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A Study of Mental Health of Madrasa Teachers of District Shopian

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ABSTRACT

The present Study was designed to study mental health of madrasa teachers of district Shopian. The sample for the present study consisted of 90 Madrasa teachers (60 Male and 30 Female) who were selected from different Madrasas of District Shopian. The investigator employed Mental Health Checklist developed by Pramod Kumar for data collection purpose. Percentage statistics and t- test were employed for the analysis of data using IBM SPSS (V.22). The findings revealed that 20% of madrasa teachers had good mental health, 27.80% madrasa teachers were possessing Extremely Good mental health level and 40% madrasa teachers fall in the Highly Good mental health level. No teacher was found in the poor mental health level. The male and female madrasa teachers didn't differ significantly on mental health.

KEY WORDS: Madrasa Teachers; Mental Health; Shopian

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INTRODUCTION

Mental health

Mental health means a positive state of mind producing a sense of comfort which entitles a person to act effectively within the society. Mental health represents a status of psychological well-being, psychological maturity and the quality or ability of adjustment of the person with his/her environment and by means of it, he/she forms his/her adjustment with the demanding situations of life. So we can say that mental health is as important as physical health. Mental health comprises all the factors of the person's adjustment with himself/herself and others. Mental health like physical health is an ingredient of personality.

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." Mental health is a relatively enduring state wherein the person is well adjusted has a zest for living, and is attaining self-realization. It is a positive state and not mere absence of mental disorder. Tudor defined, "Mental health as multifaceted with six dimensions viz affective, behavior, cognitive, socio-political, spiritual and psychological." American Heritage Dictionary stated that, "mental health is a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life."

Kumar, Pramod defined, "Mental health is an index that shows the extent to which the person has been able to meet his environmental demands- social, emotional or physical."

The concept of mental health is closely associated to the concept of adjustment. This is a well-known fact that a person who has satisfactory adjustment with the environment is also observed to have a good mental health. Thus it may be expressed that the normal, well adjusted, well integrated, emotionally and socially mature persons have positive mental health. As Mallinger has defined mental health, "as the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness." Thus we can conclude mental health of madrasa teachers is directly related to their total personality including job satisfaction and teaching effectiveness. The better the level of mental health of madrasa teachers the better will be their total personality. There are various factors/conditions that are related to positive mental health such as, good physical health, self-acceptance, accepting other people, active attitude, positive attitude, social participation, job satisfaction, creative experience, scientific approach etc. However, there are also certain other factors/conditions influencing adversely mental health such as poverty, very high moral and ideals, competition, excess of work load, less salary, strict and authoritarian discipline, insecurity of service,

indifferent attitude, undemocratic administration and system, lack of recreation facilities, insufficient teaching learning material etc.

Madrasa

Madrasa is a place or Islamic seminary where education is imparted. The word ‘*Madrasa*’ is derived from Arabic language, meaning a building where Islamic teaching learning takes place (American Heritage Dictionary of English language). In the Arabic language the word *madrasah* is used in the same manner as ‘School’ is used in the English language. Historically, Madrasa is the Islamic learning institution that develops religious leaders and scholars. Madrasas provide not only free education to all students but boarding and lodging is also free there. (Ahmad, 2009).

The history of Madrasa system of education began from the *Masjid al Nabvi* (Mosque of the Prophet ^(S.A.W)). In *Masjid al Nabvi* (Mosque of the Prophet^(S.A.W)) where in there was a platform called Al-Suffa which was reserved for the learning people, known as *Ashab al- Suffa*. *Masjid-e-Nabvi*, the mosque of Prophet ^(S.A.W) was the center of all learning seats of Muslims where the Prophet ^(S.A.W) himself used to teach people. The Prophet’s ^(S.A.W) action to establish Suffa (terrace) attached to the mosque was an ideal that was followed by Muslims.

SIGNIFICANCE OF THE STUDY

Poor mental health of teachers has an adverse effect directly as well as indirectly on the development of learner’s personality. So, it can be judged that mental health of madrasa teachers is obligatory, both for their well-being and effectiveness and quality in developing teaching learning process in general and for all round development of students in particular. The purpose of the study was to examine mental health of madrasa teachers of District Shopian. It is increasingly realized by all those concerned with madrasa education that standard of education in madrasas can’t be improved unless the madrasa teachers, who have the key role to play, possess good mental health and are competent and involved in their work. Hence it was decided to study the mental health of madrasa teachers of district Shopian.

STATEMENT OF THE PROBLEM

A Study of Mental Health of Madrasa Teachers of District Shopian.

OPERATIONAL DEFINITIONS OF KEY TERMS USED

The terms used in the statement of the problem are defined operationally as under:

Mental health

Mental health is an index which shows the extent to which the person has been able to meet his environmental demands- social, emotional or physical.

