



## A STUDY ON MENTAL HEALTH IN RELATION TO PSYCHOSOCIAL BEHAVIOUR OF PROSPECTIVE TEACHERS

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### Abstract

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*The study investigates the relationship between mental health and psychosocial behavior among prospective teachers of Kerala. Recognizing the critical role of mental health and psychosocial competencies in shaping effective educators, the study seeks to determine the extent to which these variables are interrelated. The normative survey method was employed as the most suitable approach to collect data reflecting the current conditions of the target population. A stratified random sampling technique was used to select a representative sample of 400 prospective teachers from various teacher education institutions across Kottayam and Alappuzha districts. Mental Health Assessment Scale developed by Jincymol Devasia (2015) and the Psychosocial Behaviour Assessment Inventory, developed by the investigator were used. The findings of the study indicate a significant relationship between mental health and psychosocial behavior among prospective teachers. The study highlights the importance of fostering mental health and psychosocial skills in teacher training programs, given their influence on professional performance and personal well-being.*

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**Keywords:** *Mental health, Psychosocial Behavior, Teacher Education*

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### Introduction

Mental health is an integral component of overall well-being, influencing emotional, psychological, and social functioning. It plays a critical role in shaping individuals' capacity to handle stress, build relationships, and make decisions. In the field of education, mental health assumes even greater importance as teachers act as role models and key influencers of young minds. Prospective teachers, as future educators, require a strong foundation in mental health to navigate the challenges of their profession effectively.

Psychosocial behavior, encompassing interpersonal skills, emotional regulation, and adaptability, is closely intertwined with mental health. For prospective teachers, developing positive psychosocial behavior is crucial for fostering supportive classroom environments and addressing diverse student needs. The dynamic and demanding nature of the teaching profession underscores the need for prospective teachers to maintain their mental health while developing robust psychosocial competencies.

Understanding the relationship between mental health and psychosocial behavior among prospective teachers can offer valuable insights into improving teacher education programs. This study seeks to explore the interplay between these factors, aiming to enhance the preparation of future educators for the multifaceted demands of their roles.

### **Need and Significance of the Study**

The mental health of teachers has a direct impact on their professional effectiveness and the learning experiences of their students. Prospective teachers are at a formative stage, where they encounter academic pressures, career uncertainties, and personal challenges, all of which can influence their mental health. Addressing these challenges is vital to ensure they are equipped to meet the complex demands of teaching.

Psychosocial behavior is a significant determinant of teachers' ability to build relationships, manage classrooms, and support students' emotional and social development. A positive correlation between mental health and psychosocial behavior is likely to enhance the professional readiness of prospective teachers. Investigating this relationship can help identify key areas for intervention in teacher education programs, fostering resilience and emotional intelligence in future educators.

Moreover, the findings of this study hold the potential to inform policymakers, curriculum developers, and teacher educators about the importance of integrating mental health support and psychosocial skill development into teacher training. This approach can contribute to building a more competent and empathetic teaching workforce, ultimately benefiting students and the educational system as a whole.

By exploring the link between mental health and psychosocial behavior, this study aims to address a critical gap in research and provide actionable insights for enhancing the quality of teacher education programs.

The present study was to find out Mental Health in relation to Psychosocial Behaviour of prospective teachers in Kottayam and Alappuzha districts. Through the review of related literature the investigator found that theoretically there is a relationship between Mental Health and Psychosocial Behaviour. However, nobody was able to prove it in a real sense, what exactly the significance of the relationship between Mental Health and Psychosocial Behaviour among prospective teachers. Therefore, the investigator planned to find out the significance of the relationship between Mental Health and Psychosocial Behaviour among prospective teachers.

### **Objectives of the Study**

1. To find out the level of Mental Health of prospective teachers.
2. To find out the level of Psychosocial Behaviour of prospective teachers.
3. To find out the relationship between Mental Health and Psychosocial Behaviour of prospective teachers.

### **Hypotheses of the Study**

1. There exists a significant difference among the level of Mental Health of prospective teachers.
2. There exists a significant difference among the level of Psychosocial Behaviour of prospective teachers.
3. There is a significant relationship between Mental Health and psychosocial behavior among prospective teachers.

### **Methodology in Brief**

The present study is intended to collect data regarding the Mental Health in relation to Psychosocial Behaviour among prospective teachers in Kottayam and Alappuzha districts. The method selected for the study is normative survey method, since it is the most appropriate method for collecting data regarding present conditions. The data obtained through the administration of the tools prepared and analyzed by applying appropriate statistical techniques.

