

The present study proves that there is no significant difference between teachers of rural and urban high schools in their professional competencies. The findings are supported by the findings of the study conducted by Syeeda Shanavaz (2007) showed that the professional competency of the teachers was not influenced by the locality of the schools. On the other side, the findings of the study conducted by Surajit Mahanta (2013) indicated that the urban school teachers were higher in their professional competencies than their rural counterparts.

The 'y' test results reveal that there is no significant relationship between mental health and professional competencies of high school teachers. The findings of the present investigation are supported by the study conducted by Prateepkumar (2012) revealing that there was no significant relationship between emotional stability and mental health of the B.Ed., students. But, the findings of the study conducted by Kumar (2014) revealed that there was high significant positive relationship between value conflict and mental health of B.Ed., students. Similarly the study conducted by Subhadra Das Baro (2014) also concluded that there was significant relationship between mental health and job satisfaction of primary school teachers. And the findings of the study undertaken by Kanakala Jayaram (2010) indicated that there was significant positive relationship among creativity, professional pleasure and professional competency. Likewise the study undertaken by Sheik Allaiddin (2009) proved the prevalence of high positive significant relationship between creativity and professional competency.

## 15. CONCLUSION

Mental health means ability to balance in one's daily living. In other words, it is the ability to face and balance the reality of life. Mental health is a complex phenomenon and depends on a set of personal,

psychological and social variables. It is as an important feature of one's mental health to make him coping with life more effectively and productively. Good mental health depends on the good states of both mind and body. Each exerts a direct influence on the other, but owing to the power of matter, good mental health is of supreme importance. Similarly, professional competency is the functional ability of teachers proving their teaching efficiency. With regard to teaching profession, a teacher needs to constantly review his teaching, syllabus and educational skills to progress and advance in his profession. At this juncture, it is realised that mental health is essential for the teachers to think and feel about themselves and about their students. It is also understood that professional competency, one of the variables of the present study inclusive of the various features of the teaching skills are essential for a teacher in his teaching profession. Because of this nexus, though there is no significant relationship between mental health of high school teachers and their professional competencies as per the present investigation, the investigators recommend that the organizations of education be such that they should help their teachers in keeping them mentally healthy by protecting them from job stresses and complexes since mental health influences the teachers' capacity to manage, to communicate and to form and sustain relationships with their profession effectively.

## 16. RECOMMENDATIONS

### 16.1 Managing Mental Health

1. A sense of responsibility: this implies an awareness of the consequences of one's own behavior and its effect on the welfare of others. The responsible person is sensitive to the needs of others and endeavors to satisfy those needs.
2. A sense of self-reliance: the individual has confidence in his judgment and abilities, and views setbacks as problems to be solved rather than as occasions for the display of anger and emotional outbursts.
3. A sense of direction: the individual sets socially acceptable goals and directs his efforts, energy, and creativeness toward the successful attainment of these goals.
4. A set of personal values: the individual has a philosophy of life that is based on convictions, beliefs, and goals that contribute to his happiness and the happiness of those around him. His philosophy of life will tend to increase his social status and his contributions to society.
5. A sense of individuality: the individual recognizes himself as a person who is separate and distinct from others. He endeavors to develop attitudes and patterns of behavior that entail neither blind conformity to desires and demands of others, nor a rebellious detachment and isolation from others.

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