



## The Impact of Mental Health on the Teaching Effectiveness of Teachers- An Analytical Study

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### Abstract:

Many studies have examined techniques used to evaluate faculty performance, the literature has generally provided mixed results regarding the proper ways to measure teaching effectiveness. is a big problem now. This article describes selection criteria based on theory, research, and best educational practice that identify key Mental health, and teaching effectiveness, these are very important factors, which ensures success in the future career prospect of an individual. The real-life situation shows that in this technological age, the mental health of all sections of society is drastically affected which is further aggravated by the complications related to adolescence stage.

Further, the teaching effectiveness is also an important factor for success in future career prospects. For this reason, the researcher decided to study the mental health and teaching effectiveness of teachers, 60-60 teachers of rural and urban colleges were randomly selected from Meerut city. The objectives were- to compare the mental health and teaching effectiveness of rural and urban teachers. The tools used to carry out the study were “**Mental Health Battery**” by Arun Kumar Singh and Alpana Sengupta and “**ShalluPuri and S.C Gakhar Scale** was used for the teaching effectiveness. Simple random technique was used to find out sample for the study. **The result was calculated through Mean, S.D. and Independent Samples t-test.** The differences of means of the two groups were calculated by **applying t-test.** On the basis of the calculation, it was found there is no significant difference in the mental health of teachers urban & rural areas of Meerut region while teaching effectiveness showed significant difference with the mean of urban area region students is higher than that of rural areas indicating that the Teaching Effectiveness of urban areas teachers was better than that of rural area teachers. Differences in responses are evaluated across institution types, respondent positions, and respondent years of experience. The findings of this study provide a ‘benchmark’ of measures administrators can use to evaluate faculty performance also.

**Keywords: Mental Health, Teaching Effectiveness.**

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*“Education...is a painful, continual, and difficult work to be done in kindness, by watching, by warning, by praise, but above all; by example- Effective teaching may be the hardest job there is....”*  
— **John Ruskin**

## **I. INTRODUCTION:**

**1.1 Nature of problem:** The modern Indian society is facing the acute rise in mental health issues which is having a drastic effect on the peace and productivity of an individual. This problem is of greater significance if found in the teachers as they are on the verge of making an active contribution to the progress of society. But, various stress and strains are placed on the teachers related to the choice of careers, selection in future profession, success in it, establishment of identity in the society, sexual attractions thwarted by the society, conflicts with parents, social rejection due to their opposition of established social values etc. This study will aim at finding out if there is any relation between teachers mental health and teaching effectiveness of the teachers of urban and rural areas of Meerut region.

### **1.2 Previous works - The complexities of teaching and learning**

**Tolman and Kremling (2017), Karplus and Thier (1967), the National Academies of Sciences, Engineering, and Medicine (2020),** and other sources all note that a student's ability to learn may be impacted by a variety of factors, including their level of prior preparation or knowledge, prior experiences, social interactions inside (and outside) the classroom, including those with the instructor, environmental interactions, cognitive development, instructional style, etc. The teacher and class can only be held responsible for up to 59% of the variation in a student's performance (**Alton-Lee Citation 2003**).

The fact of the matter is that teaching and learning are challenging and complex. Because we don't know the specific circumstances under which students will learn, they are complicated and challenging. Numerous interrelated elements affect how people learn, making it impossible to find a single, universal explanation.

1.3 Due to insufficient faculty preparation for teaching, which may further muddle the interaction between teaching and learning, the difficulties associated with teaching and learning in general are made more difficult in higher education (National Research Council Citation 2012). The first degree of professional teaching expertise, or topic knowledge, is typically assumed when someone is hired inside a college or university department (**Pallas, Neumann, and Campbell , 2017; Fink 2008**). General pedagogical and content pedagogical knowledge are the other two types of professional teaching knowledge (**Pallas, Neumann, and Campbell Citation 2017**). The latter necessitates an awareness of students' past understanding, fundamental concepts, threshold concepts, and how to encourage students to think like subject-matter experts, whereas the former reflects the general teaching techniques that are broadly relevant across disciplines.

