ORIGINAL ARTICLE e-ISSN: 2349-0659 p-ISSN; 2350-0964

Mental Wellness of School Teachers Using Virual Pedagogy

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Abstract

Research Background: Mental wellness is an issue than a subject to talk over. Everything is getting established on e-stages, such as classes, meetings, and seminars. In addition of getting management of time and easier attention, there are lots of issues along with like as mental retardation of teachers. **Methodology:** An interview schedule along with the Hero mental wellness scale was used to collect the data. Descriptive research design and purposive sampling technique were used to select the sample for study. **Major Findings:** The study revealed that most of the respondents were having the extremely happy mental wellness. The study showed that there were no significant differences in mental wellness of respondents across different age group and gender. **Conclusion:** Major issues are mental health regarding such as migraine, anxiety, and insomnia which results in lack of sleep headache stress depression and several other related issues. Continuously facing the screens of mobile laptop and computers reasonable cause behind all these problems.

Keywords: Mental wellness, Pedagogy, Virtual

Asian Pac. J. Health Sci., (2022); DOI: 10.21276/apjhs.2022.9.4.40

Introduction

Mental health issues are the leading impediment to academic success. Mental illness can affect student's motivation, concentration, and social interaction – crucial factors for students to succeed in higher education. (Aleksander Kecojevic, Corey H. Basch, Marianne Sullivan, Nicole K. Davi, 2020).[1] A mentally healthy person is in a state of well-being as evidenced by their ability to cope with the normal stresses of life, work responsibly, and productively and can make a positive contribution to their community. Persons with mental health issues have diagnosable disorders that can significantly interfere with their cognitive, emotional, and social abilities. (Laurel Horton-Tognazzini, Steffen Zorn, Tammy Austin, 2016).[2] Mental health status of psychological maturation takes the maximum effectiveness and satisfaction gained from personal and social interaction, including feelings positive attitudes towards themselves and others.[3]

Mental well-being describes the mental state of a person – how one feels? How will one can cope with day to day life? Mental well-being of a person is dynamic. As per Sarah S. Brown, mental well-being of a person can change with time. If one has good mental well-being, he/she will be able to feel relatively confident in himself/herself, will have positive self-esteem, express his/her emotions, build and maintain healthy relationship with others, work productively, cope quite well with the everyday stresses, and manage the changes and uncertainties very well.[4]

Aim and Objective

The purpose of the study was to assess the mental wellness of school teachers using virtual pedagogy.

Review of Literature

Colleen Halupa (2016)[5]

Technology has proliferated society. Although it has many benefits, there are also risks, particularly for youth. Excessive technology use can negatively impact the physical, mental, emotional, and social health of youth. This can result in pathological behaviors such as technology addiction. This paper will provide a brief overview of technology use by youth primarily in the United States and global incidence as available and applicable. The intent is to increase awareness of issues that may occur with technology use in children and teens, particularly those from low-income households, who report more technology use overall.

Ghansham K Dhokrat (2018)

Mental health which has been viewed as positive aspect of health is one of the related concepts to quality of life. Various psychologists have also understood mental health in its positive perspectives. This model has considered major positive components of mental health, which are self-acceptance, egostrength, and philosophy of human life/nature. Due to the importance of mental health in the quality of life, it is even more important for schoolchildren so that nation's future human resource will be mentally sound. It has been known that postural deformities affect human personality, but it is still unclear how this affects schoolchildren's positive mental health. Because of this, this study was conducted to comparatively assess positive mental health of schoolchildren with postural deformities. This study was conducted using 50 boys suffering from various postural deformities as samples. To meet the objectives of this study, another set of 50 school children without any postural deformities was also selected as sample. These samples were collected from B.M.C. Schools in Kurla and Mumbai, and these

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How to cite this article: Mishra N, Agrawal S, Sharmila K. Mental Wellness of School Teachers Using Virual Pedagogy. Asian Pac. J. Health Sci., 2022;9(4):206-208.

Source of support: Nil

Conflicts of interest: None

Received: 13/02/2022 **Revised:** 29/03/2022 **Accepted:** 17/04/2022

Table 1: Distribution of respondents on the basis of their age and gender

S. No.	Characteristics	Frequency(%)	
1	Age	Male	Female
	25–30 years	9 (18.0)	3 (6.0)
	30–35 years	18 (36.0)	12 (24.0)
	35–40 years	5 (10.0)	3 (6.0)
2	Gender		
	Male	32 (64.0)	
	Female	18 (36.0)	

Table 2: Distribution of the respondents on the basis of devices used for online teaching

