

Quality of life and mental health among High School Teachers

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Abstract

The primary aim of the present research was to study the Quality of life and mental health among High School Teachers. Further the study was conducted to explore the relationship between Quality of life and mental health among High School Teachers. And also find out the difference between male and female regarding Quality of life and mental health. For this purpose a sample comprising of 60 High School Teachers was selected randomly from kolhapur city, Maharashtra. The results indicate there were significance difference among Male and Female in regard with Quality of life and mental health. Further the results show that there was significant relationship between the Quality of life and mental health of High School Teachers.

Keywords - Quality of life, mental health, High School Teachers,

1) Quality of life

Quality of life, which has gained prominence in social research study since the 1970s, is a broad concept concerned with overall well-being within society. Its aim is to enable people, as far as possible, to achieve their goals and choose their ideal lifestyle. In that sense, the quality of life concept goes beyond the living conditions approach, which tends to focus on the material resources available to individuals. Three major characteristics are associated with the quality of life concept (Fahey, Nolan and Whelan, 2003):

1. Quality of life refers to **individuals' life situations**. The concept requires a micro perspective, where the conditions and perceptions of individuals play a key role. Macroscopic features relating to the economic and social situation of a society are important for putting the findings at individual level into their proper context, but they do not take centre stage.

2. Quality of life is a **multi-dimensional concept**. As noted above, the notion of quality and the consideration of several areas of life broaden the narrower focus on income and material conditions which prevails in other approaches. Multi-dimensionality not only requires the description of several life domains, but emphasises the interplay between domains as this contributes to quality of life.

3. Quality of life is measured by **objective as well as subjective indicators**. Subjective and attitudinal perceptions are of particular relevance in identifying individual goals and orientations. Individual perceptions and evaluations are most valuable when these subjective evaluations are linked to objective living conditions. Applying both ways of measuring quality of life gives a more complete picture.



The term "Quality of Life" relates to the description and evaluation of the nature or conditions of life of people in a certain country or region. Quality of life is formed by exogenous factors, with respect to an individual or a social group, forces like production technology, infrastructure, relations with other groups or countries, institutions of the society, natural environment, and also by endogenous factors including interaction within the society and values of a person or a society.

WHO defines Quality of Life as **“individuals’ perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns.”** It is a broad ranging concept affected in a complex way by the person's physical health, psychological state, level of independence, social relationships, personal beliefs and their relationship to salient features of their environment.

This definition reflects the view that quality of life refers to a subjective evaluation which is embedded in a cultural, social and environmental context. Because this definition of quality of life focuses upon respondents' "perceived" quality of life, it is not expected to provide a means of measuring in any detailed fashion symptoms, diseases or conditions, but rather the effects of disease and health interventions on quality of life. As such, quality of life cannot be equated simply with the terms "health status", "life style", "life satisfaction", "mental state" or "well-being".

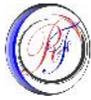
QUALITY OF LIFE INDICATORS

The United Nations' Universal Declaration of Human Rights, adopted in 1948, provides an excellent list of factors that can be considered in evaluating quality of life. It includes many things that citizens of the United States and other developed countries take for granted, but that are not available in a significant number of countries around the world. Although this declaration is 60 years old, in many ways it still represents an ideal to be achieved rather than a baseline state of affairs. Factors that may be used to measure quality of life include the following:

freedom from slavery and torture, equal protection of the law, freedom from discrimination, freedom of movement, freedom of residence within one's, presumption of innocence unless, home country, proved guilty, right to marry, right to have a family, right to privacy, freedom of thought, freedom of religion, free choice of employment, right to fair pay, equal pay for equal work, right to vote, right to rest and leisure, right to education, right to human dignity, right to be treated equally without regard to gender, race, language, religion, Political beliefs, nationality, socioeconomic status and more

2) Mental health

The World Health Organization defines mental health as "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her



community". It was previously stated that there was no one "official" definition of mental health. Cultural differences, subjective assessments, and competing professional theories all affect how "mental health" is defined the psychological state of someone who is functioning at a satisfactory level of emotional and behavioral adjustment. And also defined as Mental health is more than just the absence of mental illness. It includes how you feel about yourself and how you adjust to life events.

However, the National Mental Health Association cites characteristics of people who are mentally healthy. They feel good about themselves. They do not become overwhelmed by emotions, such as fear, anger, love, jealousy, guilt, or anxiety. They have lasting and satisfying personal relationships. They feel comfortable with other people. They can laugh at themselves and with others. They have respect for themselves and for others even if there are differences. They are able to accept life's disappointments. They can meet life's demands and handle their problems when they arise. They make their own decisions. They shape their environment whenever possible and adjust to it when necessary.