### **1.3 Purpose- Challenges with assessing teaching**

As previously said, the current processes and guidelines for evaluating the efficacy of teaching in higher education are insufficient, ambiguous, and unreliable. Student course evaluations are frequently overused, and in some circumstances they serve as the only source of data utilized to assess a teacher's performance (**Seldin Citation1999b; Miller and Seldin Citation2014**). Student course evaluations can give students a voice in the evaluation process and can reveal how they feel about their teachers, however new research indicates that using student course evaluations is not always the best practice.

There are disadvantages to relying on this information for evaluation or assessment purposes, even if classroom observations might offer insight into the teaching practises. First of all, performing extensive classroom observations takes a lot of time and effort and costs a lot of money (**Durham et al. Citation2018; Teoh, Ming, and Khan Citation2016**). Second, the kind and caliber of the information gleaned from the observation depends significantly on who is making the observations (**Durham et al. Citation2018; Teoh, Ming, and Khan Citation2016**).

An external observer, for instance, could ignore subtleties in educational approaches particular to a discipline, misread classroom dynamics and student participation, and frequently lack subject-matter competence (**Durham et al. Citation2018**). Peer observations help to address some of these issues, but most professors lack the background necessary to design or take part in efficient evaluations (**Robinson and Hope Citation 2013**) or offer the crucial feedback required (**Teoh, Ming, and Khan Citation 2016**). Furthermore, neither of these two observational methods will effectively record ongoing pedagogical development, the use of different pedagogies, or the sharing of teaching-related lesson plans (**Richmond et al. Citation2014**).

Being part of a system that necessitates consensus building for practically all choices, particularly those pertaining to job performance and job security, significantly complicates the assessment of teaching (**Grey Citation2016, Teaching Quality Framework Initiative, Centre for STEM Learning Citation2017**). In higher education, tenure and promotion procedures and policies directly affect job performance and security. These policies frequently place a higher priority on research than on teaching, which results in inadequate instruction as professors devote the majority of their time to research projects and disregard their teaching responsibilities.

The Commission on the Future of Undergraduate Education's report, "Widespread inattention to teaching quality in the preparation, selection, and assessment of faculty is a major obstacle to improved undergraduate education," clearly outlines the issues mentioned above.


#### **1.4 Contribution of the paper -Drastic changes that may affect/induce Teaching Effectiveness are the following:**

1. Social roles and responsibility
2. Autonomy and culture
3. Capacity of caring & sharing with others.
4. Show more concern about future academic plans.
5. Better ability to give reasons for their selection of choices.
6. Ability for achieving better results.
7. Sound environment of the organization.
8. Hypothetical and abstract thinking.
9. Self concept & identity
10. Cognitive ability
11. Relationship with peers and family


**1.5 Need of the study:** Research studies done so far have shown that strong mental health are likely to have a better academic achievement, and it is also seen that teachers having strong mental health, very good social skills and emotional behaviors have a strong teaching effectiveness . Therefore if poor mental health due to any psychological, physical, emotional or social aspects is found in teachers, then it will lead to their poor teaching effectiveness, which in turn has lifelong consequences for employment, income as well as other outcome sources. Research studies for shows that a better learning climate and psychological health support academic achievement of students. The present study has been undertaken to compare **“The Impact of Mental Health & Personality on the Teaching Effectiveness of Teachers.”**

#### **1.6 Meaning of Technical Terms:**

1. **Mental Health-** It refers to the state of well- being at cognitive, affective, psychomotor, social and emotional level. It is all about how one feels, think and behave at certain stages of life.

