

# **Teacher's Mental Health in relation to Personality**

## **Development of Students**

**-Purnima Sood Bhushan**

### **Abstract**

*This study is aimed at finding the effect of teacher's mental health on the personality development of students. The study concludes that the teachers with good mental health induce more dominantly the extrovert trait of personality whereas in the case of teachers with ill mental health; Psychotic and neurotic traits of personality induce d among the students.*

The educationists all over the worlds are grappled with one central and all encompassing question—"What kind or type of education is required for what kind of society of tomorrow". Dr. A.P.J Abdul Kalam, President of India from 2002 -2007, during a talk on the teacher's day in 2003, had stated "A student spends 25,000 hours in the campus. The school must have the best of teachers who have the ability to teach, love teaching and build moral qualities." The development of personality is one of the most important and fascinating areas in an individual's life. There are certain questions that strike our mind—"What have been the major influences on personality development?" "What are the factors affecting the development of a child?" In what direction will the personality develop if the person or individual receives certain kind of opportunities or setbacks; particular kind of behavior; definite choices that it makes? The real issue in education: to see that when the students leave the school they are well established in

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goodness, both outwardly and inwardly. And in making a student a desired human being, teacher's mental health may be one of the essential ingredients. According to, **Bhatta, 2007**, a teacher is responsible for taking the students from the darkness of ignorance to the light of knowledge.

### **MENTAL HEALTH**

In the world of today everyone is threatened by increasing population and degraded circumstances. Health is and has been always one of the most important areas where we need to focus. Concept of health extends beyond the proper functioning of the body, it includes controlled emotions, a sound and efficient mind. This means that mind and body both are working efficiently and harmoniously (**Kaur, 2006-07**).

The expression "**Mental Health**" consists of two words- '**Mental**' and '**Health**'. '**Health**' generally means sound conditions or well being or freedom from diseases. Mental health, therefore, means a sound mental condition or a state of psychological well being of freedom from mental disease (**Singh, 2004**).

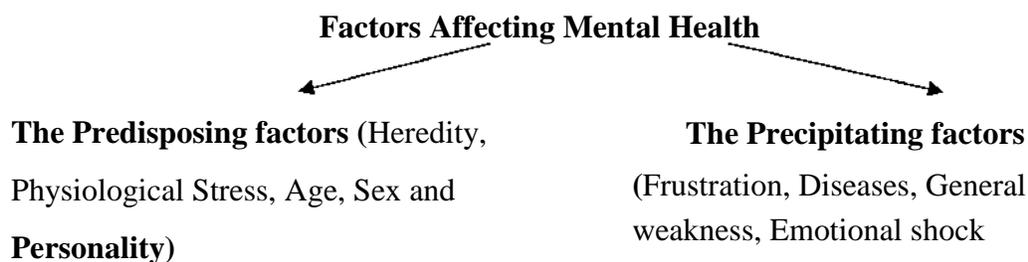
The word '**mental**' usually implies something more than purely cerebral functioning of a person. It includes one's emotional affective states. It is the equilibrium in one's sociocultural context that is reflected by the relationship one establishes with others.

Similarly, '**health**' refers to more than physical wellbeing. It also connotes the individual's intraphysic balance, the interaction of one's physic-structure with the external and social environment (**Kaur, 2006-07**). For example, a person who is academically sound and also knows what is to be taught but at times is not able to impart it due to certain factors of adjustment with his/her environment.

Mental health stands for the health of the mind, “The wholeness of mind”– analogous to the wholeness of the body as implicit in physical health. Accordingly, 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. A public health approach to mental health, **(WHO, report 2008)** the concept of mental health has been defined as “Which includes subjective well- being, perceived self- efficacy, autonomy, competence, intergenerational dependence, and self-actualization of one’s intellectual and emotional potential, among others. From a cross-cultural perspective, it is nearly impossible to define mental health comprehensively. It is however generally agreed that mental health is broader than a lack of mental disorders”. While, if we see the interpretation of mental health, **Das (2008)** “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”.