S. No.	Devices	Respondents n=50			
		Male (n=32)		Female (n=18)	
		Yes	No	Yes	No
1.	Computer	8 (16.0)	24 (48.0)	5 (10.0)	13 (26.0)
2.	Laptop	17 (34.0)	15 (30.0)	15 (30.0)	3 (6.0)
3.	Tablet	8 (16.0)	24 (48.0)	8 (16.0)	10 (20.0)
4.	Smart Phone	28 (56.0)	4 (8.0)	15 (30.0)	3 (6.0)

Table 3: Distribution of the respondents on the basis of the past 7 days how happy felt by the respondents during online class

S. No.	Past 7 days how happy felt	Respondents=50	
		Male (%)	Female (%)
1.	Not at all	0	0
2.	Mildly Happy	1 (2.0)	3 (6.0)
3.	Moderately Happy	7 (14.0)	4 (8.0)
4.	Highly Happy	21 (22.0)	10 (20.0)
5.	Extremely Happy	3 (6.0)	1 (2.0)

Table 4: Distribution of the respondents on the basis of the past 7 days how enthusiastic felt by the respondents during online class

S. No.	Past 7 days how enthusiastic felt	Respondents=50	
		Male (%)	Female (%)
1.	Not at all	1 (2.0)	0
2.	Mildly enthusiastic	1 (2.0)	3 (6.0)
3.	Moderately enthusiastic	6 (12.0)	3 (6.0)
4.	Highly enthusiastic	22 (44.0)	9 (18.0)
5.	Extremely enthusiastic	2 (4.0)	3 (6.0)

Table 5: ANOVA value between mental wellness and age group

Categories (mental wellness/age group)	Age group	Mean	Df	F	Sig.	Conclusion
Past 7 days happy felt	25–30 years	3.6	49	1.56	0.21	S
	30–35 years	3.7				
	35–40 years	3.6				
Enthusiastic felt	25–30 years	4.0	49	0.082	0.92	S
	30–35 years	3.5				
	35–40 years	3.8				
Resilient Felt	25–30 years	4.1	49	0.137	0.87	S
	30–35 years	4.0				
	35–40 years	3.6				
Optimistic felt	25–30 years	3.9	49	2.4	0.10	NS
	30–35 years	4.0				
	35–40 years	4.1				
Rate of mental wellness	25–30 years	4.4	49	1.1	0.33	NS
	30–35 years	3.8				
	35–40 years	4.0				

selected children were between the age ranges of 6–12 years. To assess their positive mental health, JPMH prepared by Agashe and Helode (2009) was used. The result of the study reveals that positive mental health of school children with postural deformities was significantly inferior when compared to that of school children without postural deformities. Because of this, it was concluded that postural deformity negatively affects positive mental health of school children. Therefore, it is recommended that proper screening for postural defects should be mandatory in schools to enhance and protect school children positive mental health.

Methodology

The study was conducted in Lucknow city, Uttar Pradesh, India. The sample comprised 50 teachers above 25 years distributed across gender. Research design of the study was descriptive in nature. Purposive random sampling technique was used to select the sample. Descriptive (percentage and frequency) and relational statistics (analysis of variance [ANOVA]) were calculated to analyze the data. Hero wellness scale along with the self-constructed interview schedule was used to measure the mental wellness of teachers.

Results and Discussion

Results in Table 1 described the distribution of respondents on the basis of their age and gender. Results show that respondents (75.0%) were male and (25.0) were female of age group 25–30 years and (60.0%) were male and (40.0) were female of age group 30–35, (62.5%) were male and (37.5) were female of age group 35–40. The most of the respondents (64.0%) were male and only (36.0%) were female.

Table 2 result showed that half of the male (56.0%) and female (30.0%) respondents use laptop and very few of the respondents use other devices during online classes.

In Table 3, result shows that the most of the male (22.0%) and female (20.0%) respondents answer the statement of highly happy. Some of teachers responds to moderate and extremely happy. There were no respondents to answer not at all.

Table 4 result shows that male (44.0%) and female (18.0%) respondents feel highly enthusiastic during online classes. Very few respondents feel other and only male (2.0%) feels not at all during online classes.

Ho 1: There exists no significant difference in mental wellness of respondents (teachers students across different age group).

Table 5 describes the result of ANOVA value between mental wellness and age group. The result shows that this null hypothesis is partially accepted.

Conclusion

The aim of the study was to assess the mental wellness of school teacher across gender and age group in Lucknow city. This study revealed that the most of the respondents came. Very few respondents came under category of the mental wellness.

Acknowledgment

The authors express their gratitude to all of the participants in this study. The authors additionally acknowledge all the scholars whose publications are cited and included in the manuscript's references for their valuable support.

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