

A STUDY ON MENTAL HEALTH OF HIGH SCHOOL TEACHERS IN RELATION TO THEIR ORGANIZATIONAL CLIMATE

Dr. T. Sivasakthi Rajammal

Abstract

Education is seen as a powerful tool for quick and efficient development that can significantly raise people's standard of life, prosperity, and security. It is crucial for the advancement of both individuals and society. Teaching is a dynamic profession. It opens up a world of information, experience, education, and knowledge. The word "mental health" is used globally to describe the state of an individual that develops from the regular arrangement and operation of his mind. The mental structure of organizations and its subunits is commonly referred to as the "organizational climate". And so, the need is felt by the investigator to do this study. Using a stratified random selection technique, the researcher chose 304 high school teachers who work for the government, government-aided, and management high schools. For the study, the researcher opted to utilize the survey method. The formulated hypotheses and objectives were tested using appropriate statistical technique 't' test, One-way Anova and Pearson Correlation Coefficient test.

Keywords: Education, Mental Health, Teachers, Organizational Climate, High School, Research.

INTRODUCTION

Mental health is a condition of well-being in which a person recognizes their own potential, is able to manage everyday difficulties, works effectively and efficiently, and can contribute to their community. In order to create an environment that is favourable for the entire teaching and learning process, a school's organizational climate is crucial. High School Teachers need good organizational climate to maintain their mental health in their working climate.

NEED OF THE STUDY

Every student's experience is influenced by the emotional climate in the classroom. The teacher's emotional stability has an impact on that environment. Any student who cooperates with a teacher who suffers

from personal mental health issues may suffer as a result. Mental health issues can be caused by a wide range of reasons and courses. Finding strategies to support teachers who are experiencing emotional difficulties is crucial. *Organizational climate determines the work environment in which the teachers feel satisfied or dissatisfied.* Because of its consequences for instructional practices, student academic achievement, and teaching effectiveness has gradually acquired importance in school psychology research. Hence, a need is felt on investigate the study on Mental Health of High School Teachers in relation to their Organizational Climate.

REVIEW OF RELATED LITERATURE

Puteri Farahdiana Megat Suhaim and et al. (2024) investigated on Organizational Climate and Psychological Well-Being of Secondary School Teachers. This study aims to ascertain the association between Kuala Selangor secondary school teachers' psychological well-being and organisational climate. This study used a quantitative method, utilizing the Organizational Climate Index (OCI) and Psychological Well-Being Scale (PWBS). Using purposive sampling, the data was conducted among 199 secondary school teachers in Kuala Selangor. Using Spearman's rank correlation analysis, the study found a relationship between organisational climate and psychological well-being among secondary school teachers. As a result, secondary school teachers' psychological wellbeing is greatly impacted by their workplace culture. The findings also indicated that there were no noteworthy variations in the psychological well-being and organisational climate according to job experience or gender.

Hui-Wen Vivian Tang and Lynne Lee (2021) investigated on Developing an Organizational Climate Diagnostic Instrument for Junior High Schools in Taiwan. The study was designed as a linked two-phase investigation, aiming to psychometrically develop and validate a Chinese version of the "Organizational Climate Diagnostic Instrument for Junior High Schools" (OCDI-JH) for use in Taiwan. The data were collected from two

separate samples of 287 junior high school principals/teachers/administrators for exploratory factor analysis (EFA) and 295 for confirmatory factor analysis (CFA), which were performed to scrutinize the psychometric properties of the OCDI-JH comprising 22 items clustered under five dimensions of (a) Safety (three items), (b) Academic (three items), (c) Relationships (seven items), (d) Institutional Environment (five items), and (e) Leadership (four items). Focusing explicitly on contextually specific evaluation that facilitate school improvement, the OCDI-JH offers promise as a robust school climate diagnostic appraisal with practical implications for improving school effectiveness and implications for future research directions.

