Abstract

Mental health is a fundamental element of the resilience, health assets, capabilities and positive adaptation that enable people both to cope with adversity and to reach their full potential and humanity. The study was conducted to assess the relationship between retain the mental health to develop the resilience skill of female teachers and to explore the extent to which the results were useful in addressing potential future problems in teacher education. Using the Mental Health Scale by Singh & Sengupta (2008) and the resilience skill scale by (Connor & Davidson, 2006) a study was conducted on a sample of 100 female B.Ed., Trainee teachers of J.J. College of Education, Pudukkottai Dist, TamilNadu State. These results could sensitize prospective teachers regarding the issues of psychological wellbeing and assist them in promoting mental health among their students.

I. INTRODUCTION

Teachers are considered essential and important human resource players in education among the many others. Teachers are entrusted with the massive task and responsibility of facilitating and nurturing young people’s intellectual and social development. The intellectual capabilities and social skills of children and adolescents are
affected by many factors in formative stages of their growth. One of the many factors that affect positively or negatively is mental health of the teacher. To prevent and protect children from being exposed to teachers with poor mental health, teacher must possess resilience skill. Thus it seems that to handle delicate young minds effectively and to be able to cope with the expectations of important educational stakeholders in this area such as parents and the community, a teacher needs to have good mental health and understand the harmful effects of poor mental health on teaching and learning. Good Mental Health and Good Resilience skill help the teacher to motivate and inspire the students.

Teachers having good mental health can provide an optimistic and congenial school climate to protect students from developing mental health difficulties and help them to develop sense of belongingness and connection. Teachers’ resilience skills improve the student’s resilience skill also. And resilience skills with their daily working environment are associated with their actual behaviour. A poor resilience skill having students in a classroom and the misconduct of pupils can have negative effects both on teachers’ and pupils’ general resilience and mental health status as well as on their scholastic achievement. Kidger, Gunnell and Biddle (2010) have expressed concern that if teachers’ own mental health needs are neglected, they may not be aware of the mental health problems of the young people they teach.

**Mental Health:**

Mental health is defined as the successful performance of mental function, which results in productive activities, fulfilling relationships with other people and the capacity to adjust to changes and cope with difficulties and hardships. From early childhood until late life, mental health is considered the spring board of thinking and communication skills, learning, emotional growth, resilience for recovering quick and self esteem. A person’s mental health is subject to any variety of changes in life, either from genetic causes, to environmental stressors, or physical changes that may occur during their life time (Holmes, 2006). Mental Health is the balanced development of the total personality which enables one to interact creatively and harmoniously with society (WHO, 1962). Yong and Yue (2007) in various studies show that teachers have one of the most stressful occupations. Long-term work stress may lead to burnout, which gravely affects teachers' physical and mental health, lowers the quality of their work, and, in turn, impairs their students' physical and mental health and development and imperils the sound development of education. Walley, Grothaus and Craigen (2009) found that with the array of challenges facing today's youth, school counselors are in a unique position to recognize and respond to the diverse mental health needs of students.

**Resilience:**

The rise of positive psychology has seen a new focus on positive constructs such as resilience. Resilience, as a concept, appears to cross national and cultural boundaries (Hunter 2001). Culturally, the concept appears to be understood as the capacity to resist or "bounce back" from adversities. Resilience theory should be a part of the educational content and taught in a way that promotes reflection and application in order to give
students strength, focus and endurance in the workplace. Resilience and similar qualities ought to be emphasized in clinical experience courses, internships, work integrated learning and other work experience courses (McAllister & McKinnon, 2008). Werner and Smith (1982) defined the concept as "the capacity to cope effectively with the internal stresses of their vulnerabilities (such as labile patterns of autonomic reactivity, developmental imbalances, unusual sensitivities) and the external stresses.

II. OBJECTIVES OF THE STUDY

The following are the objectives of the present study.