Madrasa teachers

The teachers who teach in the Madrasas of District Shopian.

Shopian

Shopian is one of the districts of Jammu and Kashmir. The district Shopian is located in the south and south- west extremity of Kashmir valley, lying in the close proximity of Pir Panjal mountain range. The district Shopian is located between 33.43° N to 74.49° East of latitude and longitude respectively.

OBJECTIVES OF THE STUDY

The objectives of the study were framed as:

- 1) To study the level of Mental Health of madrasa teachers.
- 2) To find out the significance of difference between male and female madrasa teachers on Mental Health.

RESEARCH METHOD

Considering the nature of the research problem, descriptive method of research was employed.

Population

The population for the present study comprised of all the teachers teaching in madrasas of District Shopian.

Sample

The sample for the present study consisted of 90 Madrasa teachers (60 Male and 30 Female) who were selected from different Madrasas of District Shopian, by using simple random sampling technique. As the number of female teachers was less than the number of male teachers, so only 30 female teachers were accordingly selected.

Research tool used

The following tool was employed by the investigator for data collection for the present study:

- Mental Health Checklist (MHCL) by Pramod Kumar.

STATISTICAL ANALYSIS

The statistical analysis of the data of this Study has been given under following headings:

Section A: Descriptive Analysis

Table showing the overall levels of Mental Health among Madrasa teachers

Levels of Mental Health	N	%age
Extremely Poor Mental Health	0	0.0
Highly Poor Mental Health	0	0.0
Above Average Poor Mental Health	0	0.0
Moderate Poor Mental Health	11	12.2
Good Mental Health	18	20.0
Highly Good Mental Health	36	40.0
Extremely Good Mental Health	25	27.8
Total	90	100.0

The above mentioned table depicts that none of the madrasa teachers fall in the Extremely Poor Mental Health, Highly Poor Mental Health and Above Average Poor Mental Health categories / levels. The table also shows that 12.20%, 20%, 40% and 27.80% madrasa teachers fall in the Moderate Poor Mental Health, Good Mental Health, Highly Good Mental Health and Extremely Good Mental Health levels respectively.

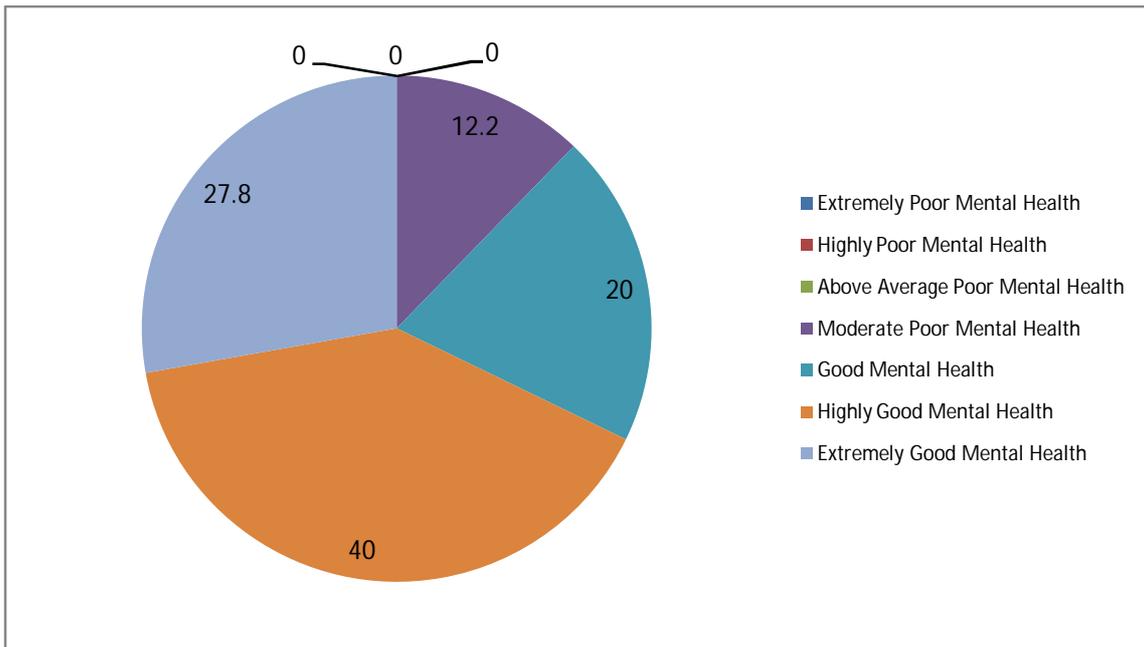


Fig. showing the overall levels of Mental Health among Madrasa teachers

Table showing the levels of Mental Health among male and female Madrasa teachers

Levels of Mental Health	Male Teachers		Female Teachers	
	N	%age	N	%age
Extremely Poor Mental Health	0	0.0	0	0.0
Highly Poor Mental Health	0	0.0	0	0.0
Above Average Poor Mental Health	0	0.0	0	0.0
Moderate Poor Mental Health	7	11.7	4	13.3
Good Mental Health	12	20.0	6	20.0
Highly Good Mental Health	24	40.0	12	40.0
Extremely Good Mental Health	17	28.3	8	26.7
Total	60	100.0	30	100.0