<p>Few steps for good Mental Health</p> <ol style="list-style-type: none"> <li>1. <b>Connect</b> with other people.</li> <li>2. Try switching off the TV to talk or play with your children, friends or family.</li> <li>3. Remain active in a positive direction always.</li> <li>4. Boost self confidence and raise self esteem.</li> <li>5. Make a habit of holding new responsibility.</li> </ol>		<p>Mental health determinants include social, environmental, psychological, and biological factors. it also include the major NCD risk factors of alcohol and tobacco use, unhealthy, unhealthy diet plan, and poor physical inactivity. There is no health without mental health. Mental health has links to several diseases like cancer, diabetes, cardiovascular and respiratory diseases and other NCDs, often co-occurring with them.</p>
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2. **Teaching Effectiveness-** Teaching effectiveness refers to both the quality of teaching and the capability of teachers. It requires teachers to continually enhance practice by adopting an evaluative mind-set.

<p><b>How to improve teaching effectiveness.</b></p> <ol style="list-style-type: none"> <li>1. <b>Increases student engagement in the classroom.</b></li> <li>2. Create a positive learning environment.</li> <li>3. <b>Connect with the students.</b></li> <li>4. Set out a reasonable expectation from students.</li> <li>5. Habitual of facing challenges.</li> <li>6. Have a good sense of humor.</li> </ol>		<p><b>Factors that decrease teaching effectiveness.</b></p> <ol style="list-style-type: none"> <li>1. Educational Qualification of teachers.</li> <li>2. Least skill and knowledge related to subject.</li> <li>3. Socio economic factor.</li> <li>4. Teaching learning environment.</li> <li>5. Improper directions by Head.</li> <li>6. Learner's psychological &amp; individual characteristics.</li> </ol>
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### III- INDENTATIONS AND EQUATIONS

To find potential papers for inclusion, a thorough search was done. The Education Resources Information Centre (ERIC) was used to conduct a search for studies that were written in English. The following keywords and search strings were defined to enable an efficient search. Peer review, perception, teaching, obstacle, summative review, and formative review were frequent search phrases.

#### 1.7 Methodology & Research Design

**Plan:** The researcher visited institutes/colleges of Meerut region to find out a small sample of population of the teachers teaching in various institutions and colleges of Meerut region.

**Sample:**

For the purpose of present study a sample of 60-60 teachers teaching at Under graduate and post graduate programs of different institutes/colleges urban and rural areas were randomly selected to find out the mental health and teaching effectiveness of the teachers of Meerut region. And the

**Statistical Techniques** like **Mean, S.D.** and **t-test** were used for analysis and interpretation of data.

**Tools Used:**

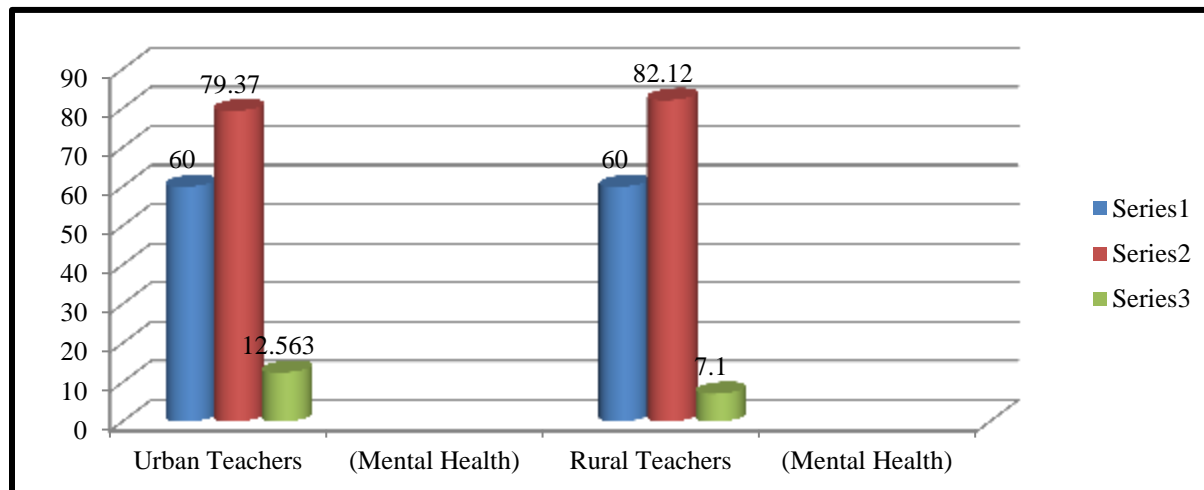
Mental Health Battery of **Arun Kumar Singh (Patna) & Alpana Sen Gupta(Patna)** and **S.C Gakhar Scale** was used for the teaching effectiveness was used for data collection related to mental health and teaching effectiveness of the teachers urban and rural areas of Meerut region.

