CHAPTER I

INTRODUCTION
1.1 INTRODUCTION

Teaching is inter-personal, attitudinal, extra classroom as well as intra-classroom oriented. To be a teacher is to be a member of a special profession. A teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility as a person. The Nation's interest in training and maintaining the performance and fitness of our teachers continues to be high. Maintaining mental health of teachers is a potential factor for maintaining educational standards. Education specialists/ college/ school officials and parents express the need for the performance and fitness of a mentally healthy teacher.

The quality of a nation depends upon the quality of its teachers. Education is a powerful instrument for the social, political and economic development of the country. Hence, the success of the educational process to a great extent depends on the character, ability and personality of the teacher who is the cornerstone of the arch of education. Education has a three-fold purpose:

(a) To transmit the culture
(b) To help people adapt to their environment and
(c) To guide pupils towards the goal of total personality development.

The first is the pre-requisite to the second and both are pre-requisite to the third.

There are three purposes of teachers' training:

i) Development of proper knowledge
ii) Development of proper skills and
iii) Development of proper attitude

Mental health of a teacher is related to his proper attitudinal development.
According to Azarov (1988) there are four basic types of relationships that develop a teachers’ inner-self (i) Firstly, his attitude towards the world of objects, towards science, technology, culture etc, (ii) Secondly, his attitude towards people, towards children and their parents, colleagues, school administrator, to those around him, and especially those in trouble and experiencing difficult times, (iii) Thirdly, his attitude towards Nature and (iv) Fourthly, his attitude towards himself, his consciousness of himself as a teacher.

Lula, B.P. (1981) attempts to draw attention towards the importance of mental health of teachers. He discussed various factors in school and community environment that contribute to the mental health of a teacher. Mental health is a combined outcome of five types of health (i) physical (ii) emotional (iii) moral (iv) spiritual and (v) social. Mental health is an important aspect of the total health of a person because, it is, both cause and the effect of the other types of health. It means three things of an individual (i) Right thoughts (ii) Right attitudes and (iii) Right actions.

Mental health can also be called the process of human self-realization, self-satisfaction and fully successful existence. Mental health of a person, among other things, is chiefly concerned with his total sense of growth and development, adjustment and peace, success and happiness and effective membership of a group or community. We are living in what has been called an age of turbulence, an age of anxiety and stress, when man’s ability to cope up with his environment is being taxed in new and unprecedented ways. Other generations have faced threat, peril and anxiety, but there is something different about the stresses that confront us today. Current emotional pressures are more subtle, more intangible, more pervasive. Man is now faced with a world of increased complexity in which his adjustive capacities are strained; there is no way to escape and often no way to fight back.

Television has featured series of programmes dealing with psychiatry, mental health and mental illness. Yet, with all this activity, there is little general understanding of what is happening to the mental and emotional health of our
teachers. There are groups that seek to improve the quality of living through social, economic and medical programmes promoted under the banner of mental hygiene and mental health.

1.2 MENTAL HEALTH

Mental health is a very broad term, which includes physical, mental, emotional and social aspects of adjustment. The concept of mental health has over the years been a subject of discussion among psychiatrists, psychologists and other social scientists because of its complex nature. Mental health needs alarming attention in view of erosion of human resources at the present juncture of the history of human civilization. Mental health is a global term which is difficult to define. It has a very wide connotation. The concept of mental health is like a diamond which appears to be of different colours when seen from different angles. Every aspect of life affects mental health. It means that, when a person behaves, he behaves with every part of him or wholeheartedly. Academic and professional disciplines and departments may seem to compartmentalize human functions. But in the real life, people do not function separately at home, at work and at play.

The Mental health field encompasses three sets of objectives: (i) One of these has to do with mentally sick persons. For them the objective is the restoration of health. (ii) The second objective has to do with those people who are mentally healthy but who may become ill if they are not protected from conditions that are generally conducive to mental illness or conditions to which they as an individual are especially susceptible. The objective for those persons is prevention. (iii) The third objective has to do with the upbuilding of mental health of normal persons, quite apart from any question of disease or infirmity. This is positive mental health.

According to Stevenson, G.S. (1956) Positive mental health is based on the recognition that all persons have potentialities or talents, sometimes very modest and sometimes great, that may either be allowed to languish or, at the
other extreme, may be developed to their fullest. It is these abilities cultivated to a higher level that constitute positive mental health. Positive mental health accordingly results in a higher level of performance and satisfaction. One might say that positive mental health means more robust, broader and more productive living.