- To find out whether the Women B.Ed., Trainee differ in retain their mental health on basis of Subject Specialization. [Arts / Science]
- To find out whether the Women B.Ed., Trainee differ in retain their mental health on basis of Locality of Residence. [Rural / Urban]
- To find out whether the Women B.Ed., Trainee’s differ in their resilience skill on the basis of Subject Specialization. [Arts / Science]
- To find out whether the Women B.Ed., Trainee’s differ in their resilience skill on the basis of Locality of Residence. [Rural / Urban]
- To find out the significant relationship between retain Mental Health to endorse the resilience skill of Women B.Ed., trainees.

III. HYPOTHESIS OF THE STUDY

The following are the hypotheses of the present study.

- The Women B.Ed., Trainees do not differ in retain their Mental health on the basis of Subject Specialization.
- The Women B.Ed., Trainees do not differ in retain their Mental health on the basis of Locality of Residence.
- The Women B.Ed., Trainees do not differ in their resilience skill on the basis of Subject Specialization.
- The Women B.Ed., Trainees do not differ in their resilience skill on the basis of Locality of Residence.
- There is no significant relationship between retain Mental Health to endorse the resilience skill of Women B.Ed., trainees.

IV. RESEARCH METHODOLOGY

This present study utilized an analysis, literature review, questionnaires for data collection. Analysis and literature review were useful in collecting textual data from published and unpublished sources. The questionnaire method was quite useful in soliciting information from the Women B.Ed., trainee students. The survey was undertaken with the help of questionnaires designed for the purpose. We have prepared the tool with 30 items to find out the using of resilience and another tool with 30 items used to find out the level of Mental
health. While designing the questionnaires, care were taken that it has closed ended 60 numbers of questions. To enhance the response rate, “Always”, “Often” and “Sometimes” as Scales are obtained by the respondents to check using Resilience skill and retain Mental health among Women B.Ed., trainees.

Both the tools have been submitted to a panel of experts in Education and their opinions are executed in the contents of the statements in the tools. From the Pilot study of the research to establishing of the reliability of tools the Test-retest method was conducted and correlation coefficient was found to be 0.69 for the first tool and 0.72 for the second tool. Researcher visited in person and met all the women students of B.Ed., in J.J. College of Education, Pudukkottai District. Random sampling method was used for selection of sample and the sample size is 100. For interpretation descriptive analysis and differential analysis were used.

Sampling Strategy:
Distribution of the Samples interns of Subject Specialization and Locality of Residence.

V. ANALYSIS AND INTERPRETATION OF DATA

Hypothesis-1: There is no significant difference in retain retain their mental health on the basis of Subject Specialization among Women B.Ed., Trainees.

Table 1: Difference between Arts and Science major Women B.Ed., trainees in retain their Mental Health.

<table>
<thead>
<tr>
<th>Subject</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>40</td>
<td>70.76</td>
<td>3.10</td>
<td>9.9630</td>
<td>Significant</td>
</tr>
<tr>
<td>Science</td>
<td>60</td>
<td>76.43</td>
<td>2.24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The calculated ‘t’ value 9.96 is greater than the table value 2.62 at 0.01 level of significance. It is inferred that, there is significant difference in retain their mental health on the basis of Subject Specialization among Women B.Ed.,Trainees. Hence the null hypothesis is rejected.

Hypothesis–2: There is no significant difference in retain their mental health on the basis of Locality of Residence among Women B.Ed., Trainees.

Table 2: Difference between Rural and Urban Women B.Ed., trainees in retain their mental health.
Dr. M. Vasimalairaja, J. Gowri:: A Study On Relation Between Retain Mental Health To Endorse The Resilience Skill Of Women B.Ed., Trainees

The calculated ‘\(t\)’ value 6.46 is greater than the table value 2.62 at 0.01 level of significance. It is inferred that, there is significant difference in their mental health on the basis of Locality of residence among Women B.Ed., Trainees. Here, average of Rural is lesser than the Urban. Hence the null hypothesis is rejected.

