# 9.0 A Study of Professional Competence and Mental Health of Primary and Upper Primary Level Teachers with Some Selected Variables


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***Abstract***

*Education is the pivot of development for any individual and society and it is the lifeblood of any nation's development. The future of any nation depends on the educational level achieved by it. Professional skills, professional efficiency and mental health provide the basis for increasing the effectiveness of education in the present time. A mentally healthy and professionally efficient teacher is capable of all-round development of the child. For the concept of all-round development by the New Education Policy 2020, it is very important for the teacher to be creative, creative, professional, life-skill-rich in the educational institutions from the basic level to the higher level. Keeping this in mind, for quality education in the present times, teacher-trainers should have professional competence and good mental health. It is conceptualized because a healthy mind resides in a healthy body. Basic education, also known as primary or elementary education, forms the initial phase of a child formal schooling journey. The sample for the study consisted of 100 primary teachers & 100 upper primary teachers of Basic Shiksha Parishad from Prayagraj district. Self-prepared professional efficiency scale and mental health scale created by Prof. S.P. Gupta are used as tool for the study. Mean, SD and t-test were computed for the analysis. The findings of the study revealed that gender, locality and stream have no significant effect on professional competence and mental health of primary & upper primary teachers of Basic Shiksha Parishad. However, locality does significant effect on the professional competence of upper primary teachers of Basic Shiksha Parishad from Prayagraj district.*



***Key Points****- Mental Health, Professional Efficiency, Teacher Training Institutes.*


## Background of the study

Education is derived from the root Shiksha, which means to learn or teach. The English word education is derived from the Latin word educatum which means to lead or bring out. It is clear; education is the process of progressing, developing and outward flowering of man. In conclusion, it can be said that the meaning of the word education is the process of all-round and complete development of the innate powers of a human being. Birth cycle, health cycle and death cycle are very important in a person's life. In fact, after birth till death i.e., throughout the life span, man keeps trying to achieve his objectives by being physically and mentally healthy. Undoubtedly, for the all-round development of a person, it is very important to have a healthy mind along with a healthy body. Mental health refers to the condition of a person's mind, brain or conscience functioning positively with its full potential.

It is very important to have professional efficiency in every profession. If he is not professionally efficient then he will be completely unsuccessful in discharging his duties. Professional competence is essential in an ideal and good teacher, because only when he is professionally proficient, he can effectively convey his subject to the students. Professional competence refers to that professional competence, which includes acquired knowledge and the ability to present high-level concepts. Professional competence refers to how effectively a person or organization uses the time and money required to produce products and services.

**Need and Importance of Study**

Environmental education is the art of behavior modification. All-round development of a person is done through education. Talking about education, it reflects the mental, social, professional efficiency of the person and it is based on it. Therefore, their contribution cannot be forgotten. Therefore, it is very important to understand the mental health and professional efficiency of the human resources related to the District Education and Training Institute. Understanding the importance of educational organization to raise the standard of living, economic, professional, skillful social development as well as raising facilities related to health education, to develop an understanding that strengthening of mental health and vocational efficiency is essential for lifelong prosperity and faith. By developing the utility and understanding of mental health and vocational efficiency, teachers and trainers and children in the society, who are the makers of the country's fortune, are made capable to live a responsible life in the society. From this point of view, there is a need to research the subject matter presented. The meaning, purpose, importance and benefits of reference literature have been described in the present chapter. Many research works have been done on the subject of mental health and professional competence in India, but very few researches have been done in relation to the study of mental health and professional competence of primary and upper primary level teachers. Therefore, due place should be given to mental health education and vocational education in educational training institutions and council schools, but still due place is not being found in education, especially in teaching training institutes and council schools, so a study has been done on the appropriate subject and its conclusions and educational implications have been drawn. As a result of the study of related literature, some research questions arose in the mind of the researcher, which are as follows-

- Does the professional competence is affected by the gender of teachers?
- Does the gender of teachers affect the mental health of teachers?
- Does professional competence and mental health training affect teachers' educational environment?
- Does a professionally skilled teacher have better mental health?
- If the mental health of a teacher is good, then his professional efficiency will also be good?

Keeping these few research questions in mind, the researcher decided to conduct a study on the subject of “A study of Professional competence and mental health of primary and upper primary school teachers with some selected variables”.