Schreiber, J. (1951) is of the view that healthy living or mental health means that an individual has found a reasonable measure of peace with himself and with his environment. It means that an individual is able to pursue reasonable purposeful goals; may use his capacities and talents fruitfully; experience a sense of security, of belongingness, of being respected; has a knowledge that he is liked or loved and wanted; has a sense of self respect, of self-reliance and achievement; and, in addition, has learned to respect others, to accept others, to love others, to live fairly and in peace with others.

Sorenson, H. (1940) refers mental health to emotional balance, and a well-balanced and adjusted person is said to be in good mental health. He is comparatively free from the symptoms of maladjustment. Mental health is preserved by experiencing a considerable amount of success, by being in a friendly and sympathetic atmosphere, by not being overprotected, by developing efficiency through good habits, and by having a well-balanced programme of work and rest.

Jahoda, M. (1958) was able to conclude that any definition of mental health would need to include the following six characteristics:

2. The achievement of self-realization by becoming what one has the potential to become.
3. Integration of personality, including a purpose and meaning in life, tolerance for stress, and ability to recover from setbacks.
4. A realistic perception of the world around him.
5. Self-autonomy, the ability to be a part of society and still maintain individuality.

6. Ability to take life as it comes and master it.

Sound mental health is best understood as a point of view. This point of view includes:

1. Self respect and respect for others.
2. Understanding and tolerance of one’s limitations and the limitations of others.
3. Understanding of the fact that all behavior is caused.
4. Understanding the drive for self-actualization.

According to Wallin, J.E.W. (1935) "A mentally healthy person is one who has a 'wholesome' balanced personality, free from inconsistencies, emotional and nervous tensions, discords and conflicts."

Shaffer, L.F., and Shoben (1979) has given the following criteria of sound mental health.

- Adequate feelings of personal worth
- Adequate understanding of others
- Adequate emotional maturity
- Adequate orientation and goals
- Adequate creativity

It is within this framework that an individual’s behaviour is to be judged as of normal mental health.

While Hadfield, J.A. (1960) has pointed out that mental health is the full and harmonious functioning of the whole personality. There are three requirements of mental health: full expression, harmonization and the direction to a common end of our native and acquired potentialities.
1. Full expression is necessary, as these potentialities are the “material” of our personality and helps in our biological adaptation in life. These are necessary for a strong will and character.

2. Harmonization is also necessary as each of these potentialities has its own aims and functions to perform, and these often conflict within one another. The harmonization and coordination of all these tendencies is therefore necessary to peace and health of mind.

3. The common end is also necessary since these potentialities are dynamic tendencies, they can be harmonized and unified only by being directed towards a common end or aim.

Education is a very powerful instrument for the social, political and economic development of a country. The success of the education process to a great extent depends on the character, ability and personality of the teacher who is the corner stone of the arch of education. According to Rao, V.N., and Parthasarthy, R. (1992) it is the teacher who needs to understand the meaning of students behaviour and methods of helping them to have healthy relationship among the students as well as with the teachers. When the teacher is endowed with mental health skills, in addition to the teaching capabilities, he/she would be able to do justice to the growing needs and problems of students in the school setting. The teacher can help the students to get committed to the cause of learning and to overcome other unhealthy temptations.

Srivastava, A.K. and Jagdish (1983) is of the view that mental health consists of six dimensions:

1. Positive self-evaluation
2. Realistic perception
3. Integration of personality
4. Autonomy
5. Group oriented attitudes and
6. Environmental competence as contributing to the specific component namely mental health.
1. In positive self-evaluation one should have self-confidence, self-acceptance, self-identity, feeling of worthwhileness, realization of one's potentialities etc.

2. Realistic perception includes being free from need distortion, absence of excessive fantasy – a broad outlook of the world.

3. Integration of personality includes balance of psychic forces, ability to understand and to share other people's emotions, ability to concentrate at work / task and interest in variety of activities.

4. Autonomy includes stable set of standards for one's actions, self-control in one's actions, dependence for one's own development upon own potentialities rather than on others etc.

5. Group oriented attitudes are ability to get along with others, ability to find recreation, feeling that one is safe in contact with one's grouped members.

6. Environmental competence is the efficiency in meeting situational requirements, ability to work and play, ability to carry out responsibilities and capacity for adjustment.

Despite several works in this field from ancient times the concept of mental health has always been debatable. While definitions of mental health differ in one way or the other the fundamental aspects are in close agreement, inspite of variation in the wordings.

