

Mental Health Problems Among Pre Service Teachers During Covid-19

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Abstract

In this research paper research has discussed the mental health issue among pre-service teachers. Researcher has administrated mental health inventory on 549 Pre-service teachers. Researcher has computed percentile rank and t-test for testing null hypothesis. Major findings of the study female pre service teachers having more mental health related problems comparing to male pre service teachers.

Key Word: Mental Health, Pre-Service Teachers, Gender, Family Type, Stream

1. INTRODUCTION

Mental Health is a major concern in this COVID-19 pandemic time. All we know is that students have suffered more in this pandemic. All Educational accepted online mode for teaching during this time. So students have to remain online over a long duration. In a traditional classroom environment they interact with each other. Emotional aspects and social aspects of the students can be developed.

Mental health is determined by the inter-relationship of physical, environment, social and psychological factors and is an integral part of the every child's health development an imbalance between one or more of this factor can lead to a child who experiences mental health issues that interfere with the child's ability to successfully complete his/her development into a healthy productive adults issues that children encounter can create an imbalance include peer bullying, victimization, youth violence, suicide, child abuse or neglect, family violence, mental illness and barriers to mental health care.

Mental health and education are closely related to each other. For any type of education mental health should be the first

and foremost condition. If children are not having sound mental health, they cannot concentrate in learning and retain the knowledge received in the classroom. Learning is dependent on sound health. Healthy children have a desire to acquire more and more information and skills that will give them better control over their environment. Factors such as gender, homework time, school time, pre-existing mental health issues, and therapy did not have a significant influence on mental health degradation. (Rao & Rao, 2011). Students suffer severely from the pandemic-related social restriction. In respect to future pandemic outbreaks or other crises leading to social isolation, the dramatic consequences of social lockdowns should be taken into account. Under pandemic conditions, we especially should support persons lacking social networks. Student's main complaint is that they feel loneliness and depression, and lack of recognition for their specific academic and life situation during the pandemic. (Holm, R et al, 2021.) Due to the long-lasting pandemic situation and onerous measures such as lockdown and stay-at-home orders, the COVID-19 pandemic brings negative impacts on

higher education. The findings of our study highlight the urgent need to develop interventions and preventive strategies to address the mental health of college students. (Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F., 2020)

The majority of students returned to school in person. Students reported moderate and equal concern for their health, family confinement, and maintaining social contact. Student stress levels were also above critical thresholds for 25% of the sample, and females and older adolescents (age 15–18 years) generally reported higher stress indicators as compared to males and younger (age 12–14 years) adolescents. (Schwartz, K. D, et al, 2021)

A majority found it harder to complete the semester at home, especially among those who had strained relationships with family. Seventy percent spent time during the pandemic watching television shows or movies. First-generation students were more likely to take a gap year or time off from school. (Lee, J., Solomon, M., Stead, T., Kwon, B., & Ganti, L., (2021).

People are experiencing common mental disorders, due to lockdown and the prevailing COVID-19 pandemic. So there is a need for expanding mental health services to everyone in the society during this pandemic situation. (Grover, S et al, 2020). There is a very high fear of COVID-19 among students, along with anxiety and depression symptoms. (Chaudhary, A. P., Sonar, N. S., Tr, J., Banerjee, M., & Yadav, S, 2021). Students feel more anxiety how to deal this COVID-19. During the pandemic, students' mental health needs to be continually monitored as they are stressed owing to fear as well as about their studies and future careers. Students were generally stressed during lockdown and the pandemic. (Chhetri, B., Goyal, L. M., Mittal, M., & Battineni, G, (2021).

Being female, staying at home, history of medical illness, and poor and moderate social support increased the risk of depression. Not living with their parents, relatives got corona virus and low family income were risk factors for anxiety. Moreover, substance use, depression, anxiety, and poor social support were increasing the risk of stress among university students. (Aylie NS, Mekonen MA, Mekuria RM., 2020). College students bear a disproportionate burden of mental health problems worldwide, with females having higher anxiety and depression levels than males. This study's findings underscore the need to develop appropriate public health interventions to address college students' emotional and psychosocial needs (Batra, K., Sharma, M., Batra, R., Singh, T. P., & Schvaneveldt, N. ,2021). The uncertainty due to COVID-19 caused major psychological problems such as anxiety, depression, stress, uncontrolled fear, and significant lifestyle changes. It has affected the world economy and also changed the education and learning process. (Alex J, Choudhary GN, 2022)

If these situations remain the same than long time mental health related problem become very serious. Prior parent/peer relationships were protective factors, while long-term health or emotional problems were risk factors. Porter, C., Favara et al., 2021). The COVID-19 pandemic appears to negatively affect the mental health of the undergraduate medical students with the prevalence and levels of anxiety and stress being increased, and depression symptoms remaining unaltered. Addressing and mitigating the negative effect of COVID-19 on the mental health. (Saraswathi I, Saikarthik J, Senthil Kumar K, Madhan Srinivasan K, Ardhanaari M, Gunapriya R., 2020.)

