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A COMPARATIVE STUDY OF MENTAL HEALTH OF TEACHER EDUCATORS OF SELF FINANCED AND REGULAR (GRANT AIDED) COLLEGES

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Abstract

It becomes a matter of discussion that teachers cannot develop a valuable educational programme without providing better placement service based on the child's ability and needs. There are many educational placement options –such as regular classroom ,special class ,special day school, home based institution and custodial care and residential institution . Mentally retarded children may differ in their rate of skill, acquisition ability to attend to task ,memory generalization and transfer of recently acquired skills and language development. So , there arise a need of different educational programme for each group . Educable mentally retarded can learn basic academic skills and to perform basic daily living skill independent.

The programme should also find a place for language motor social development, self help skills training and Yoga therapy . Health and safety skills for diversional activities should also be a part and parcel of educational programme for a trainable mentally retarded. Various instructional methods such as tell them method, model – it methods, develop it method perceptual caring strategies, writing strategies and reading strategies can be used to deliver designed educational programme for the mentally retarded.

Keywords: Personality, Interaction, Competency, Questioner, Innovation, Instructional

INTRODUCTION

It is needless to say that mere class room teaching built are text book material of prescribed subject is not enough to ensure a harmonious development of personality. This depends to a very great extent upon the teacher's insight of the problem, his behaviour and personality. This is because the pupil learns not only a particular subject but also many aspects of life in general through the teacher's

personality. It is, the before, necessary that education be imparted through a teacher having a high caliber and attributes of personality.

From early days different methods of teaching were advocated for all round development of the individuals. Historically speaking, the teacher's mental health and deep roots in the ancient system of education. Education has been imparted to the young from many centuries, but never more so in men's history than today. This is because of the fact that ideal of education is to produce men with many sided personality. There are several teaching techniques in the field of education but none can be considered as perfect. Teaching techniques also change from time to time. But no single factor can be attributed to be significantly predictive of teaching competence. The future destiny of our country lies in the hands of teacher. It is the teacher's mental health which is highly responsible for developing favourable attitude among students. The interaction between teacher and pupils may provide a suitable picture of the way of teaching. An educator should know what kind of teachers are capable of bringing about important and effective social change among.

What is research on teacher education. In a sense this question of native, for every one must know already what teacher education is, and that research on it is simply the systematic study of problems that arise in the course of carrying it or generally speaking, research on teacher education attempts to answer the question of how the behaviour of an individual in preparation for teaching can be made to conform to acceptable pattern. The class room behaviour of teacher has been an important area of study in the present times. The teacher in training can now be observe and analyze his performance of a particular skill as his behaviour is paid back.

NEED AND SIGNIFICANCE OF THE STUDY

The problem of promoting mental health, in the educational context, in a developing country like India, occupies high priority on the agenda of human development. In particular, attaining the goal of mental health for all by AD 2000 is critically related to planning and implementing educational programmes. Also, pursuing education and attaining its goals requires achieving an optimally minimum level of health for the learners and instructors. Any disturbance or disruption in this process is likely to create risks and health hazards. At the same time, the educational process itself may have implications for the health status of teachers, student and the community. In other words, there is reciprocal relationship

between the health status of the broader community and that in the educational context. Since the institutions and processes of education are embedded within the broader social, economic and cultural systems, a comprehensive treatment of the issues of the mental health in the educational setting cannot be undertaken in isolation from the broader societal context (Philips, N 1992 Ramlingawami, P. 1990) This makes the task more difficult as the country is undergoing a rapid and large scale economic transformation. With this in mind the present chapter presents a selective review of work done in the area of mental health, with special reference to the education context Within the context of the educational system, the issues related to health may be conceptualized

ORIGIN OF THE STUDY

One of the great problems in psychology turns on the question of how much of teacher behaviour is inherited and how much is acquired through experience. The relative contribution of heredity and environment differ for different aspects of behaviour at different levels of the teacher.