In the larger Indian context, “Mental health is the other name of quality of life”.....(Wig, N.N. 1979) and positive mental health is not the mere absence of mental illness but something different. (Nagraja, J. 1983)

The foregoing definitions give some idea of the underlying concept of mental health. Here it is not a static condition rather it involves a continuous adjustment with oneself and forthcoming situations. Rumke, H.C. (1954) has added the dimension of value system to the concept of individual mental health O’ Doherty, E.F. (1956) has stressed integration of personality, judgement freed from distortions due to emotional pressure and consciousness freed from obsession with self. Among other things he writes mental health demands good intra- personal and inter- personal relations with others and with the God.
In the view of Lulla, B.P. (1981) Teacher can maintain the climate for healthy interaction if he/she is mentally healthy and the school maintains and promotes the mental health of teachers through proper environment and healthy management of school affairs. It is the teacher with sufficient degree of mental health who can maintain the twin requisites of teaching learning situations viz. (a) healthy interaction in the classroom and (b) healthy participation by students in lessons. A mentally healthy teacher creates healthy teaching-learning situations.

“Mental Health”, writes Kumar, P. (1991) is an indicator which shows a person’s ability to meet social, emotional, physical and psychological demands. However, when the individual finds himself/herself trapped in a situation and lacks matching coping strategies to deal with the stress effectively, mental strain develops.

According to Catherine, W.K. (1992) “A mentally healthy individual is one who is free from anxiety and disabling symptoms. If he can establish relationships with others, cope well with life’s demands then his physical, mental, social and emotional well-being can be said to be complete”.

Singh, S. (1992) states that for teachers, mental health is a necessary professional requirement. They are professionally bound not only to be mentally healthy themselves but also to do their utmost for the betterment of mental health of their pupils. It is universally recognized that “only a well adjusted teacher can efficiently discharge his responsibilities towards his students”. In fact, good mental health is essential for ever increasing professional growth of teacher. 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 problems for his students. He generates in them unnecessary tensions and also weakens their achievement motivation. In order to prevent maladjustment among his pupils, a teacher should himself be free from depression, attitude of suspicion and insecurity and such other overt and covert behaviour traits.
This is important because it promotes mental health of the teachers as well as the students. The mental health of a teacher will be conditioned by his/her attitude towards the profession. It is important for teachers to take an optimistic view of their profession as is possible, because the mental health of a teacher as an individual depends upon it, but even more, because it will be reflected in the effectiveness of his/her work done (Bernard, H. W. 1982).

Rao, V.N., Murthy, R., & Parthasarthy, R. (1987) writes about mental health of professionals. “By virtue of their training and conviction they have a tremendous potential for healthy collaboration and progressive action with the educational institutions”. By virtue of the complexity of behaviour which is an indicator of mental health, it can be defined that mental health is not a single unified variable but rather a conglomeration of a number of variables.

Thus on the basis of above mentioned definitions of mental health it can be said that the term mental health has been used in different ways by psychologists, psychiatrists and others and is influenced by multiplicity of factors like intelligence, personality, educational level, academic achievement, cultural level and physical health. The World Book Encyclopedia (1994) writes that physical health and mental health are closely connected. Mental health plays an important role in both the ways, the people behave and the way they feel. Emotionally healthy individuals accept themselves as they are — with all their weaknesses as well as their strengths. They remain in contact with reality and they are able to deal with stress and frustration. They also act independently of outside influences and show genuine concern for other people.

We can conclude by saying that there is nothing known as perfect mental health. At the most, one can talk of optimum mental health, but that too in the light of individual differences. Mental health is a dynamic concept. Mental health symbolises the personality of a person. In education, it is considered as one of the most reliable and valid index of the measurement of the all round growth and development. The educational system in India is miserably failing to work for the development of mentally healthy personality. The mental health of the Nation is
dependent on the quality of the wholeness or soundness of each of its individual members. As an attribute of human personality, and equally, as a social value, mental health is to be worked for, guarded and maintained through a purposeful living.

Kishore, R. President I.A.C.P in his Presidential address on ‘Positive Mental Health for all by 2000 A.D’ says that there can be no world peace without individual’s peace of mind. The infrastructure becomes irrelevant without suprastructure, so without adequate mental health the interaction between human mind and computer would turnout to be a confrontation.

Mental health of secondary school teachers has a strong bearing on their self-concept, burnout and attitude towards teaching profession. His positive self-concept leads him/her to a long way in fighting burnout and having positive attitude towards teaching. Hence the need for relating mental health with self-concept, burnout and attitude of secondary school teachers was felt by the investigator.

1.3 SELF-CONCEPT

The concept of self has origins in the earliest history of personality theory. In the 17th century the philosopher Rene Descartes discussed the “cognito” (awareness of one’s own being) as the core of human existence. For centuries theologists, philosophers and lay persons have agreed that the origins and effects of self-conceptions merit serious attention. For example Socrates famous dictum “know thyself” stemmed from his belief that such knowledge was important for the attainment of virtue.