Preliminary outcomes indicate that although pre-service teachers are effective

in using instructional technology tools to articulate the status of their health and well-being, not all pre service teachers chose to engage in course activities, highlighting that the most vulnerable pre-service educators need additional support during COVID-19 teaching and learning. Implications for pre service and in-service teacher education are discussed (Roman,T, 2020). Need to better normalize mental healthcare, the demand pre-service teachers face preparing for a helping profession, and the importance of providing an environment in which care and self-care can be better developed. Ressler, M. B., Apantenco, C., Wexler, L., & King, K., 2022).

Teachers who had previous training and experience with online teaching presented lower levels of distress, perceived stress as well as higher levels of life satisfaction. The most used coping strategies included seeking social support, exercising, and engaging in leisure activities. (Hidalgo-Andrade, P., Hermosa-Bosano, C., & Paz, C, 2021). Women show significantly more symptoms of stress and anxiety than men, those who have children have more depressive symptoms than those who do not, and people with chronic pathology or those who live with others with chronic pathology have more stress, anxiety and depression. (Santamaría, M., Mondragon, N., Santxo, N., & Ozamiz-Etxebarria, N. (2021).

Objectives

The objectives of the research are as under.

- To establish the level of mental health of Pre-Service Teachers

- To study the effect of gender on the mental health of Pre-Service Teachers
- To study the effect of family type on the mental health of Pre-Service Teachers
- To study the effect Stream on the mental health of Pre-Service Teachers

Research Methodology

The present study is concerned; it comes under the preview of the survey method.

Population

In the present study B.Ed. Pre Service Teachers of Gujarat University affiliated college of the academic year 2020-2022 was the population of the study.

Sample Selection

Gujarat University has 53 affiliated colleges of Ahmedabad and Gandhinagar districts. Researchers have selected the Pre Service Teachers by cluster sampling technique sample size was 549. Total 192 male and 357 females were selected in the sample.

Research Tool

Researchers have used a mental health measurement scale developed and standardized by Dr.R.S.Patel. In this scale there are 40 statements regarding mental health. This scale can be used for students above 14 years of age students. Students have to give a response on a five point rating scale "Totally agree", "Agree", "Neutral" , "Disagree" and "Totally Disagree".

This scale has statements of different eight sections and a detail of this section is given in below table-1.

Table-1 Details of Statement of Mental Health Scale and its section

Sr.No.	Section	Numbers of Statement	Order in Scale
1	Self- Belief	5	1,9,16,24,33
2	Self-Evaluation	5	2,10,17,25,34
3	Confidence	5	3,11,18,26,35
4	Protection awareness	5	4,12,19,27,36
5	Adjustment	5	5,13,20,28,37
6	Stress and Emotions	5	6,14,21,29,38
7	Good Mental health	5	7,15,22,30,39
8	Life satisfaction	5	8,16,23,31,40
	Total	40	

2. RESULT AND DISCUSSION

Levels of total sample

Researcher finds out the three levels and numbers of the total sample and their percentage. The details of this are given in table-2.

Table-2 Details of levels of total sample

Level	Class limit	Value	Numbers of Students	Percentage
High	Above P ₇₅	Above 154	133	24.23

Medium	P ₂₅ to P ₇₅	140-154	281	51.18
Low	Below P ₂₅	Below 140	135	24.59
Total			549	100.00

In above table-2. 133 Pre Service Teachers having high mental health level which is 24.23% of total sample, same way 135 Pre Service Teachers having low mental health which is 24.59% of total sample and 281 Pre Service Teachers have medium mental health which is 51.18% of total sample. So we can say that most of the Pre Service

Teachers have a medium level of mental health.