A perusal of the above mentioned table shows the levels of mental health of male and female madrasa teachers of district Shopian. The data reveals that none of the madrasa teachers, neither male nor female, fall in the Extremely Poor Mental Health, Highly Poor Mental Health and Above Average Poor Mental Health categories / levels. The table shows that 11.70% male and 13.30% female, 20% male and 20% female, 40% male and 40% female and 28.30% male and 26.70% female madrasa teachers fall in the Moderate Poor Mental Health, Good Mental Health, Highly Good Mental Health and Extremely Good Mental Health levels respectively.

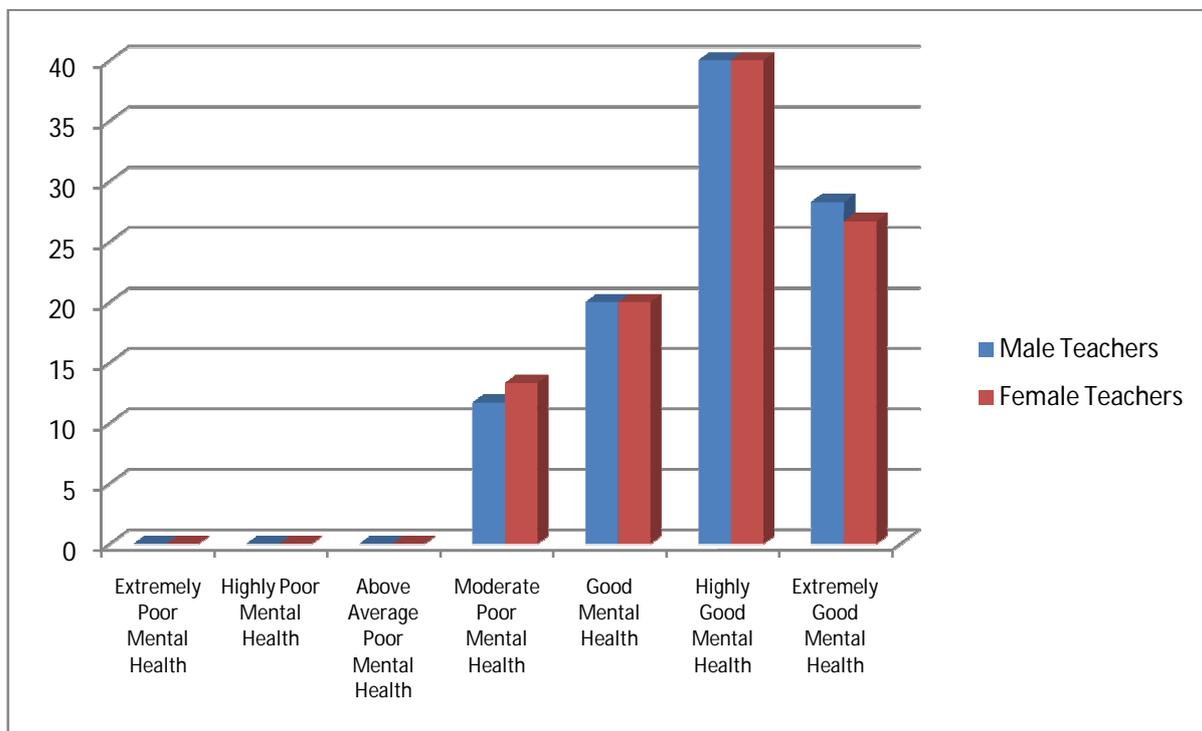


Fig. showing the levels of Mental Health among male and female Madras a teachers

Section B: Comparative Analysis

Table showing the mean comparison between male and female madrasa teachers on mental health

	Gender	N	Mean	Std. Deviation	t-value	Level of significance
Mental Health	Male Teachers	60	6.15	2.254	0.300	Not significant
	Female Teachers	30	6.30	2.231		

The perusal of the above mentioned table shows that there is no significant difference between male and female madrasa teachers on mental health. As the mean score of female madrasa teachers (6.30) is slightly higher than the mean score of male madrasa teachers (6.15), whereas their S.Ds are (2.231) and (2.254) respectively. However, the t-value is (0.300), which is not statistically significant. Therefore, it can be inferred that male and female madrasa teachers do not differ significantly on Mental Health.