A key concept of becoming a healthy well adjusted person is the ability to discover who you are, define yourself and then begin a life-long process of developing your potentialities and abilities. Self-discovery is a process of defining what is called self-concept and making important decisions about what one will do in life, what attitude he will develop towards others. Self concept is a very complex concept to define. Generally speaking people’s self-concepts are their opinions about themselves – both what they are and how good they are.
Sense of self is an important part of our personal make up. Highlighting importance of self-concept Goldensok, R.N. (1970) contents that an individual’s self-concept is one of the basic and crucial component of personality. Each one of us has a self concept, but the self is not something that can be observed; rather it is a concept that must be inferred from behaviour.

Snygg, D., and Combs, A.W. (1949) and Mason, E.P. (1954) viewed self-concept as that aspect of phenomenal field, which mainly determines individual’s behaviour. They point out that realistic attitude towards one’s self worth leads to higher level of personality adjustment. An unsatisfactory or inadequate self-concept will hinder an individual’s optimum functioning.

According to International Encyclopedia of Social Sciences (1972) “Self-concept refers to the experience of one’s own being. It includes what people come to know about themselves through experience, reflection and feedback from others. The self-concept is an organized cognitive structure comprised of a set of attitudes, beliefs and values that cut across all facets of experience and action, organizing and tying together the variety of specific habits, outlooks, ideas and feelings that a person displays.”

Good, C.V. (1959) is also of the same view that self-concept means those parts of the phenomenal field which the individual has differentiated as relatively stable and definite parts or characteristics of himself.

The Self has been a very old problem with the human race right from the time man has become aware of himself. The ‘self’ of a person is his inner world. Knowledge of this inner world is said to be the ‘self concept’. It comprises of a person’s view of what he is, what he has been and what he might become.

Self-concept develops by the process of looking at oneself objectively evaluating one’s own capacities and limitations impartially and arriving at a positive or negative judgement about oneself. Therefore, the correct self-perception leads one to have a correct self-concept.
There are several terms that are virtually synonymous with self-concept. Among them are ‘self-image’, ‘self-understanding’, ‘self-perception’ and ‘phenomenal self’. According to Smith, H.C. (1961) the self of a person is as perceived, felt and thought of by himself. As he can perceive other objects and persons, so he can perceive himself, but just as his perception of others is never entirely accurate, so his perception of himself is never entirely complete or accurate.

Sartain (1958) is of the view that self is all the beliefs, ideas, attitudes and feelings, whether conscious or unconscious, which an individual has concerning himself. The self, in other words, is the individual as known to and felt about by the individual.

Whereas Williams J. (1950) says man’s self is the sum total of all that he can call his, not only his body and his psychic powers, but his clothes and his house, his wife and children, his ancestors and friends, his reputation and works, his lands and horses and yacht and bank account.

Jourard, S.M. (1963) adds that the self-concept comprises all the beliefs the individual holds concerning what kind of person he is, i.e. conclusions concerning his modal or typical reaction patterns to typical life situations.

Allport, G.W. (1961) describes the self-concept as the self is something of which we are immediately aware. We think of it as the warm, central private region of our life. As such it plays a crucial part in our consciousness (a concept broader than self), in our personality (a concept broader than consciousness) and in our organism (a concept broader than personality). Thus it is some kind of core in our being.

Self concept is not hereditary, rather it develops in a person as a result of his interaction with the environment. It is a life long process and develops continuously in a social setting. As a child grows and develops, he learns more and more about himself. It is not taught to him by others, but a child acquires it as a by-product of learning experiences.
Gale, R.F. (1969) states that man ‘creates his world’ from experiences around him. The development of self is a social product. According to him, self-awareness does not happen at once, but it is a dynamic on-going developmental process that begins during infancy and early childhood and continues till death. Taneja, R.P. (1989) is of the same view that self-concept refers to a picture or image of a person as himself.

The self has many dimensions of which the following four are popular:

1. The Perceived Self: It refers to what a person thinks he is. It is influenced by his physical self, his physical appearance, dress and grooming, by his abilities, his values, his beliefs and aspirations. The perceived self of an individual is more often called the self-concept.

2. The Real Self: It refers to what a person really is. It includes what an individual is aware of and is not aware of. The real self mostly refers to the characteristics of a person as are assessed objectively by other people.

3. The Ideal Self: It refers to what an individual thinks he would like to be. The ideal self is the organized conceptual pattern of characteristics and emotional states which an individual consciously holds desirable (or undesirable) for himself.

4. The Social Self: It refers to the self as one thinks how others view him. This concept may not correspond with other people’s perceptions of him. Even then it has a major effect on his behaviour.