**Table No. 1: Summary of N, Mean, S.D. and Independent Samples t-test on Mental Health with respect to Teachers of Uran and Rural areas of Meerut Region.**

Respondents	N	Mean	S.D.	Level of variance	Levene's Test for Equality of Variances		t-test for Equality of Means		
Urban Teachers (Mental Health)	60	79.37	12.563	Equal Variance	F	Sig.	t	df	Sig. (2-tailed)

Rural Teachers (Mental Health)	60	82.12	7.100	not Assumed	17.988	.000	1.476	93.200	.143
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df: 118 Table value at 0.05 level of significance- 1.96



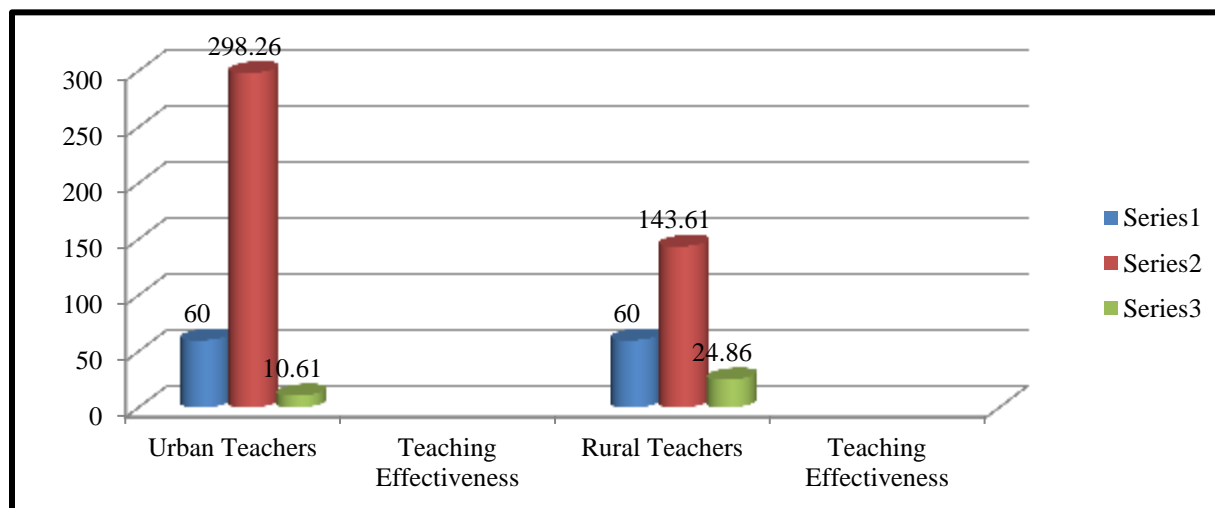
Graph-1 Mental Health of the teachers teaching in Urban and Rural areas of Meerut Region.

Results shows in the table 1 clearly depict that the mean values of mental health scores of teachers of urban and rural areas was found 79.37 and 82.12, and S.D. found 12.563 and 7.100 respectively. To compare the mental health of both targeted groups, t test was calculated. t- value between mean values of mental health scores of both groups is found -1.46. Calculated t value clearly indicates that mean difference of the mental health scores of teachers of urban and rural areas was found statistically insignificant at 0.05 level of significance. This result reflects that there is insignificant difference in mental health of both group teachers. Thus, mental health of urban and rural areas is almost equal. Hence the null hypothesis “**There is no significant difference between mental health of the teachers teaching in urban and rural areas of Meerut region-is accepted.**”