Padmi Dhyah Yulianti and et al. (2021) investigated on Mental Healthy Literacy of Teachers: a Systematic Literature Review. This research aims to find out the mental health literacy operational definition and the urgency of the mental health literacy of the teachers. This research applied for a systematic literature review from five search engines. They were Springerlink, Science Direct, Jstor, Eric, and Pubmed. From the systematic review, seven articles were obtained. An expanding concept of mental health definition was found from the initial concept proposed by Jorm. Clear concept definition influenced the measurement. Teachers must be aware of mental health literacy because they are the first lines to identify mental health problems of the learners, mostly found in 12 - 25 years-old

learners. Low teacher literacy at school about mental health problems experienced by learners led to serious impacts for them.

OBJECTIVES

1. To find out whether there is any significant difference in mental health and organizational climate of high school teachers in respect to
 - Gender
 - Locality
 - Type of Institution
2. To find out whether there is any significant relationship between mental health and organizational climate of high school teachers.

HYPOTHESIS OF THE STUDY

1. There is no significant difference between male and female high school teachers with respect to their mental health and organizational climate.
2. There is no significant difference between rural and urban locale high school teachers with respect to their mental health and organizational climate.
3. There is no significant difference between high school teachers working in type of institution (Government/

Government Aided/ Management) with respect to their mental health and organizational climate.

4. There is no significant relationship between organizational climate and mental health of high school teachers.

METHODOLOGY

In this present study the researcher has employed the normative survey method to analyses the mental health of high school teachers in relation to their organizational climate. The data were collected in the high schools situated at Chennai district. Keeping in view the aim of the study 304 high school teachers was randomly selected. Data were collected from high school teachers belonging to government, government aided and management high schools in Tamil Nadu. The formulated hypotheses and objectives were tested using appropriate statistical technique 't' test, One-way Anova and Pearson Correlation Coefficient test.

TESTING OF HYPOTHESES

Hypothesis 1: There is no significant difference between male and female high school teachers with respect to their mental health and organizational climate.

Table 1 Illustrating the Significance of the Mean Difference in Mental Health and Organizational Climate between Male and Female High School Teachers

Variables	Gender	N	Mean	Standard Deviation	t - value	LOS
Mental Health	Male	100	106.21	9.818	0.997	NS
	Female	204	107.40	9.618		
Organizational Climate	Male	100	63.08	4.084	0.855	NS
	Female	204	63.50	3.746		

*LOS- Level of Significance, NS – Not Significant.

Table 1 indicates that the obtained t-value is less than the table value at the 0.05 level. It is also observed that there is no significant difference between male and female high school teachers in respect of their Mental Health and Organizational Climate. Therefore, the null hypothesis, that there is no significant difference

between male and female high school teachers in respect of their Mental Health and Organizational Climate is accepted.

Hypothesis 2: There is no significant difference between rural and urban locale high school teachers with respect to their mental health and organizational climate.

Table 2 Illustrating the Significance of the Mean Difference in Mental Health and Organizational Climate Between Rural and Urban Locale High School Teachers

Variables	Locality	N	Mean	Std. Deviation	t – value	LOS
Mental Health	Rural	89	102.90	9.327	4.940	0.01
	Urban	215	108.71	9.332		
Organizational Climate	Rural	89	63.88	3.460	1.602	NS
	Urban	215	63.14	4.000		

*LOS- Level of Significance, NS – Not Significant.

From the table 2, it is inferred that obtained t - value is significant at 1% level, there is significance difference between rural and urban locale high school teachers in respect of their mental health. Based on mean score, the urban locale high school teachers have better mental health than rural locale high school teachers. Hence, the formulated hypothesis that there will be no significant difference between rural and urban locale high school teachers in respect of their mental health is not accepted.

From table 2, it is inferred that obtained t - value is lesser than the table value at 0.05 level. It is also observed that there is no significant difference between rural and urban locale high school teachers in respect of their organizational climate. Therefore, the null hypothesis, that there is

no significant difference between rural and urban locale high school teachers in respect of their organizational climate is accepted.