Self Concept and Mental Health

A positive self-concept usually indicates realistic self-appraisal and good mental health. A person possessing this positive picture of himself is relatively free from threat. Consequently, anxiety is at a minimum and there is no need to set up elaborate defenses against it. There is very little denial of the realities of life; instead, difficult experiences are accepted and incorporated into the self-structure. He feels sure that he has the resources to deal with whatever life may bring. He feels free to reach out, to explore and is flexible.
Self-Concept and Teaching

There has been a growing realization of the importance of self-concept as a means of understanding and predicting human behaviour. Sullivan, H.C. (1947) says, “Self-concept is central to human personality, and is the apex, the culmination of all social and personal experiences that we have had”.

The behaviour of a teacher, like that of everyone else is a function of his self-concept. Teacher’s own opinion regarding his worth as a person influences much of his thinking and his classroom behaviour. Regardless of how inaccurate or distorted the individual’s self evaluation may be, he perceives and react to others in terms of how he perceives and evaluates himself. In view of the above, the investigator decided to include self-concept in the objectives of the study and determining the relationship of self-concept with mental health.

1.4 BURNOUT

The phenomenon of burnout was first identified by Bradley, H. (1969) in a paper on probation officers and was further elaborated upon by Freudenberger, H. (1974) from his observations of the extreme psychological strain often experienced by workers in the human service professions, such as nurses, police officers, social workers, and school teachers.

One difficulty in studying burnout is the wide variety of definitions of this concept. Freudenberger, H. (1974) used the concept of burnout to explain the phenomena of physical, emotional and mental exhaustion; absence of job involvement; dehumanization; and lowered accomplishment.

According to Webster's International Dictionary (1976) burnout is – to fail, to wear out or to become exhausted by making excessive demands on energy, strength or resource. It may be defined as a psychological condition, which is a reaction to job-related stress.

Burnout is a diagnostic black hole that encompasses almost any aspect of work. Mattingly, M. (1977) described it as a painful and personally destructive response to excessive stress.
Collins, G.R. (1977) related that burnout can occur as a result of working closely and continuously with people who are experiencing distress. The professionals find little opportunity to retreat from this source of anxiety and tension and as a result begins to experience burnout. When individuals start experiencing these aspects of burnout they become unhappy with their roles and themselves.

Hendrickson (1979) defines teacher burnout as physical, emotional and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away.

Freudenberger, H., and Richelson, G. (1980) described burnout in terms of chronic fatigue, depression and frustration, typically engendered by commitment to undertakings that did not realize the person’s ambitions and expected rewards.

According to Longman’s Dictionary of psychology and psychiatry (1984), Burnout – a vogue term for exhaustion or failure, especially in one’s job or career. The term is mainly applied to middle-aged persons who perform at a high level until stress and tension take their toll.

Whereas Moracco, J., and Mcfadden, H. (1980) indicated that burnout is a chronic problem that works against the health functioning of the individual in human service organisation.

Maslach, C. and her colleagues (Maslach and Jackson, 1981; Maslach, 1982) conceptualized burnout as having three core components: Emotional Exhaustion (EE), depersonalization (DP), and (lack of) personal accomplishment (PA). Maslach characterizes EE as depletion of emotional energy and a feeling that one’s emotional resources are inadequate to deal with the situation. This EE may also be linked with physical fatigue and cognitive ‘weariness’.
The second component of burnout, according to Maslach is a tendency towards depersonalization of other individual in the work setting (e.g. clients, patients, students or even co-workers) – i.e. treatment of them as objects rather than people. Although this may help to reduce intense emotional arousal, which can interfere with functioning in crisis situations, excessive detachment from others can produce a callous and cynical approach to their welfare (Jackson, Schwab and Schuler, 1986).

Finally, the third component of burnout is diminished personal accomplishment, characterized by a tendency to evaluate one’s behaviour and performance negatively. As a result, the person experiences feelings of incompetence on the job and an inability to achieve performance goals.

To summarize, the term burnout refers to an extreme state of psychological strain and depletion of energy resources arising from prolonged exposure to stressors that exceed the person’s resources to cope, particularly stressors associated with human resource professions, although it may also develop in other occupational groups.

The view of burnout presented by Burke and Richardsen (1993) is that of Cherniss (1980) who described it as a process of disengagement in response to job-related stressors. Imbalance between job demands and available resources leads to an emotional response characterized by anxiety, tension, fatigue, and strain (or exhaustion).

Pines and her colleagues (Pines, Aronson & Kafry, 1981; Pines & Aronson, 1988) describe it as a state of physical, emotional and mental exhaustion caused by long – term involvement in situations that are emotionally demanding.

Burnout as viewed differently from other terms:

1) Burnout is not synonymous with the term ‘stress’. Burnout is a condition which is a side effect of stress, as well as other internal and external personal conflicts.
2) Depression should be differentiated from burnout, in that the former refers to a particular psychological condition that should be regarded as a potential outcome of burnout rather than as part of the burnout syndrome itself.