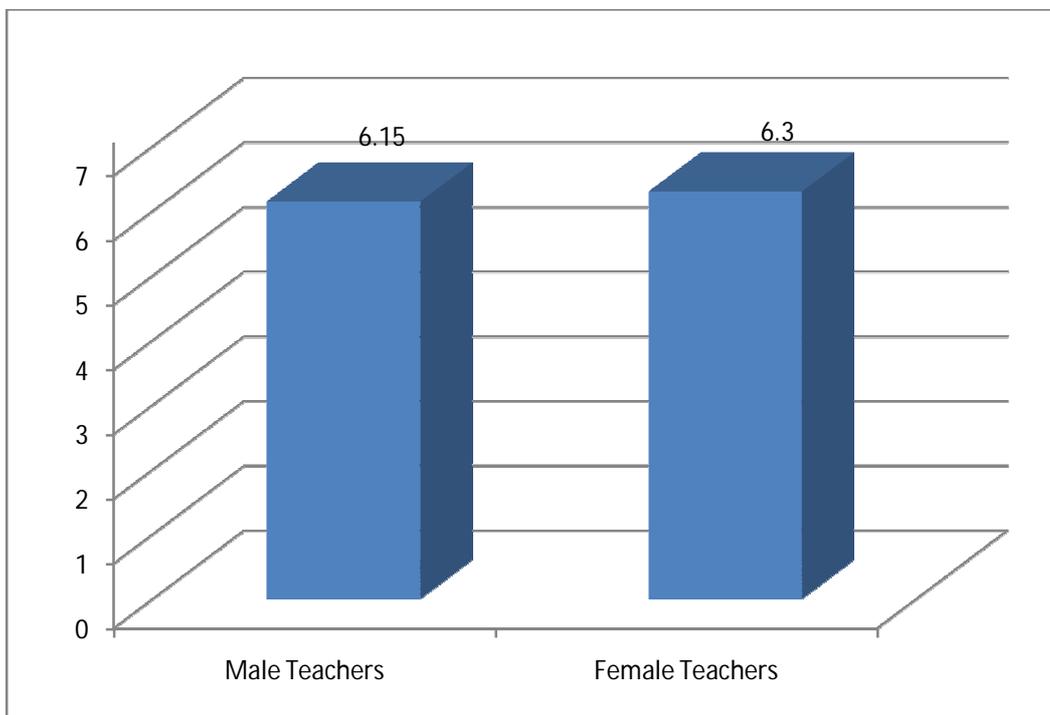


Fig. showing the mean comparison between male and female madrasa teachers on mental health

FINDINGS OF THE STUDY

The major findings of the study were as under:

1. It was found that 27.8% madrasa teachers possess Extremely Good level of Mental Health, 40% Highly Good level of Mental Health, 20% Good level of Mental Health and only 12.2% possess Moderate or Poor level of Mental Health.
2. However, no teacher was found in the Above Average Poor, Highly Poor and Extremely Poor levels of Mental Health.

3. It was found that 28.30% male and 26.70% female madrasa teachers were found in the Extremely Good level of Mental Health. However, only 11.70% male and 13.30% female madrasa teachers were found in Moderate Poor level of mental Health.
4. There was no significant difference between male and female madrasa teachers on Mental Health.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The development of a nation is contingent upon the quality of its citizens; the quality of citizens is mostly based on quality of education. The quality of education is mostly influenced by the effectiveness and performance of teachers, which in turn is influenced by various psycho- socio-economic factors like attitude towards teaching profession, qualifications, interests, social recognition, mental health, job satisfaction etc. mental health and job satisfaction are determinants of teacher commitment, predictors of teacher retention and in turn contributors to school effectiveness. The madrasa management personnel, administrators and educational policy makers may utilize the findings of the present study. The educational implications of the present study are as under:

1. The findings may be employed for the development of madrasa educational system in particular and general education system in general.
2. The teachers must limit their desires and should be realistic in their approach. They should take teaching as a noble profession and should be faithful to their profession.
3. The teachers as well as administrators should follow the religion fully for peace of mind and satisfaction in life. They should take work as worship.
4. There should be cooperation and mutual understanding between administrators and teachers, teachers and teachers, teachers and students and teachers and their family members for better mental health and satisfaction in teaching.

SUGGESTIONS FOR FUTURE RESEARCH

1. The study could be conducted on a large sample covering the entire Jammu and Kashmir state.
2. The study was confined to mental health of madrasa teachers. Studies could be conducted on madrasa teachers with reference to their professional commitment, teaching effectiveness, occupational stress, locus of control, self-concept, self-esteem, personality, social intelligence, emotional intelligence and other aspects.
3. A comparative study could be conducted on teachers of madrasas, private schools and government schools with reference to their mental health, job satisfaction, personality and other dimensions.

4. The present study was a survey based study and involved quantitative data. However, research could be conducted with longitudinal approach involving observation of madrasa teachers over a long time frame.

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