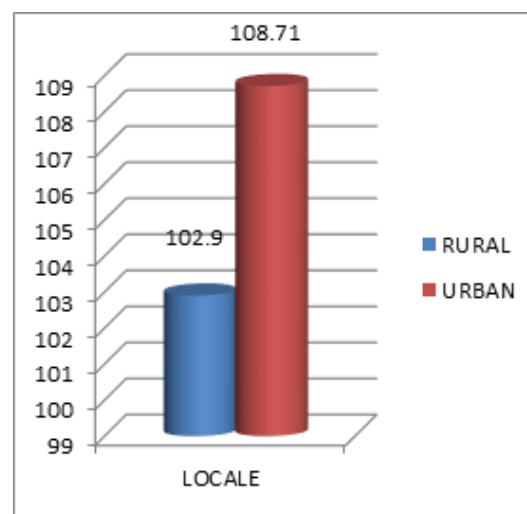


Figure 1 Significant difference between Rural and Urban Locale high school teachers in respect of their Mental Health

Hypothesis 3: There is no significant difference between high school teachers working in type of institution

(Government /Government Aided/ Management) with respect to their mental health and organizational climate.

Table 3 Showing the Significance of Mean Difference between High School Teachers Working in Type of Institution (Government/Government Aided/ Management) in Respect of their Mental Health and Organizational Climate

Variables	Type of Institution	N	Mean	Std. Deviation	F – ratio	LOS
Mental Health	Government (1)	89	102.09	9.955	98.449	0.01
	Government- aided (2)	98	102.30	8.084		
	Management (3)	117	114.69	4.274		
	Total	304	107.01	9.684		
Organizational Climate	Government (1)	89	64.81	3.236	21.577	0.01
	Government- aided (2)	98	64.05	3.047		
	Management (3)	117	61.68	4.279		
	Total	304	63.36	3.859		

From the table 3, F-ratio calculated for the Mental health of high school teachers working in Type of Institution (Government/ Government Aided/ Management) reveal that high school teachers working in Type of Institution differ significantly in their Mental health. Further, analysis of difference based on high school teachers working in Type of Institution reveal that Mental health of high school teachers working in Management Schools differed significantly from high school teachers working in

Government-aided Schools and high school teachers working in Government Schools. It is further inferred that high school teachers working in Management Schools had exhibited high level of Mental health followed by high school teachers working in Government-aided Schools and then by high school teachers working in Government Schools.

Hence, the formulated hypothesis there will be no significant difference between high school teachers working in Type of Institution (Government/ Government

Aided/ Management) in respect of their Mental Health is not accepted.

From the table 3, F-ratio calculated for the Organizational Climate of high school teachers working in Type of Institution (Government/ Government Aided/ Management) reveal that high school teachers working in Type of Institution differ significantly in their Organizational Climate. Further, analysis of difference based on high school teachers working in Type of Institution reveal that Organizational Climate of high school teachers working in Government Schools differed significantly from high school teachers working in Government-aided Schools and high school teachers working in Management Schools. It is further inferred that high school teachers working in Government Schools had exhibited high level of Organizational Climate followed by high school teachers working in Government-aided Schools and then by high school teachers working in Management Schools.

Hence, the formulated hypothesis there will be no significant difference between high school teachers working in Type of Institution (Government/ Government Aided/ Management) in respect of their Organizational Climate is not accepted.

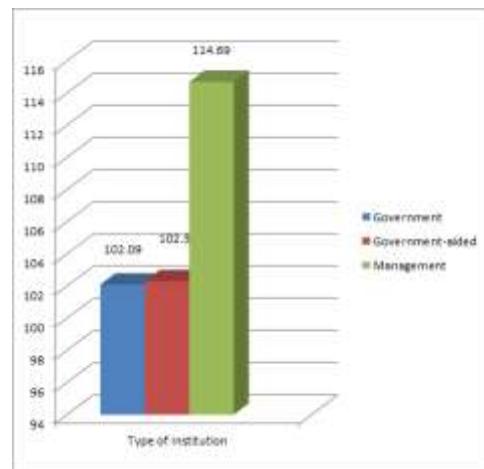


Figure 2 Significant difference in Mental Health of High School Teachers Working in Type of Institution (Government/Government Aided/ Management)