3) Burnout is different from fatigue. Though some authors (e.g. Shirom, 1989) include physical fatigue as part of the burnout syndrome. Individual may experience physical (and even cognitive) weariness as a result of being overloaded in their jobs, but this is not equivalent to burnout.

4) According to Collins English Dictionary (1983), ‘Alienation’ refers to turning away, an estrangement, a state of being an outsider or the feeling of being isolated from society, whereas, burnout is a psychological withdrawal from work in response to excessive stress and dissatisfaction. However, alienation is an individual reaction to social conditions that cause to feel powerless, meaningless, normless, isolated and self estranged.

Burnout is an adverse work stress reaction with: psychological, psychophysiological and behavioural components. The signs and symptoms are:

1) Internal changes: Emotional exhaustion; loss of self-esteem; depression, frustration and a “trapped” feeling.

2) Increased physical complaints: Fatigue; irritability; muscle tension; stomach upset and susceptibility to illness.

3) Social withdrawal: Pulling away from colleagues; peers; family members.

4) Self-medication: Increased use of alcohol, and tranquilizers and other mood – altering drugs.

5) Skipping rest and food breaks: Continually having no time for coffee or lunch breaks to restore stamina.

6) Changed job performance: Increased absenteeism, tardiness; use of sick leave and decreased efficiency or productivity.

Burnout in Teachers

The educational process involves the teacher and the taught. Although, the role of the student is the focus, it is the teacher who is the ‘king pin’ for ‘how’ the teacher teaches is more important than ‘what’ is taught. It is this very process
that can motivate or bring about indifference in the student. The mental and psychological state of a teacher who is happy and optimistic can influence the teacher’s effectiveness, consequently, the students’ future. Studies indicate that the teachers work under stress and also experience a high degree of burnout.

Teacher burnout is the result of stresses as student indiscipline and violence, student apathy (lack of interest, indifference), overcrowded classrooms, excessive paperwork, excessive testing, inadequate salaries, lack of administrative support, lack of promotional opportunities, role conflict, demanding parents, public criticism of teachers and unwanted transfers to other schools.

1.5 ATTITUDE

Attitudes are the most important area of psychological measurement. Personality finds one of its main channels of expression in the attitude, which an individual has towards other persons, activities and institutions. The secondary school teachers who are the builders of students tomorrow must have knowledge about their attitude towards the profession. If the teachers are mentally healthy and they know the direction of their attitude, they are likely to improve the standards of teaching. The knowledge, skills and the ability to apply science and technology in solving educational problems; professional competence and attitude of teachers towards teaching profession makes substantial difference to the quality of education provided by them. The whole education depends upon the quality of their training and their attitude towards teaching profession.

The word ‘attitude’ has been derived from the latin word ‘aptus’ which means the adaptness or fitness. Allport, G.W. (1935) defines attitude as a mental state of readiness, organized through experiences, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.

Freeman, F.S. (1955) describes attitude as a dispositional readiness to respond to certain situation, persons or objects in a consistent manner which has been learnt and become one’s typical mode of response.
According to Nunnally, J.C. (1959) attitudes are dispositions to react positively or negatively in some degree towards an object, institution or a class of persons. Similar is the view of Sartain (1967) that an attitude may be defined as a tendency to react positively or negatively in regard to an object.

Whereas Lambert and Lambert (1973) view attitude as an organized and consistent manner of thinking, feeling and reacting to people, groups, social issues or more generally to any event in the environment.

Attitude is a broad term covering almost all the important fields of human knowledge and is especially prominent in the field of education. It is a guiding force behind all human factors. Attitude is an internal state of a person that is focussed on objects, events and people that can exist in the persons’ psychological world.

Characteristics of Attitudes:
- Attitudes have an object
- Attitudes have direction
- Attitudes have motivational and evaluative properties
- Attitudes are learned and
- Attitudes are relatively stable.

The present status of teaching as a profession has to achieve much. The attitude of teachers towards teaching profession differs widely from place to place and among teaching levels. There is room for improvement in all professions in terms of its standard for entry in the selection of those who enter and in the preparation to which they are exposed. Though teaching is a noble profession, some of the practices of its participants are not professional.

Teacher’s attitude towards his profession moulds his personality and hence determines the zeal with which he would take up his job. Attitude that a teacher has towards his job is one of the important factors influencing his performance. Everybody cannot be a good teacher unless he has an inclination and positive attitude for adopting teaching as a profession. A teacher with a
positive attitude towards teaching profession will certainly have an inclination for the development of initiative and originality. A favourable attitude towards teaching will bring better results.