Psychological field reflects a basic faith that knowledge, understanding and reason will provide the means of dealing with social and school problems. Moreover teacher appear to believe that psychological knowledge is relevant. Probably most teachers have this faith in knowledge to a certain degree. At the same time, however another reaction is wide spread For some teachers it exists along with the faith in knowledge for a few extremists it dominates their opinions.

Mental health of a teacher is concerned with various dimensions and way of the teacher's behaviour. The teachers may face failure and frustration. They may suffer from tension and stresses. At times they may involve their selves in foolish and self defeating act. But what is basic in the healthy personality is that the remains balanced in the sense that the frustrations do not help him from positive action. Stresses do not create in him the adoption of face saving maneuvers and adversity does not make him a passive suffers with all his power or personality. He tries to overcome his difficulties and in doing so his personality emerges as mature, sharp and better adoptable to the stresses of the environment.

There are roughly four components in concept of mental health :

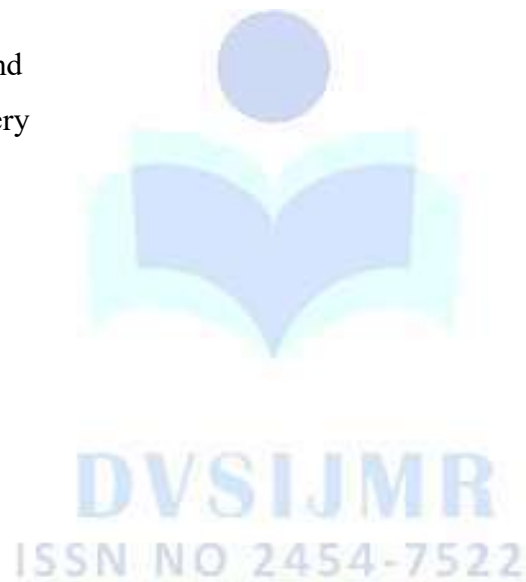
1. presence or absence of mental disease.

2. presence or absence of deficits or limitations in behaviour.the satisfaction or contentment that is derived from one's life as it is lived or has been lived.
3. some approximation to an ideal person.

CONCEPT AND CRITERIA OF POSITIVE MENTAL HEALTH

Jahoda (1958) has been widely quoted for her attempts to identify the positive features of mental health. Her six criteria of positive mental health were.

1. positive self attitudes.
2. growth and self actualization.
3. integration of the personality
4. autonomy
5. reality perception, and
6. environmental mastery



STATEMENT OF THE PROBLEM :

“A comparative study of Mental Health of teacher Educators of self financed and regular (Grant Aided) Colleges”

OBJECTIVES OF STUDY

1. To study the mental health of male and female teacher educators belonging to self finance college of education.
2. To study the mental health of male and female teacher educators belonging to regular college of education.
3. To compare the mental health of male and female teacher educators of self financed and regular colleges of education of Meerut city region.

HYPOTHESES OF STUDY

1. There would not be any statistically significance difference between mental health of teacher educators belonging to self finance and regular college.
2. There would not be any statistically significance difference between mental health of male teacher educators belonging to self finance and regular college.
3. There is no statistically significance difference between mental health of female teacher educators belonging to self finance and regular college.
4. There is no statistically significance difference between mental health of male and female teacher educators belonging to self finance and regular college.

SCOPE AND DELIMITATIONS OF THE STUDY

1. The present study is delimited to the area of Meerut city only.
2. The study is limited to B.Ed. colleges of education of Meerut city affiliated to CCS University.
3. The study is limited to self financed grant in aid colleges of education

4. The study is limited to sample of 100 out of which 50 male teacher and 50 female teacher;10 colleges of education out of which 5 are of self financed and 5 are of grant in aid colleges of education.
5. The study was delimited to one variable, Mental Health of Teacher Educators.

DESIGN OF THE STUDY

The discussion is mainly confined to the method, population, sampling, tools, collection of data and statistical technique for the analysis of data underlying the present study entitled **“A COMPARATIVE STUDY OF MENTAL HEALTH OF TEACHER EDUCATORS OF SELF FINANCED AND REGULAR (GRANT AIDED) COLLEGES.”**.