The Aim and Objectives have been formulated to study the correlation between Quality of life and Mental Health and difference among highschool teachers.

Aim of the Study

“To study the Quality of life and mental health among High school teachers”

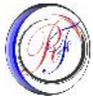
Objectives of the study

1. To measure the Quality of life and mental health among High School Teachers.
2. To study the difference between High School male and female Teachers regarding Quality of life.
3. To study the difference between High School male and female Teachers regarding mental health
4. To study the relationship between good mental health and Quality of life among High School Teachers.
5. To study the relationship between poor mental health and Quality of life among High School Teachers.

Research hypotheses

1. There is significant difference between High School male and female Teachers regarding Quality of life.
2. There is significant difference between High School male and female Teachers regarding mental health
3. There is positive relationship between good mental health and Quality of life among High School Teachers.
4. There is negative relationship between poor mental health and Quality of life among High School Teachers.

Research Methodology



Sample

A sample Comprising of 60 High School male and female Teachers was randomly selected from kolhapur city. The sample of 60 having male-female ratio of 1:1 is taken for this study. Their age range is 25 to 50years.

Variables

Independent Variable:

Male-female High School Teachers

Dependant variable:

1. Quality of life
2. Mental health

Tools

1) Quality of life :Developed by WHO (1998). There are twenty six statements are given in this inventory and five possible responses are given with each statement. Respondant think about their life **in the last four weeks** to choose options for test item. Reliability of this inventory with split-half method is 0.81 and test re-test method is 0.76 and validity of this inventory is found sound.

2) Mithila Mental Health Status Inventory (MMHSI) : Developed by Anand kumar and Giridhar Thakur. There are fifty statements are given in this inventory and five alternatives are given with each statement. Egocentrism, Alienation, Expression, Emotional unstability and social non-conformity are the factors of this inventory. Reliability of this inventory with split-half method is ranged from .71 to .86 and test re-test method is ranged from .68 to .95 and validity of this inventory is found sound.

Statistical analysis:

Appropriate statistical techniques such as means, standard deviation, Carl Pearson’s co-relation, t test are used for the analysis of collected data.

Result and Discussion:

Table No. 1- Number of sample, mean, standard deviation, degrees of freedom, t value and significant level for the factor of Quality of life

Factors	N	Mean	SD	df	t value	Significant
Male	30	101	6.27	58	2.29	Significant at 0.05 level
Female	30	105	7.12			

Table No. 2- Number of sample, mean, standard deviation, degrees of freedom, t value and significant level for the factor of Mental health.

Factors	N	Mean	SD	df	t value	Significant
Male	30	184	7.48	58	2.46	Significant at 0.05 level
Female	30	179	8.10			

Table No. 3- number of sample, degrees of freedom and Correlation of good and poor mental health with Quality of life

Factors	N	df	r	Significant level
Good mental health	27	25	0.62	0.01
Quality of life				
Poor mental health	33	31	-0.39	0.05
Quality of life				

Discussion

Table No. 1 shows that total No. of sample is 60 and calculations of mean is 101, standard deviation is 6.27 of High school male teachers. Calculations of mean is 105, standard deviation is 7.12 of High school female teachers. With the help above calculations t value is drawn that is 2.29 and degrees of freedom for this sample is 58. The result of this table is that there is significant difference between Highschool male and female teachers for the factor of Quality of life.

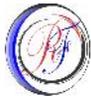
Table No. 2 shows that total No. of sample is 60 and calculations of mean is 179, standard deviation is 8.10 of High school female teachers. Calculations of mean is 184, standard deviation is 7.48 of High school male teachers. With the help above calculations t value is drawn that is 1.75 and degrees of freedom for this sample is 58. The result of this table is that there is significant difference between Highschool male and female teachers for the factor of mental health.

Table No. 3 shows that total No. of sample is 27 for good mental health and their degrees of freedom is 25. A correlation of good mental health with Quality of life is 0.62 and this correlation is significant at 0.01. Total No. of sample is 33 for poor mental health and their degrees of freedom is 31. A correlation of poor mental health with Quality of life is -0.39 and this correlation is significant at 0.05.

On the basis of above Result and Discussions the Conclusions are found out in this Research Paper are as given below.

Conclusions

1. There is significant difference between male and female High school teachers regarding Quality of life. The Quality of life of Female high school teachers is better than Male high school teachers.
2. There is significant difference between male and female High school teachers regarding mental health. The Mental Health of Female high school teachers is better than Male high school teachers.



3. There is Positive correlation between good mental health and Quality of life among Highschool teachers.
4. There is Negative correlation between poor mental health and Quality of life among Highschool teachers.

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