It has been widely felt that secondary school teachers employed in schools are not satisfied with their profession. Many of them are ready to give up teaching and join some other job. To them teaching was a spring board to jump to other jobs at the very first opportunity.

Mehane, K.T., and Patil, G.G. (1986) write that the teachers who are trained and competent cannot improve the secondary education unless they possess the healthy professional attitude. For the professional preparation of teachers the study of attitudes held by them is very important. Attitudes not only influence teachers’ behaviour but also the behaviour of the students. How a teacher performs his duty as a teacher is dependent to a great extent on his attitude. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavourable attitude makes the teaching task harder, more tedious and unpleasant, says Ahluwalia, S.P. (1973).

Attitude is a complex affair. Hence, it is essential to measure attitudes of secondary school teachers because the quality of a nation depends upon the quality of its teachers. Education is a powerful instrument for development of a country. Hence the success of educational process to a great extent depends on the character, ability and personality of the teacher. The committee for the review of National Policy of Education (1986) in its report entitled ‘Towards an enlightened and humane society’ (1990) has recommended that teacher training programmes should be competence based and should develop in students the qualities such as empathy, attitude towards teaching profession and society. Thus attitude is the sum total of man’s inclination and prejudices or biases, preconceived notions, ideas, fears, threats and convictions about particular topic.
1.6 EMERGENCE OF THE PROBLEM

During childhood and youth the basic patterns of thoughts, feelings and behaviour are being established and the teachers are the ones who can do the most towards forming the effective foundations for adult happiness. Every field in education has its own importance. The researcher of present study being a teacher educator herself is deeply influenced by the challenges in the teaching profession and feels that out of the innumerable factors which affect teachers’ efficiency, competence and performance, the most influential are mental health, self-concept, burnout and attitude towards teaching profession.

Secondary school teachers, no doubt, constitute the majority who further educate the majority. A good teacher is not he who is a good driller of facts but also a good builder of human and social relationships. The teachers are concerned with shaping individuals: with turning children, who are potentially adults into genuine adults. Teachers are expected to play a productive role in shaping their future. Teachers have been central in the development of a nation and handing down the cultural, linguistic and social heritage that define the essence of a nation. It is with this view that Secondary Education Commission (1966) considered teacher as the most important factor in the contemplated national construction. The teacher must not simply be a person of high mental abilities but must also have a balanced personality. The teacher can do so only when he himself/herself has an effective well adjusted personality.

Mental health is a priceless asset. The teacher can maintain the climate for healthy interaction if he/she is mentally healthy and the school maintains and promotes mental health of teachers through proper environment and healthy management of school affairs. Mental health of secondary school teachers has a strong bearing on their attitude towards profession.

Teachers strongly affect the mental and emotional health of children and that, for this reason, teachers must be thoroughly well-adjusted persons in order to carry out proper teaching approaches. Mental health of teachers is so
important in determining the atmosphere of the classroom and the effectiveness of the pupil–teacher relations that it becomes an important element in selection and education of teachers.

A mentally healthy teacher may create effective teaching learning situations. These days teachers have their own problems. They may be under emotional strain and may not be able to teach the students well. One of the proposals of National Policy of Education (1986) is to provide quality education To ensure good quality of education there is a basic need to have good quality of teachers who can use their creativity and have certain needs to achieve in making the teaching learning process more effective and who are to be identified to be effective. It would obviously involve scientific research of the problem of mental health, self-concept, burnout and attitude towards teaching profession.

This inspired the investigator to examine the possibilities to uphold the hopes of the authors of Education Commission (1966) “the destiny of the nation is being shaped in our classrooms”.

In the past many attempts have been made to find out the relationship of mental health with its correlates at different levels of education. Dutt, N.K. (1966) with other worldliness, self-surrender and mental health; Wig, N.N., and Nagpal, R.N. (1971) with academic achievement; Pareek, U., and Rao, T.V. (1971) did a study of motivation training for mental health of teacher behaviour and student mental health; Bhan, R.N. (1972) with interests; Jayaswal, V.K., and Nathawat, S.S. (1977) with creativity; Sharma, R.R. (1979) with scholastic achievement and certain measures of self-concept; Mohebali, A. (1982) studied sociopsychological correlates of mental health in India and Iran; Prasanna (1984) with high and low achieving adolescents; Bhattacharjee (1985) with needs frustration–intolerance; Anand (1986) studied relation of mental health with state of working of school teachers, their social and religious values; Srivastava (1991) studied relationship between employees role stress and mental health and moderating effect of adopted coping strategies on this relationship. Pathak and

Determined by the multiplicity of factors, teaching is one of those professions which has been highly preferred by employed women since long; more recently it has become a preferred choice of increasing number of males too. No one can say what really is the percentage of such teachers who are thrown to the teaching profession by force of circumstances. But it can be said with full confidence that the number of such teachers is sufficiently large. A majority of them came because they failed in any other job. They have no genuine love for teaching work and suffer from dissatisfaction. This naturally affects their mental health. (Mathur, S.S. 1972)

So far research in this area has been meagre in our country. All the educators of all the nations at all times have explicitly expressed the role of a teacher for proper growth of the future generations. The twentieth century has been called the "Age of Anxiety" (Coleman, J.S. 1967).