Analytical survey method is followed in this study

First purposefully ten colleges of education for teacher training was selected where ten teacher educators were selected each.

Further from the ten colleges of education ten teacher educators are selected purposefully ultimately the total number of teacher educators are 100. out of which 50 male teacher educators and rest 50 are female teacher educators.

TOOLS USED

A tool for measuring the Mental Health of teacher educators was developed by the investigator insight

ITEM ANALYSIS

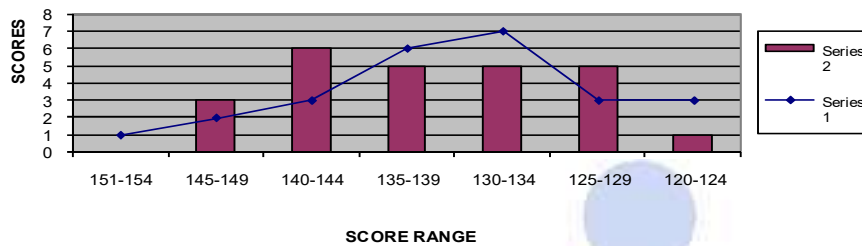
Item analysis treated under three heads

1. Item selection
2. Item difficulty
3. Item Validity

DISTRIBUTION OF MENTAL HEALTH SCORE FOR TEACHER EDUCATOR OF COLLEGES OF EDUCATION

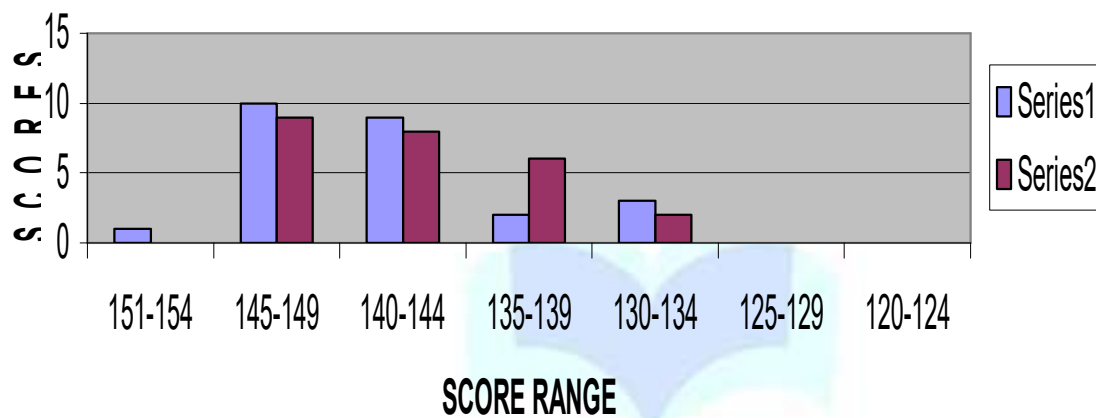
GRAPHICAL REPRESENTATION OF THE SCORE OF MENTAL HEALTH QUESTIONNAIRE FOR TEACHER EDUCATOR (SELF FINANCE) REPRESENTED BY TABLE IS DEPICTED BY THE GRAPH

SCORE OF MENTAL HEALTH QUESTIONNAIRE FOR TEACHER EDUCATOR (SELF FINANCE)