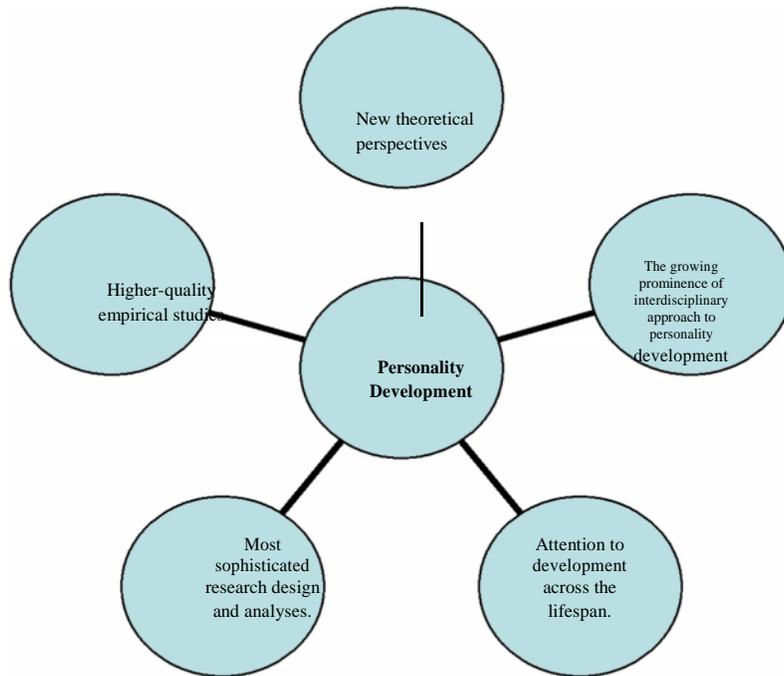
### **FACTORS AFFECTING MENTAL HEALTH**

Normal behavior or abnormal behaviour is the result of variety of psychological and social causes. **(Singh and Walia, 2004)** These psychological and social causes can be divided into the following two heads:-



## **PERSONALITY DEVELOPMENT**

Every individual is said to have a personality of his own which is unique and distinct from every other personality. Personality covers the whole nature of the individual and so is difficult to define. It is extremely complex, as it is the result of the life long experiences and influences of an individual. Personality is the sum total of ways in which an individual reacts with others. **Shah (2009)** In fact when one refers to personality, it generally implies to all what is unique about an individual that is the characteristics that makes one stand out in a crowd. Personality is the sum total of individual's psychological traits, characteristics, motives, habits, attitudes, beliefs and outlooks. **Bhatnagar (2007)** interprets that the development of personality is the development or growth of habitual tendencies, which are excited by social stimuli. Personality development is a process of developing substitute stimuli and substitute responses in place of original or earlier response- tendencies. It emphasizes that personality is only gradually achieved and the individual is building up the pattern of his personality through constant interaction within himself and with the environment outside. **Bharathi (2007)** provides an interwoven meaning of Personality development as “Personality development is in an important aspect in the modern society. It aims at an overall positive expression of an individual for a very dynamic living in the society he/she lives in”. In the words of Swami Vivekananda “personality development is some self- improvement stuff, which can really help you rise high in your life especially if you are down and out”. **Mroczek and Little (2006)** provide a comprehensive look at personality development. Five major types of advances, all of which are represented in this handbook, are the result of the recent burst in research activity in this area—



### **NEED OF THE STUDY**

In the world, today everyone is threatened by population and degraded circumstances. Mental health is a global term, which refers to that condition of an individual, which results from the normal organization, and functioning of an individual's mind. Personality Development is an important aspect in modern society. It aims at an overall positive expression of an individual for a very dynamic living in the society. Many studies have been conducted on mental health and personality development separately. A extensive work of **Dongxian, Shufen and Guoliang (2008)** did a study on the influence of mental health of teachers on the development of students (in china), influenced the researcher and felt the need to investigate the teacher's mental health in relation to the

personality development of students in our country.