Among the professions, writes Krugman, M. (1958); Wall, W.D. (1955) and World Federation for Mental Health (WFMH) (1956) in which significant advances have been made in mental health training, perhaps the most notable is the teaching profession. Almost everywhere reports on the training of teachers make reference to one or the other aspects of mental health training, although it may be expected that older teachers are no more affected by these new ideas than their contemporaries, in the medical and psychological profession. The part of UNESCO in fostering mental health aspects of training and practice of teacher deserves special mention.

This study may throw light on the psychological aspects of mental health. If mental health is considered to be a part of the total behaviour of a teacher then self-concept, burnout and attitude towards teaching profession are the factors determining the mental health of the teachers.
1.7 STATEMENT OF THE PROBLEM

MENTAL HEALTH OF SECONDARY SCHOOL TEACHERS AS RELATED TO THEIR SELF-CONCEPT, BURNOUT AND ATTITUDE TOWARDS TEACHING PROFESSION.

1.8 OBJECTIVES

The present study was conducted with following objectives:

1.8.1 To construct and standardize mental health questionnaire.

1.8.2 To study the relationship of mental health of secondary school teachers with self-concept.

1.8.3 To study the relationship of mental health of secondary school teachers with burnout.

1.8.4 To study the relationship of mental health of secondary school teachers with attitude towards teaching profession.

1.8.5 To study the relationship of self-concept of secondary school teachers with burnout.

1.8.6 To study the relationship of self-concept of secondary school teachers with attitude towards teaching profession.

1.8.7 To study the relationship of burnout of secondary school teachers with attitude towards teaching profession.

1.8.8 To ascertain the conjoint contribution of attitude towards teaching profession, burnout and self-concept to the total variance in the mental health of secondary school teachers.

1.8.9 To compare the mental health of male and female secondary school teachers.

1.8.10 To compare the mental health of science and social science secondary school teachers.

1.8.11 To compare the mental health of government and private secondary school teachers.

1.8.12 To compare the mental health of secondary school teachers in relation to the three levels of teaching experience i.e., 0 to 10 years, 11 to 20 years and 20 years and above.
1.8.13 To study self-concept of secondary school teachers with good and poor mental health.
1.8.14 To study burnout of secondary school teachers with good and poor mental health.
1.8.15 To study attitude (towards teaching profession) of secondary school teachers with good and poor mental health.

1.9 HYPOTHESES
The present study was conducted to test the following hypotheses:
1.9.1 There exists a significant relationship between mental health and self-concept of secondary school teachers.
1.9.2 There exists a significant relationship between mental health and burnout of secondary school teachers.
1.9.3 There exists a significant relationship between mental health and attitude of secondary school teachers.
1.9.4 There exists a significant relationship between self-concept and burnout of secondary school teachers.
1.9.5 There exists a significant relationship between self-concept and attitude of secondary school teachers.
1.9.6 There exists a significant relationship between burnout and attitude of secondary school teachers.
1.9.7 The variables of attitude (towards teaching profession), burnout and self-concept will significantly contribute to the total variance in the mental health of secondary school teachers.
1.9.8 There exists no significant difference in the mental health of male and female secondary school teachers.
1.9.9 There exists no significant difference in the mental health of science and social science secondary school teachers.
1.9.10 There exists no significant difference in the mental health of government and private secondary school teachers.
1.9.11 There exists no significant difference in the mental health of secondary school teachers with varying teaching experience.
1.9.12 There exists no significant difference in the self-concept of secondary school teachers with good and poor mental health.
1.9.13 There exists no significant difference in the burnout of secondary school teachers with good and poor mental health.
1.9.14 There exists no significant difference in the attitude towards teaching profession of secondary school teachers with good and poor mental health.

1.10 DELIMITATIONS
1. The sample for the study has been delimited to the population of secondary school teachers working in govt. and private schools in Chandigarh.
2. It was not possible to involve whole of the population, so a sample of 480 secondary school teachers was raised by employing stratified random sampling technique.
3. The mental health of secondary school teachers was studied in relation to only three variables i.e. self-concept, burnout and attitude towards teaching profession.