**Table: (2) Summary of N, Mean, S.D. and Independent Samples t-test on Teaching Effectiveness with respect to Teachers of Uran and Rural areas of Meerut Region.**

Respondents	N	Mean	S.D.	Level of variance	Levene's Test for Equality of Variances		t-test for Equality of Means		
					F	Sig.	t	df	Sig. (2-tailed)
Urban Teachers Teaching Effectiveness	60	298.26	24.86	Equal Variance not Assumed	.008	.927	3.43	118	.001
Rural Teachers Teaching Effectiveness	60	143.73	10.61						

df: 118 Table value at 0.05 level of significance- 1.96



**Graph-3, Mental Health & Teaching Effectiveness of the teachers teaching in Urban and Rural areas of Meerut Region.**

Results shows in the table 1 clearly depict that the mean values of Teaching Effectiveness scores are found 143.73 and 298.26 where as S.D. found 10.61 and 24.86 respectively. To compare teaching effectiveness of both targeted groups, t test was calculated. t- value between mean values of academic achievement scores of both groups is found 3.432 respectively. Calculated t value clearly indicates that mean difference of the teaching effectiveness of urban and rural area teachers was found statistically significant at 0.05 level of significance.

This result reflects that there is significant difference in teaching effectiveness of urban and rural areas of Meerut region. Further, mean value of urban area teachers is 10.61 than that of rural area teachers is 24.61- is greater than the mean value of their counter parts. This shows that teaching effectiveness of urban area teachers is higher than that of the rural area teachers. Hence the null hypothesis “**There is no significant difference between teaching effectiveness of urban and rural area teachers - is rejected.**”

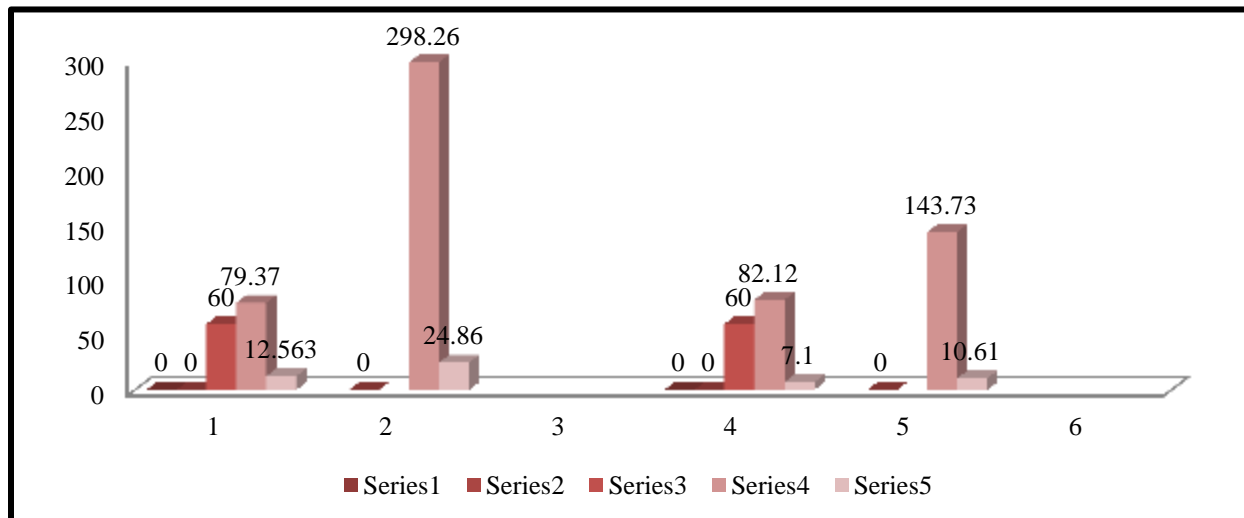
**Table-3, Summary of N, Mean, S.D. and Independent Samples t-test on Mental Health & Teaching Effectiveness with respect to Teachers of Urban and Rural areas of Meerut Region.**