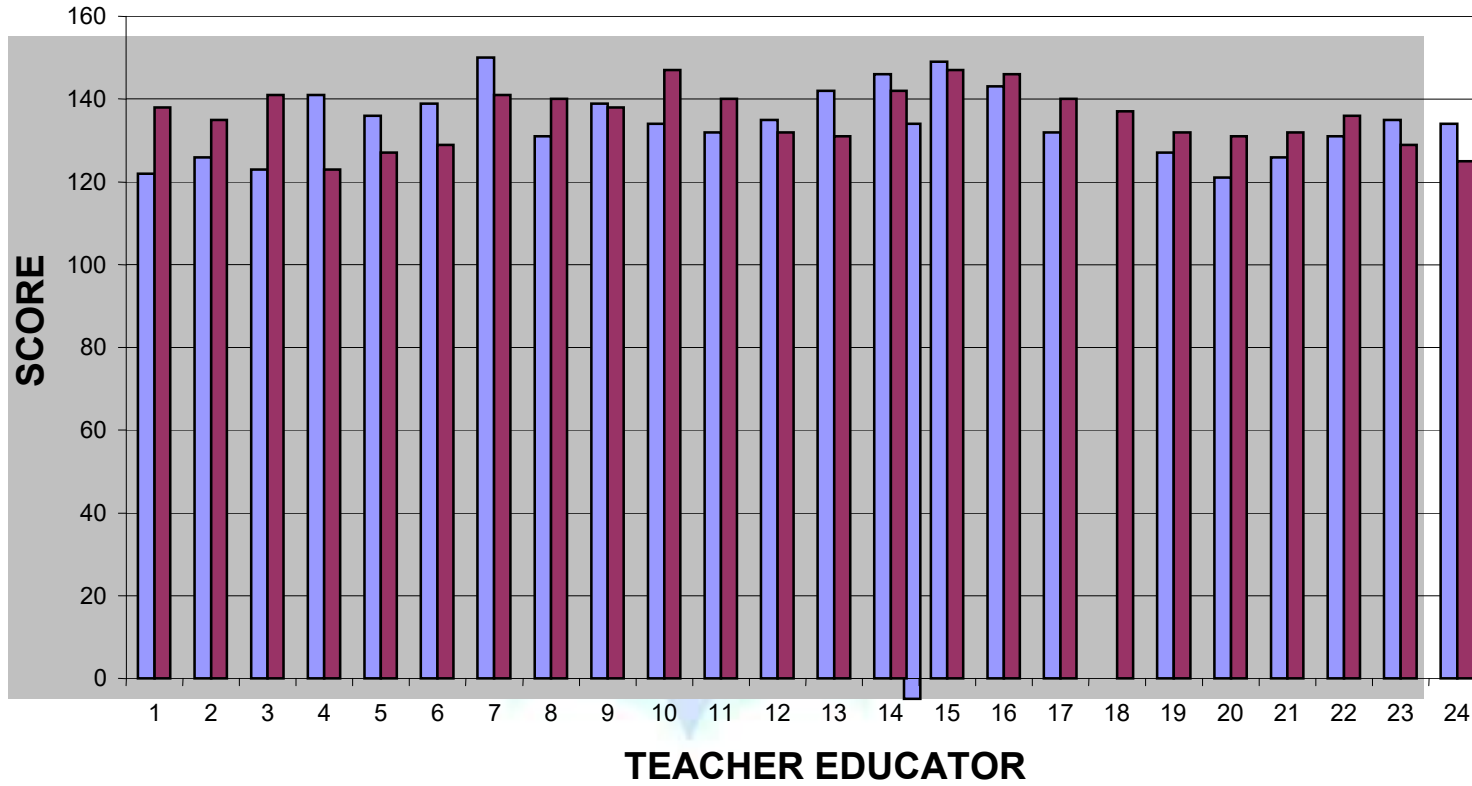


GRAPHICAL REPRESENTATION OF THE SCORE OF MENTAL HEALTH QUESTIONNAIRE FOR TEACHER EDUCATOR (REGULAR) REPRESENTED BY TABLE IS DEPICTED BY THE GRAPH