### **Population and Sample**

Prospective teachers in the Kottayam and Alappuzha districts were the population of the present study. With the help of stratified sampling technique, the investigator selected 400 prospective teachers from different schools of Kottayam and Alappuzha districts as sample.

### **Variables of the Study**

Mental Health and Psychosocial Behaviour

### **Tools Used for the Study**

The investigator has used the following tools for this study.

1. Mental Health Assessment Scale developed by Jincymol Devasia in 2015.
2. Psychosocial Behaviour Assessment Inventory developed by the investigator.

### **Procedure for Data Collection**

The investigator visited the selected colleges and obtained permission from the principal of concerned B.Ed. colleges. The investigator could arouse real enthusiasm among

the students and create favorable and co-operative atmosphere by explaining the purpose, function and nature of the study. A brief instruction given so as to motivate the prospective teachers to answer the tools honestly. Each student was seated comfortably with optimum distance to prevent copying. The investigator gave specific instructions about filling up of personal profile. The investigator also demonstrated an example as to how the students should mark their responses of Psychosocial Behaviour assessment inventory. The place for response was given to the right side of each statement. The investigator asked to put a tick mark on appropriate column. After the completion of Psychosocial Behaviour assessment inventory, the investigator also conducted Mental Health assessment scale.

### **Analysis and Interpretation of data**

#### **Objective 1 – To find out the level of Mental Health of prospective teachers**

To find out the level of Mental Health among Prospective teachers total sample is classified into three groups high, low and average. For the classification, the conventional procedures of  $\sigma$  distance from mean (M) is used. The mean and standard deviation of the score of Mental Health is 86.54 and 6.61 respectively. Students with high Mental Health obtained scores greater than  $M + \sigma$  are 31.44 and those with low Mental Health obtained scores less than  $M - \sigma$  are 22.86 and those with average Mental Health obtained scores between  $M + \sigma$  to  $M - \sigma$  in between 31.44 to 22.86.

**Table 1**  
**Levels of Mental Health of Prospective Teachers**

<b>Level</b>	<b>High</b>	<b>Average</b>	<b>Low</b>
Norm	$M + \sigma$	$M + \sigma$ to $M - \sigma$	$M - \sigma$
Scores	31.44	31.44 to 22.86	22.86
No. of Prospective teachers	71	288	41
Percentage	17.75%	72%	10.25%

The table shows that 17.75% Prospective teachers have high level of Mental Health, 72%

Prospective teachers have average level of Mental Health, and 10.25% Prospective teachers have low level of Mental Health. Therefore, it can be tentatively concluded that most of the prospective teachers have average level of Mental Health.

#### **Objective 2-To find out the level of Psychosocial Behaviour of Prospective teachers**

To find out the level of Psychosocial Behaviour among Prospective teachers total sample is classified into three groups high, low and average. For the classification, the conventional procedures of  $\sigma$  distance from mean (M) is used. The mean and standard deviation of the

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score of Psychosocial Behaviour is 27.15 and 4.29 respectively. Students with high Psychosocial Behaviour obtained scores greater than  $M + \sigma$  are 93.16 and those with low Psychosocial Behaviour obtained scores less than  $M - \sigma$  are 79.93 and those with average Psychosocial Behaviour obtained scores between  $M + \sigma$  to  $M - \sigma$  in between 93.16 to 79.93.

**Table 2**  
**Levels of Psychosocial Behaviour of Prospective Teachers**

Level	High	Average	Low
Norm	$M + \sigma$	$M + \sigma$ to $M - \sigma$	$M - \sigma$
Scores	93.16	93.16 to 79.93	79.93
No. of Prospective teachers	55	298	47
Percentage	13.75%	74.5%	11.75%

The table shows that 13.75% Prospective teachers have high level of Psychosocial Behaviour, 74.5% Prospective teachers have average level of Psychosocial Behaviour, and 11.75% Prospective teachers have low level of Psychosocial Behaviour. Therefore, it can be tentatively concluded that most of the prospective teachers have average level of Psychosocial Behaviour.

**Objective 3- To find out the relationship between Mental Health and Psychosocial Behaviour of prospective teachers.**

Inorder to find out the relationship between Mental Health and Psychosocial Behaviour among prospective teachers, Karl Pearson's Product Moment Correlation( $r$ ) is calculated. Then ' $t_r$ ' value is found out to test the statistical significance of coefficient of correlation.