HO₁ There is no significant difference between the mean scores of the mental health male and female Pre-Service Teachers

Table-3 Statistics of mental health score of male and female Pre Service Teachers

Variable	N	Mean	SD	SEd	t	Remarks
Male	192	143.12	7.56	0.83784	7.26873	Significance
Female	357	149.21	10.2			

In above table-3, the mean value of mental health score of male Pre Service Teachers is 143.12 and female is 149.21. The SD value of male and female is 10.2 and 7.56 respectively. SEd value is 0.83784 and calculated t-value is 7.269 which is higher than its tabulated value at 0.01 level 2.58. So the null hypothesis is not accepted. It means there is a significant difference between the mean score of mental health measurement scale of male and female Pre Service Teachers. Female teacher trainees have mental health related problems during this COVID-19 pandemic situation. Female students have more stress during

this pandemic. (Aylie NS, Mekonen MA, Mekuria RM. 2020). Female having higher anxiety and depression. (Batra, K., Sharma, M., Batra, R., Singh, T. P., & Schvaneveldt, N. (2021). Women show significantly more symptoms of stress and anxiety than men. (Santamaría, M., Mondragon, N., Santxo, N., & Ozamiz-Etxebarria, N. (2021).

HO₂ There is no significant difference between the mean scores of the mental health of having nuclear family and joint Family Pre Service Teachers.

Table-4 Statistics of mental health score of having Joint and nuclear family Pre Service Teachers

Variable	N	Mean	SD	SEd	t	Remarks
Joint family	179	145.32	12.83	1.07324	2.96298	Significance
Nuclear family	370	148.5	9.27			

In above table-4, the mean value of mental health score of joint family trainees is 145.32 and nuclear family trainee is 148.5. The SD value of both is 12.83 and 9.27 respectively. SEd value is 1.07324 and calculated t-value is 1.98 which is more than its tabulated value at 0.01 levels 2.58. So the null hypothesis is not accepted. It means there is a significant difference between the mean score of mental health

measurement scale of joint and nuclear family Pre Service Teachers. With the help of means we can say that those Pre Service Teachers have a joint family and have very good mental health compared to having nuclear family B.Ed. trainee.

HO₃ There is no significant difference between the mean scores of the mental health of Science and Arts stream Pre Service Teachers.

Table-5 Statistics of mental health score science and arts stream Pre Service Teachers

Variable	N	Mean	SD	SEd	t
Science	173	146.25	10.26	1.14	0.01
Arts	170	146.32	10.82		

In above table-5, the mean value of mental health score of science stream trainee is 146.25 and arts trainee is 146.32. The SD values of both are 10.26 and 10.82 respectively. SEd value is 1.14 and calculated t-value is 0.01 which is less than its tabulated value at 0.05 level 1.96. So null hypothesis is accepted. It means

there is no significance difference between the mean score of mental health measurement scale of science and art stream Pre Service Teachers.

HO₄ There is no significant difference between the mean scores of the mental health of Science and Commerce stream Pre Service Teachers.

Table-6 Statistics of mental health score science and commerce stream Pre Service Teachers

Variable	N	Mean	SD	SEd	t
Science	173	146.25	10.26	1.10	0.20

Commerce	206	148.27	11.17		
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In above table-6, the mean value of mental health score of science stream trainee is 146.25 and commerce stream trainee is 148.27. The SD value of both is 10.26 and 11.17 respectively. SEd value is 1.10 and calculated t-value is 0.20 which is less than its tabulated value at 0.05 level 1.96. So null hypothesis is accepted. It means

there is no significance difference between the mean score of mental health measurement scale of science and commerce stream Pre Service Teachers.

HO₅ There is no significant difference between the mean scores of the mental health of Arts and Commerce stream Pre Service Teachers.

Table-7 Statistics of mental health score arts and commerce stream Pre Service Teachers

Variable	N	Mean	SD	SEd	t
Arts	170	146.32	10.82	1.14	0.18
Commerce	206	148.27	11.17		

In above table-7 the mean value of mental health score of arts stream trainee is 146.32 and commerce stream trainee is 148.27. The SD values of both are 10.82 and 11.17 respectively. SEd value is 1.14 and calculated t-value is 0.18 which is less than its tabulated value at 0.05 level 1.96. So null hypothesis is accepted. It means there is no significance difference between the mean score of mental health measurement scale of arts and commerce stream Pre Service Teachers.

3. CONCLUSION

During this pandemic mostly all the students at each level are facing mental health related problems. Government and educational institutes who provide teacher training to the pre-service teacher should arrange the kind of program so mental health related problems can be solved. We all know that pandemic affects everyone's life in some manner. Pre Service teachers are future society and nation builders so

the government should take initiatives for mental health related programs.

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