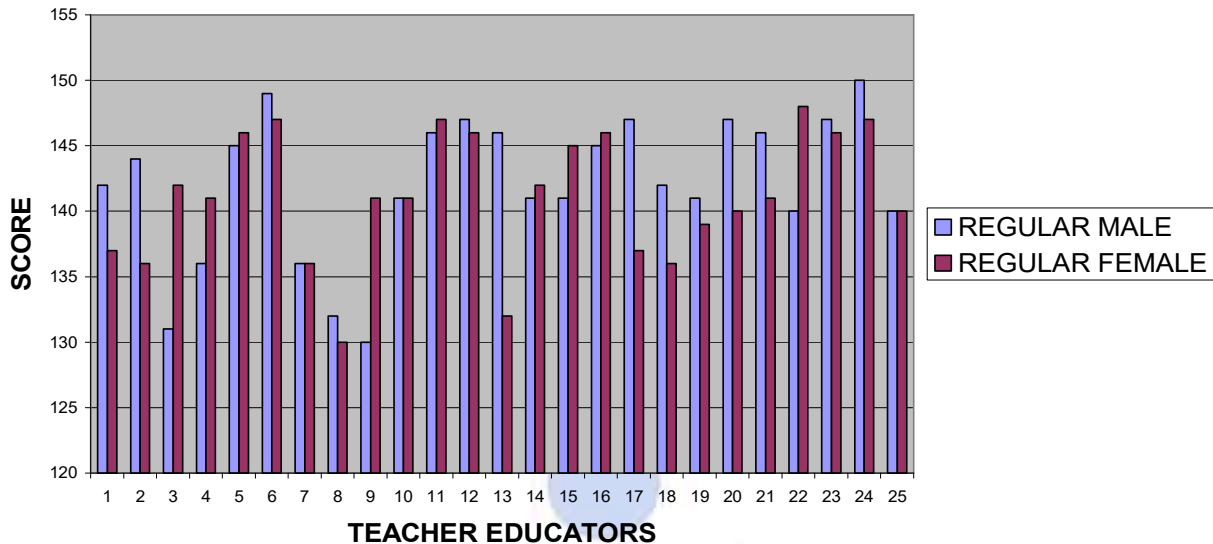
SCORE OF MENTAL HEALTH QUESTIONNAIRE FOR TEACHER EDUCATOR (REGULAR)



**MENTAL HEALTH QUESTIONNAIRE SCORE OF MALE AND FEMALE
TEACHER EDUCATOR OF SELF FINANCE COLLEGE AS DEPICTED IN
TABLE 4.2 (FIG. 4.3)**



**MENTAL HEALTH QUESTIONNAIRE SCORE OF MALE AND FEMALE
TEACHER EDUCATOR OF REGULAR COLLEGE AS DEPICTED IN
TABLE 4.2 (FIG. 4.4)**



MAJOR FINDINGS

As per the above statistical result and mental health questionnaire for teacher educator of college of education reveals the following main findings can be analyzed.

- There was significant difference amongst the group of teacher educator belonging to self finance and regular college of education so far there mental health is concerned.
- There was significant difference amongst the group of male teacher educator belonging to self finance and regular college.
- There was significant difference amongst the group of female teacher educator belonging to self finance and regular college.
- There was no significant difference amongst the groups of mental health of male and female teacher educator in different college of education.

INTERPRETATION OF THE RESULT

Above the findings are concerned it is interpreted as follows

Mental Health is an essential components of teacher teaching for any stages of education like Primary ,Secondary and High school. Being B.Ed a professional course maximum training is required to prepare the pupil teacher to be the perfect teacher of the time .Our statistical competition report of sigma difference among the group of teacher educator of Self finance and Regular college .

Sometimes we listen that the male teachers are somehow differing in connections to the surroundings. Surroundings means here essential the Self finance Colleges and the Regular colleges .Our research so far as the calculations are concerned they differ from Self finance to Regular colleges respectively.

Just like the male teacher the question arises whether the female teacher educator of Regular colleges is better than the Self finance colleges .Our study provides from the calculations of scores that both the groups are significantly different from one another.

Some rumors may happen that male and female teacher educators that means the gender differences are being found among the teacher educator of different colleges of education. In our research it proves from the significant difference among the scores that the male teacher is not differing from the female teacher educator so far there mental health is concerned. Thus the study fulfills the purpose.

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