**Objectives**

1- To compare the professional competence of male and female teachers of primary level.
2- To compare the professional competence of rural and urban teachers of primary level.
3- To compare the professional competence of art and science teachers of primary level.
4- To compare the professional competence of male and female teachers of upper primary level.
5- To compare the professional competence of rural and urban teachers of upper primary level.
6- To compare the professional competence of art and science teachers of upper primary level.
7- To compare the mental health of male and female teachers of primary level.
8- To compare the mental health of rural and urban teachers of primary level.
9- To compare the mental health of art and science teachers of primary level.
10- To compare the mental health of male and female teachers of upper primary level.
11- To compare the mental health of rural and urban teachers of upper primary level.
12- To compare the mental health of art and science teachers of upper primary level.

**Hypotheses**

1. There is no significant difference in professional competence of male and female teachers of primary level.
2. There is no significant difference in professional competence of rural and urban teachers of primary level.
3. There is no significant difference in professional competence of art and science teachers of primary level.
4. There is no significant difference in professional competence of male and female teachers of upper primary level.
5. There is no significant difference in professional competence of rural and urban teachers of upper primary level.
6. There is no significant difference in professional competence of art and science teachers of upper primary level.
7. There is no significant difference in mental health of male and female teachers of primary level.
8. There is no significant difference in mental health of rural and urban teachers of primary level.
9. There is no significant difference in mental health of art and science teachers of primary level.
10. There is no significant difference in mental health of male and female teachers of upper primary level.
11. There is no significant difference in mental health of rural and urban teachers of upper primary level.
12. There is no significant difference in mental health of art and science teachers of upper primary level.

**Methodology**

In this study survey method was used covering empirical studies. For the present study randomly consisted of 200 basic teachers from the different primary & upper primary schools of Prayagraj district.

| Basic Teachers | Gender | | Locality | | Stream | |
|---|---|---|---|---|---|---|
| | Male | Female | Rural | Urban | Art | Science |
| **Primary Teachers** | 50 | 50 | 70 | 30 | 60 | 40 |
| **Upper primary Teachers** | 50 | 50 | 60 | 40 | 70 | 30 |

In the present study, the researcher has used the following two research tools for the collection of data-

i- Mental health scale created by S.P. Gupta and

ii- Professional efficiency scale created by self

The researcher applied mean, standard deviation and t-test type statistical technique for the analysis of data.

**Analysis of Data**

**Table 1-** Mean, S.D. and t-value of professional competence of male and female teachers of primary level

| S.No. | Group | Number | Mean | S.D. | t-value | Significant |
|---|---|---|---|---|---|---|
| **1.** | Male | 50 | 165.88 | 13.24 | 1.74 | Insignificant |
| **2.** | Female | 50 | 161.52 | 11.70 | | (Accepted) |

Hence above table show that, there is no significant difference in professional competence of male and female teachers of primary level.

**Table 2-** Mean, S.D. and t-value of professional competence of rural and urban teachers of primary level

| S.No. | Group | Number | Mean | S.D. | t-value | Significant |
|---|---|---|---|---|---|---|
| **1.** | Rural | 70 | 161.84 | 12.56 | 0.99 | Insignificant |
| **2.** | Urban | 30 | 164.93 | 14.90 | | (Accepted) |

Hence above table show that, there is no significant difference in professional competence of rural and urban teachers of primary level.

**Table 3-** Mean, S.D. and t-value of professional competence of art and science teachers of primary level

| S.No. | Group | Number | Mean | S.D. | t-value | Significant |
|---|---|---|---|---|---|---|
| **1.** | Art | 60 | 162.17 | 15.28 | 0.40 | Insignificant |
| **2.** | Science | 40 | 163.30 | 12.68 | | (Accepted) |

Hence above table show that, there is no significant difference in professional competence of art and science teachers of primary level.

**Table 4-** Mean, S.D. and t-value of professional competence of male and female teachers of upper primary level

| S.No. | Group | Number | Mean | S.D. | t-value | Significant |
|---|---|---|---|---|---|---|
| **1.** | Male | 50 | 163.76 | 12.86 | 0.92 | Insignificant |
| **2.** | Female | 50 | 160.94 | 17.35 | | (Accepted) |

Hence above table show that, there is no significant difference in professional competence of male and female teachers of upper primary level.