**Hypothesis-3:** There is no significant difference in their resilience skill on the basis of Subject Specialization among Women B.Ed., Trainees.

Table 3: Difference between Arts and Science major Women B.Ed., trainees in their resilience skill.

<table>
<thead>
<tr>
<th>Subject</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>‘(t)’ value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>40</td>
<td>67.32</td>
<td>4.10</td>
<td>4.0483</td>
<td>Significant</td>
</tr>
<tr>
<td>Science</td>
<td>60</td>
<td>70.54</td>
<td>3.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The calculated ‘\(t\)’ value 4.05 is greater than the table value 2.62 at 0.01 level of significance. It is inferred that, there is significant difference in their resilience skill on the basis of Subject Specialization among Women B.Ed., Trainees. Here, average of Arts is lesser than the Science. Hence the null hypothesis is rejected.

**Hypothesis-4:** There is no significant difference in their resilience skill on the basis of Locality of Residence among Women B.Ed., Trainees.

Table 2: Difference between Rural and Urban Women B.Ed., trainees in their resilience skill.

<table>
<thead>
<tr>
<th>Subject</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>‘(t)’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>35</td>
<td>65.67</td>
<td>6.8</td>
<td>7.1862</td>
<td>Significant</td>
</tr>
<tr>
<td>Urban</td>
<td>65</td>
<td>74.45</td>
<td>3.34</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The calculated ‘\(t\)’ value 7.19 is greater than the table value 2.62 at 0.01 level of significance. It is inferred that, there is significant difference in their resilience skill on the basis of Locality of residence among Women B.Ed.,Trainees. Here, average of Rural is lesser than the Urban. Hence the null hypothesis is rejected.

**Hypothesis-5:** There is no significant relationship between resilience skill and Mental Health among Women B.Ed., trainees.

Table 5: Relationship between resilience skill and Mental Health among Women B.Ed., trainees.

<table>
<thead>
<tr>
<th>No.</th>
<th>(\Sigma x)</th>
<th>(\Sigma y)</th>
<th>(\Sigma x^2)</th>
<th>(\Sigma y^2)</th>
<th>(\Sigma xy)</th>
<th>Correlation coefficient</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>5466</td>
<td>6496</td>
<td>213126</td>
<td>435267</td>
<td>222141</td>
<td>0.89</td>
<td>Strong Relationship</td>
</tr>
</tbody>
</table>
From the correlational value it is inferred that there is a strong relationship between resilience skill and Mental Health among Women B.Ed., trainees. Hence the null hypothesis is rejected.

VI. MAJOR FINDINGS:

- The Women B.Ed., Trainees differ in their resilience skill on the basis of Subject Specialization. Hence, Science students having more resilience skill compared to Arts students.
- The Women B.Ed., Trainees differ in their resilience skill on the basis of Locality of Residence. Hence, Urban students having more resilience skill compared to Rural students.
- The Women B.Ed., Trainees differ in retain their Mental health on the basis of Subject Specialization. Hence, Science students having high level of mental health compared to Arts Students.
- The Women B.Ed., Trainees do not differ in retain their Mental health on the basis of Locality of Residence. Hence, Rural and Urban students having same level of mental health.
- There is a significant relationship between Usage of Resilience skill and retain the mental health among Women B.Ed., trainees. The students having resilience skill who maintained good mental health.

VII. CONCLUSION

On the basis of results reported above, it can be concluded that mental health and usage of resilience skill are related. i.e. Usage of resilience skill will lead to good attitude or psychological well-being will improve the mental health. This shows that teachers having good mental health are happy, sociable, jovial and emotionally stable with support of resilience. The teachers who are mentally healthy will accept challenges, make efforts for personal development and strive for the growth of their students. And both these variables are having strong relationship between them.

VIII. REFERENCES

To Cite This Article