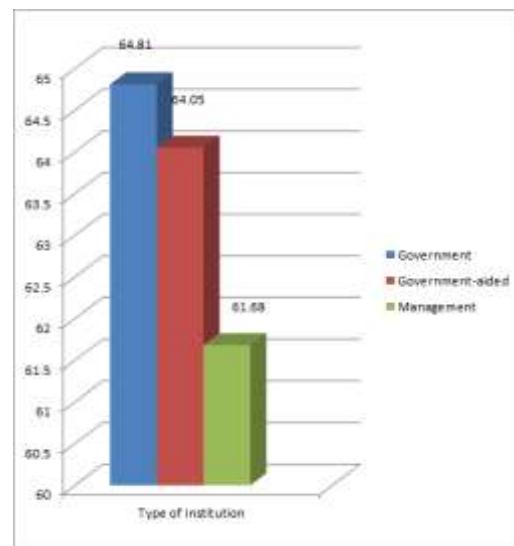


Figure 3 Significant difference in Organizational Climate of High School Teachers Working in Type of Institution (Government/Government Aided/ Management)

Hypothesis 4: There is no significant relationship between organizational climate and mental health of high school teachers.

Table 4 Showing Pearson Correlation Coefficient of Relationship between Mental Health and Organizational Climate of High School Teachers

Variables	Correlation Coefficient	P value	LOS
Mental Health and Organizational Climate	0.181	0.002 **	0.01

****highly significant at 1%**

The null hypothesis is rejected based on Table 4's calculated correlation coefficient value, which is significant at the 1% level. Thus, there is a strong correlation between high school teachers' organizational climate and mental health. Based on correlation coefficient value of 0.181.

EDUCATIONAL IMPLICATION

From the findings of the study, the investigator suggests some educational implications are:

- The school management has to organize seminars or conference for high school teachers to improve their mental health and skills in this modern world.
- Need to provide some counselling session for the high school teachers to manage their organizational climate and mental health.
- Organize week end training courses for the high school teachers to improve their teaching and learning skills to maintain good organizational climate in the competitive world.

- Organize some workshops for high school teachers with the innovative educational applications to create exciting classroom climate.
- Create an opportunity for high school teachers to apply innovative ideas in their smart classrooms or in the computer laboratory.

CONCLUSION

The mental health of high school teachers is intricately linked to the organizational climate of their schools. By prioritizing the creation of positive and supportive school environments, educational institutions can play a crucial role in promoting the well-being and effectiveness of their teachers.

REFERENCES

1. Claudia Palma-Vasquez and et.al. (2021). Mental Health of Teachers Who Have Teleworked Due to COVID-19. European Journal of Investigation in Health, Psychology and Education. <https://doi.org/10.3390/ejihpe1102003> 7. Page: 515–528.
2. Hui-Wen Vivian Tang and Lynne Lee. (2021). Developing an Organizational Climate Diagnostic Instrument for Junior High Schools in Taiwan. SAGE Open Publication. Page: 1-15. <https://doi.org/10.1177/2158244021989267>.
3. Padmi Dhyah Yulianti and et.al. (2021). Mental Healthy Literacy of Teachers: a Systematic Literature Review. Journal of Educational, Health

and Community Psychology. Volume 10, No 2, E-ISSN 2460-8467.

4. Anabelie V. Valdez and et.al. (2019). School Organizational Climate and Job Satisfaction of MSU Junior High School Teachers. International Journal of Science and Management Studies (IJSMS). Volume: 02 Issue: 01. E-ISSN: 2581-5946. Page: 92-99.

5. Anthony F Jorm and et.al. (2010). Mental health first aid training for high school teachers: a cluster randomized trial. BMC Psychiatry. <http://www.biomedcentral.com/1471-244X/10/51>. Page: 1-12.

Dr. T. Sivasakthi Rajammal

Assistant Professor

Department of Educational Psychology
Tamil Nadu Teachers Education University
Chennai