**Table 5-** Mean, S.D. and t-value of professional competence of rural and urban teachers of upper primary level

| S.No. | Group | Number | Mean | S.D. | t-value | Significant |
|---|---|---|---|---|---|---|
| **1.** | Rural | 60 | 156.82 | 13.72 | 2.21 | Significant |
| **2.** | Urban | 40 | 162.53 | 11.90 | | (Rejected) |

Hence above table show that, there is significant difference in professional competence of rural and urban teachers of upper primary level.

**Table 6-** Mean, S.D. and t-value of professional competence of art and science teachers of upper primary level

| S.No. | Group | Number | Mean | S.D. | t-value | Significant |
|---|---|---|---|---|---|---|
| **1.** | Art | 70 | 164.29 | 13.21 | 0.09 | Insignificant |
| **2.** | Science | 30 | 163.97 | 16.48 | | (Accepted) |

Hence above table show that, there is no significant difference in professional competence of art and science teachers of upper primary level.

**Table 7-** Mean, S.D. and t-value of mental health of male and female teachers of primary level

| S.No. | Group | Number | Mean | S.D. | t-value | Significant |
|---|---|---|---|---|---|---|
| **1.** | Male | 50 | 210.94 | 19.06 | 1.04 | Insignificant |
| **2.** | Female | 50 | 206.46 | 23.58 | | (Accepted) |

Hence above table show that, there is no significant difference in mental health of male and female teachers of primary level.

**Table 8-** Mean, S.D. and t-value of mental health of rural and urban teachers of primary level

| S.No. | Group | Number | Mean | S.D. | t-value | Significant |
|---|---|---|---|---|---|---|
| **1.** | Rural | 70 | 204.99 | 23.68 | 1.08 | Insignificant |
| **2.** | Urban | 30 | 199.86 | 20.82 | | (Accepted) |

Hence above table show that, there is no significant difference in mental health of rural and urban teachers of primary level.

**Table 9-** Mean, S.D. and t-value of mental health of art and science teachers of primary level

| S.No. | Group | Number | Mean | S.D. | t-value | Significant |
|---|---|---|---|---|---|---|
| **1.** | Art | 60 | 201.47 | 25.02 | 1.46 | Insignificant |
| **2.** | Science | 40 | 208.43 | 22.24 | | (Accepted) |

Hence above table show that, there is no significant difference in mental health of art and science teachers of primary level.

**Table 10-** Mean, S.D. and t-value of mental health of male and female teachers of upper primary level

| S.No. | Group | Number | Mean | S.D. | t-value | Significant |
|---|---|---|---|---|---|---|
| **1.** | Male | 50 | 209.42 | 21.60 | 1.17 | Insignificant |
| **2.** | Female | 50 | 204.20 | 22.87 | | (Accepted) |

Hence above table show that, there is no significant difference in mental health of male and female teachers of upper primary level.

**Table 11-** Mean, S.D. and t-value of mental health of rural and urban teachers of upper primary level

| S.No. | Group | Number | Mean | S.D. | t-value | Significant |
|---|---|---|---|---|---|---|
| **1.** | Rural | 60 | 205.28 | 20.61 | 0.77 | Insignificant |
| **2.** | Urban | 40 | 208.75 | 22.99 | | (Accepted) |

Hence above table show that, there is no significant difference in mental health of rural and urban teachers of upper primary level.

**Table 12-** Mean, S.D. and t-value of mental health of art and science teachers of upper primary level

| S.No. | Group | Number | Mean | S.D. | t-value | Significant |
|---|---|---|---|---|---|---|
| **1.** | Art | 70 | 206.83 | 22.74 | 0.16 | Insignificant |
| **2.** | Science | 30 | 207.67 | 24.08 | | (Accepted) |

Hence above table show that, there is no significant difference in mental health of art and science teachers of upper primary level.

**Finding**

1- The calculated t-value 1.74 is lower than the tabulated value 1.98 for the df=98, so it is no significant at 0.05 level. Thus the null hypothesis is accepted. It means that, there is no significant difference in professional competence of male and female teachers of primary level.