## **REVIEW OF LITERATURE**

There have been many studies conducted on mental health of teachers in relation to various variables. **Som (1984)** reported that female teachers tended to be higher than males in their attitudes towards teaching profession and pupils. **Ananda (1989)** conducted a study on mental health of schoolteachers using a mental health scale and observed that fifty nine percent of teachers were mentally healthy. The state of working bears no relation to mental health while social values were positively related to mental health of teachers. **Singh (1992)** observed “a teacher with bad mental health not only tends to incapacitate himself for the performance of his multifarious duties in the school but also creates difficulties and problem for his students. **Yin-ling (2006)** found in his studies on Analysis and maintenance of mental health of female teachers in colleges of china that most of them are in a dilemma of how to perform and harmonize the social and family responsibilities well, which has been a heavy burden on them and has a bad effect on their health. He made a classification of the mental health of the female teachers. **Kaur, K (2007)** investigates occupational stress, mental health and coping resources of high and higher secondary school teachers and their relationship. The results revealed that teachers are stressed due to role overload, responsibilities and physical stressors present in school. Mentally healthy teachers use coping resources to combat the effect of occupational stress. Teachers use recreational activities such as T.V., music, social support from friends to get relief from mental tensions. The result also indicated that correlation between occupational stress and mental health is negative. Occupational stress and coping resources also tends to be negative. Correlation between mental health and coping resources is positive and significant.

**Srivastava and Khan (2008)** conducted a study to know the impact of mental health on the level of burnout of the teachers teaching at different education level. They concluded that teachers with low mental health are more prone to burnouts than the teachers of average and high mental health. **Dongxian, Shufen and Guoliang (2008)** concluded in their study that the individual factors of teachers not only influence their work, but also bring deep and everlasting impact on the students' development. The sentiment state of a teacher not only influences the cognition, motive and behavior system of the teacher himself, but also brings direct and in- direct influence to those of the students. **Gyan (2008)** the study provided more comprehensive and wider information about the relationship between organizational commitment and personality traits. The significant positive correlations between measures of adjustment i.e. home, health, emotional and occupational and that of organizational commitment have depicted rightly that the teachers having proper adjustment in the areas of home, health, emotional and occupational tend to be more committed to their work organizations. Thus, the present findings are having significant implications in educational management. **Shah (2009)** contributes through his book that one of the important factors, for a bright and successful life of an individual, is his personality. Besides the guidance of experienced persons, the individual has also to learn from his own experience, and thereby he shapes, develops and modifies his own personality, to make it balanced.

### **STATEMENT OF THE PROBLEM**

“TEACHER’S MENTAL HEALTH IN RELATION TO PERSONALITY  
DEVELOPMENT OF STUDENTS”

### **OBJECTIVES OF THE STUDY**

- 1.To study and compare the mental health of teachers.
- 2.To study the mental health of teachers in relation to their student's personality development.
- 3.To study the personality development of students of teachers having good mental health and ill mental health.
- 4.To study the personality development of boys and girls with regard to teachers mental health.
- 5.To study the impact of mental health of teacher's on personality development of students.

### **HYPOTHESES OF THE STUDY**

- 1.There will be no significant effect of mental health of teachers on the personality development of the boys.
- 2.There will be no significant effect of mental health of teachers on the personality development of the girls.
- 3.There will be no significant effect of mental health of teachers on the personality development of the total students.

### **METHODOLOGY**

The variables included in the present study are mental health and personality development. To see whether the two are having any relationship a particular method was adopted. Firstly, before starting anything, both the students along with teachers were given 5mins meditation for 1 month everyday (it was part of morning assembly). After that the teachers were given the Mental Health Checklist (MHC) to be filled and the teachers were

asked to give the names of any 4 students of his/her class; (2 girls and 2 boys). The investigator after that took the Eysenck's Personality Questionnaire – Revised (EPQ-R) to be filled in by the students of that particular teacher to avoid sampling error.

### **SAMPLE**

The target population for the present study is the teachers and their students (9 to 12 grade). From the target population a sample of 40 teachers and their 160 students was selected.