Respondents	Variables	N	Mean	S.D.	Level of variance	Levene's Test for Equality of Variances		t-test for Equality of Means		
						F	Sig.	t	df	Sig. (2-tailed)
Urban Teachers	Mental Health	60	79.37	12.563	Equal Variance not Assumed $p(Rho) = 1 - \frac{6\sum D^2}{N}$	17.988	.005	1.476	93.20	.143
	Teaching Effectiveness		298.26	24.86						
Rural	Mental Health	60	82.12	7.100		.008	.927	3.43	11	.001

Teachers	Teaching Effectiveness		143.7 3	10.61	$(N2-1)=$ <u>1.08</u>				8
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df: 118

Table value at 0.05 level of significance- 1.96



Graph-3, Mental Health & Teaching Effectiveness of the teachers teaching in Urban and Rural areas of Meerut Region.

Results shows in the table 1 clearly depict that the mean values of mental health scores of teachers of urban and rural areas was found 79.37 and teaching Effectiveness of urban is 292.82 and rural is 143.87 with S.D. Value is 82.12, and S.D. found 12.563 and 7.100 respectively. To compare the mental health of both targeted groups, t test was calculated. t- value between mean values of mental health scores 1.467 with a difference of 3.43 of both groups is found -1.46. Calculated t value clearly indicates that mean difference of the mental health scores of teachers of urban and rural areas was found statistically insignificant at 0.05 level of significance. This result reflects that there is insignificant difference in teaching effectiveness of both group teachers.

In the same way to be 298.26 and 143.73 with the t value 1.476 and 3.43 clearly indicates that teaching effectiveness of urban teachers is higher than that of rural teachers.

The sample t test for **correlated groups** at .05 level, is 2.31, but our obtained value is -1.08, which is less than the table value. Hence the null hypothesis is accepted and it is concluded that the difference between two groups of scores of mental health and teaching effectiveness - **is not significant**.

Thus it can be concluded that mental health of rural and urban teachers has no difference but a little how the teaching effectiveness is higher than the teachers of rural areas teaching effectiveness is found. Thus mental health of urban and rural areas is almost equal. Hence the null hypothesis **“There is significant difference between mental health and teaching effectiveness of rural teachers and urban teachers of Meerut region. -is rejected**.

### Conclusion: (Advantages & Limitation)

1. The first objective of the study was “to compare the mental health of the teachers of urban and rural areas of Meerut region”. On the basis of analysis and interpretation of data, the researcher observed insignificant difference between them. When the difference of mental health was studied between the teachers of both the areas,- an insignificant difference was observed. So it is an advantage that the

teachers of urban and rural areas both are very normal with their environment and teaching situations. Both are satisfied, it may be counted as a good sign or an **advantage** from the educational point of view.

2. The second objective of the study was “to compare the teaching effectiveness of the teachers of urban and rural areas of Meerut region”. The researcher observed a significant difference between both of them. When the difference of teaching effectiveness was studied between the the teachers of urban and rural areas, it was observed that there remains a significant difference, the urban area teachers were found to have a higher teaching effectiveness than the teachers of rural areas, so it can be said a **limitation**.

### **Suggestion:**

1. Institutions must invest in structures, mechanisms and technological knowledge, skill development training, faculty development programs and workshops for te development of their faculty members to hold accountable for the caliber and efficacy of their instruction if they are to give students a quality education and the skills needed to meet the demands of a society.

2. Long-term student retention and graduation rates will raise as teaching gets better and learning will also get better as a result. Making this work visible to others will require demonstrating these practices and the improvements they have produced through a portfolio and reflection.

3. As a result, academic units will adopt the framework and see the rubric as a useful instrument for assessing the efficiency of the instruction. As a result, institutions will undergo change.

4. In turn, this will result in institutional changes as the value of teaching rises and the environment on campus for teaching improves as the evaluation process is made more open. **With this all following points should be keep in mind to increase teaching effectiveness of rural teachers of Meerut region.**

1. Increases student engagement in the classroom.2. Create a positive learning environment.3. Connect with the students.4. Set out a reasonable expectation from students.5. Habitual of facing challenges.6. Have a good sense of humor.

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