2- The calculated t-value 0.99 is lower than the tabulated value 1.98 for the df=98, so it is no significant at 0.05 level. Thus the null hypothesis is accepted. It means that, there is no significant difference in professional competence of rural and urban teachers of primary level.

3- The calculated t-value 0.40 is lower than the tabulated value 1.98 for the df=98, so it is no significant at 0.05 level. Thus the null hypothesis is accepted. It means that, there is no significant difference in professional competence of Arts and Science teachers of primary level.
4- The calculated t-value 0.92 is lower than the tabulated value 1.98 for the df=98, so it is no significant at 0.05 level. Thus the null hypothesis is accepted. It means that, there is no significant difference in professional competence of male and female teachers of upper primary level.
5- The calculated t-value 2.21 is greater than the tabulated value 1.98 for the df=98, so it is significant at 0.05 level. Thus the null hypothesis is rejected. It means that, there is significant difference in professional competence of rural and urban teachers of upper primary level.
6- The calculated t-value 0.09 is lower than the tabulated value 1.98 for the df=98, so it is no significant at 0.05 level. Thus the null hypothesis is accepted. It means that, there is no significant difference in professional competence of Arts and Science teachers of upper primary level.
7- The calculated t-value 1.04 is lower than the tabulated value 1.98 for the df=98, so it is no significant at 0.05 level. Thus the null hypothesis is accepted. It means that, there is no significant difference in mental health of male and female teachers of primary level.
8- The calculated t-value 1.08 is lower than the tabulated value 1.98 for the df=98, so it is no significant at 0.05 level. Thus the null hypothesis is accepted. It means that, there is no significant difference in mental health of rural and urban teachers of primary level.
9- The calculated t-value 1.46 is lower than the tabulated value 1.98 for the df=98, so it is no significant at 0.05 level. Thus the null hypothesis is accepted. It means that, there is no significant difference in mental health of Arts and Science teachers of primary level.
10- The calculated t-value 1.17 is lower than the tabulated value 1.98 for the df=98, so it is no significant at 0.05 level. Thus the null hypothesis is accepted. It means that, there is no significant difference in mental health of male and female teachers of upper primary level.
11- The calculated t-value 0.77 is lower than the tabulated value 1.98 for the df=98, so it is no significant at 0.05 level. Thus the null hypothesis is accepted. It means that, there is no significant difference in mental health of rural and urban teachers of upper primary level.
12- The calculated t-value 0.16 is lower than the tabulated value 1.98 for the df=98, so it is no significant at 0.05 level. Thus the null hypothesis is accepted. It means that, there is no significant difference in mental health of Arts and Science teachers of upper primary level.

## Conclusion

The findings of the study revealed that gender, locality and stream have no significant effect on professional competence and mental health of primary & upper primary teachers of Basic Shiksha Parishad. However, locality does significant effect on the professional competence of upper primary teachers of Basic Shiksha Parishad from Prayagraj district. The usefulness of

mental health science remains in every moment of life in direct and indirect from educational, social and moral point of view. If a person is mentally healthy then only he can be expected to follow moral and humane behavior because the behavior of a person who is mentally unwell will not be balanced. A person can also suffer from mental diseases due to social neglect because society is made up of individuals. If a person has mental knowledge, then only he will be able to keep the systems and traditions of the society healthy, in this way mental health is very useful for the society. For the smooth functioning of the school institution, it is very important for the teacher to have managerial skills. An efficient teacher is required to run everything smoothly from prayer meeting to teaching work in the classroom. Good education in schools is possible only because of good teacher discipline and systematic management. Along with teaching work, teachers transmit social values to children. Training to welcome guests and behave appropriately towards them in school festivals is taught by teachers only. Healthy competition in sports, respect for ideals towards captain, equality, sense of brotherhood, adoption of democratic values are learned in schools. It is the duty of the teachers to inculcate a sense of responsibility in cleanliness, social service, participation of self and characters in group activities. Not only this, they also contribute in other tasks related to management in the work of the office. For the efficient organization and management of various activities of an educational institution, it is the responsibility of an efficient teacher-teacher to organize and conduct many activities, from making a time-table to classroom management. Therefore, it is imperative for teachers to be proficient in school management skills, which are learned through practical school training.

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