**Table 3**  
**Data and result of significant relationship and shared variance of Mental Health and Psychosocial Behaviour among Prospective Teachers**

Variables	r value	df	$t_r$ value	SEr	Confidence interval	Shared Variance
Mental Health and Psychosocial Behaviour	0.495	398	11.36	0.037	0.56-0.42	24.48%

From the table Coefficient of correlation between Mental Health and Psychosocial Behaviour among Prospective teachers is found to be 0.495. The obtained  $t_r$  value is 11.36 which is greater than the table value of 1.96 at 0.05 level of significance with degrees of freedom 398.

That means there exists a significant positive relation between Mental Health and Psychosocial Behaviour of Prospective teachers for the whole sample.

### **Major Findings of the Study**

The present investigation resulted in a number of major findings as presented below. It may be noted here that, some of the conclusions mentioned here are reduced from the tenability of the hypothesis and also. On the basis of the nature of variables and the groups studied. The conclusions and the supporting findings of the present study are given below.

1. Most of the prospective teachers have average level of Psychosocial Behaviour (74.5%). While 13.75% of prospective teachers have high level of Psychosocial Behaviour, similarly only 11.75% of prospective teachers have low level of Psychosocial Behaviour.
2. Most of the prospective teachers have average level of Mental Health (72%). While 17.75% of prospective teachers have high level of Mental Health, similarly only 10.25% of prospective teachers have low level of Mental Health.
3. There exists a significant association between level of Psychosocial Behaviour and Mental Health. So it can be concluded that level of Psychosocial Behaviour is a significant factor on the level of Mental Health.
4. There exists a significant positive relation between Mental Health and Psychosocial Behaviour of prospective teachers (0.495) for whole sample.

### **Educational Implications**

1. Teachers' Mental Health is important because their performance in class is dependent especially on their emotional condition, including stress and depression levels.
2. We intend to determine prospective teachers' mental symptoms, sources for help they are seeking, and reasons for not seeking help. We analyze the mental symptoms according to sources sought and reasons for not seeking help.
3. Psychosocial Behaviour help the teacher trainees to manage their classrooms and inculcate the Psychosocial Behaviour among their students for effective living.
4. It helps to develop the psychosocial components such as, self-esteem, attitude, empathy and communication.
5. It helps to empower the teacher trainees to enhance their teaching competencies, and attitudes towards their profession.
6. It promotes the development of positive self-esteem and teaches anger control
7. It helps professionals to impart confidentiality, empathy etc.

8. The teachers had the greatest impact on their pupil's psychosocial development during teaching –learning process.
9. Within the psychosocial perspective, evaluation of teachers in training does not only involve the cognitive mastery of an area of knowledge, but also the understanding of the processes of building a professional identity, producing a subjectivity and the relations developed by that teachers with one or more others who take part in the production of the teacher's training.
10. The behaviour of students in schools is a matter of great concern. Legislation, media coverage and 'test cases' are flooding into the public consciousness at an increasing pace. The relative responsibility of teachers and parents is a particularly prominent and contentious issue.
11. The real education of the child begins not intellectually, but emotionally. Parents and teachers have to be conscious to develop Mental Health and Psychosocial Behaviour of students.

### **Conclusion**

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. that high levels of mental health are associated with increased learning, creativity and productivity, more pro-social behaviour and positive social relationships, and with improved physical health and life expectancy. In contrast, mental health conditions can cause distress, impact on day-to-day functioning and relationships, and are associated with poor physical health and premature death from suicide. But it's important to remember that mental health is complex. The fact that someone is not experiencing a mental health condition doesn't necessarily mean their mental health is flourishing. Likewise, it's possible to be diagnosed with a mental health condition while feeling well in many aspects of life. Ultimately, mental health is about being cognitively, emotionally and socially healthy the way we think, feel and develop relationships and not merely the absence of a mental health condition.

Mental health promotion includes both the prevention of emotional problems and risk behaviours; determinants include individual factors and a range of psychosocial factors. Internalizing and externalizing problems in childhood and adolescence are very common and particularly relevant, due to their impact on psychosocial development.

The study focuses and reveals with sample evidences that there is a relationship between mental health and psychosocial behaviour of prospective teachers. The investigator finds that the prospective teachers, who possess good mental health, possess good psychosocial behaviour. The mental health affects the psychosocial behaviour of prospective teachers.

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