### **TOOLS**

The research tools used for the present study to analyze the mental health of teachers and personality development of students is Mental health checklist (MHC) (1992) and Eysenck's Personality Questionnaire – Revised (EPQ-R) was employed in the study.

### **DATA COLLECTION**

The data was collected by administering the tools on the selected sample using standardized techniques. The data collected was analyzed and subjected to suitable statistical techniques.

### **ANALYSIS AND INTERPRETATION**

The most important part of any research is the analysis and interpretation of the data. This chapter deals with analysis and interpretation of the data collected through various tools employed in the study by the investigator. The data collected so by the investigator were analyzed through various statistical techniques. The data collected was analyzed to test the hypotheses and conclusions were drawn.

In **Table 1**, the t-value of students of good mental health teachers and ill mental

health teachers respectively, this is significant at both 0.01 and 0.05 level. Thus, “There will be a significant effect of mental health of teacher on the personality development of boys”. So, it is concluded that in order to establish the actual degree of difference between the teacher’s mental health and student’s personality development, the t-value was calculated and the actual difference between the mean scores was established. The table below indicates the mean difference of boys of good and ill mental health teachers.

**TABLE 1**

Mental health	No.	Mean			Standard deviation			t- value			Level of significance
		P	E	N	P	E	N	P	E	N	
Good	36	4.52	17.1	6.16	2.004	2.10	1.75	5.48	13.69	6.88	Significant
Ill	44	8.34	10.8	10.5	3.82	2.19	3.78				

In **Table 2**, the t-value of students of good mental health teachers and ill mental health teachers respectively, this is significant at both 0.01 and 0.05 level. Thus, “There will be a significant effect of mental health of teacher on the personality development of girls”. So, it is concluded that in order to establish the actual degree of difference between the teacher’s mental health and student’s personality development, the t-value was calculated and the actual difference between the mean scores was established. The

table below indicates the mean difference of girls of good and ill mental health teachers.

**TABLE 2**

Mental health	No.	Mean			Standard deviation			t- value			Level of significance
		P	E	N	P	E	N	P	E	N	
Good	36	2.97	15.3	9.6	1.38	2.6	3.85	11.51	7.35	3.97	Significant
Ill	44	9.65	11.40	12.7	3.59	2.28	3.001				

In **Table 3**, the t-value of students of good mental health teachers and ill mental health teachers respectively, this is significant at both 0.01 and 0.05 level. Thus, “There will be a significant effect of mental health of teacher on the personality development of students”. So, it is concluded that in order to establish the actual degree of difference between the teacher’s mental health and student’s personality development, the t-value was calculated and the actual difference between the mean scores was established. The Table below indicates the mean difference of total students of good and ill mental health teachers.

**TABLE 3**

Mental health	No.	Mean			Standard deviation			t- value			Level of significance
		P	E	N	P	E	N	P	E	N	
Good	72	3.75	16.2	7.9	2.17	2.60	3.2	11.95	13.36	6.85	Significant
Ill	44	9.01	11.12	11.6	3.57	2.3	3.84				

**CONCLUSION**

From the above study, we can say that there is a significant effect of mental health of teachers and the personality development of both, the girls and the boys. Also, the teachers having good mental health have more extrovert students and less psychotic and neurotic students. While, if we see the data the teachers having ill mental health, their students have psychotic and neurotic trait more dominant in their personality as compared to extroversion.

The results of this study shows similar results as concluded by

**Dongxian, Shufen and Guoliang (2008)** in their study that the individual factors of teachers not only influence their work, but also bring deep and everlasting impact on the students' development. The sentiment state of a teacher not only influences the cognition, motive and behavior system of the teacher himself, but also brings direct and

in- direct influence to those of the students. Thus, the study conducted by the investigator shows similar results.

Therefore, the study concludes that the individual factor of teacher has an effect on the personality development of the students. Thus, we can say that teachers having ill mental health have adverse effect on the personality development of the students, while the good mental health teachers have students with effective and impressive personality.

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