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A Study of Mental Health Status of the Teaching Community of RPCAU, Pusa

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

Aims: The study examined mental health status of teachers working at RPCAU, Pusa.

Study Design: A Descriptive design was implemented.

Place and Duration of the Study: Dr. Rajendra Prasad Central Agricultural University, Pusa, Bihar in the year 2021.

Methodology: One hundred and sixty teachers from all the colleges of RPCAU were selected, by using multistage purposive sampling technique and administered with a mental health inventory (MHI) developed by Jagdish and Srivastava (1988). The statistical techniques employed were frequency, percentage, mean and standard deviation (SD) and the obtained results were analyzed accordingly.

Results: The findings suggested that majority of teaching community of RPCAU, Pusa were mainly having good mental health. With respect to different dimensions of mental health, it is evident that majority of teaching community of RPCAU, Pusa were having better mental health across their integration of personality (45.62%), and group-oriented attitude (43.75%), while positive self-evaluation (38.12%), perception of reality (41.87%), autonomy (55.00%) and environmental competence (38.12%) were the other dimensions in which majority of teaching community was found to possess average mental health.

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Conclusion: It can be concluded from the findings that teaching community of RPCAU, Pusa were primarily having good mental health. Since the teaching faculty of the University were having highest degree in their possession and being the faculty in Central University, their wages and perks being paid regularly in order to meet their relevant needs hence, better mental health are the ingredient under which they are working.

Keywords: Mental health; teaching community; RPCAU.

1. INTRODUCTION

Mental health plays an important role on increasing employee's productivity as well as efficiency. It is the capability of a balanced and harmonized relationship with others, to change and reform social and individual milieu in order to resolve personal contrasts. The mental health operationalized as a psychological well-being or an absence of a mental disorder. It can be defined as successful adaption to a range of demands. Mentally strong, healthy with positive attitude teacher plays a vital role for the students, institution, school, college and administration. Mental health stands for his/her adjustment and motivation with which he/she functions in the teaching profession. A mentally strong and healthy teacher may perform his/her duties and responsibilities with high confidence and in a good manner. In this way good mental health reduced the stress in daily life and helps to create a creativity, work effectiveness and efficiency in academic and nonacademic works. Therefore, mental health is someone's adaptation to his/her around world in the best possible choice so that it causes his/her happiness as well as a useful and efficient perception. As per the estimate of WHO [1], approximately 10 to 15 percent of people in both developed and developing countries suffer from mental health issues and 14% of total global diseases are resulted from the lack of mental health. At present life affairs depend on organizations and social progress and survival depends on a function of the work and efficient performance. Optimized usage of existing resources especially human resources in an organization is a common point among many

managers who believe that the survival of an organization or institute depends on proper utilization of such resources. They also believe that an excellent workplace with employees of sound metal health can increase productivity. In view of same framework an effort was made to assess the mental health of the teaching faculty of Rajendra Prasad Central Agricultural University (RPCAU), Pusa.

2. MATERIALS AND METHODS

The present study has been carried out in Dr. Rajendra Prasad Central Agricultural University (RPCAU), Pusa, Bihar taking the sample from Pusa-Dholi campus of the Central Agricultural University. A multistage purposive sampling method was used for the selection of the respondents of the study. A separate list of all the faculties presently working in all together the nine constituent colleges of RPCAU, Pusa along with their date of joining in the service was prepared. The total strength of the faculty members working in all constituent college was 218 at the time of the study. The number of teaching faculty fulfilling all the selected criteria, availability of the faculty member, minimum of two to three years of service experience and who does not hold any administrative position at RPCAU was found 160, out of which number of Professors, Associate professors and Assistant professor were 35, 20 and 105 respectively. The mental health of the teachers was assessed with the help of mental health inventory (MHI) developed by Jagdish and Srivastava [2]. MHI consist of 54 items on which response was rated on 4-point rating scale viz, always, often, rarely

Table 1. Distribution of teaching faculty across their mental health

Mental Health	Faculty of RPCAU							
	Assistant Professor (N=105)		Associate Professor (N=20)		Professor (N=35)		Total sample (N=160)	
	f	%	f	%	f	%	f	%
Poor (123-154)	41	39.04	08	40.00	07	20.00	56	35.00
Average (155-174)	21	20.00	04	20.00	06	17.14	31	19.37
Good (175-196)	43	40.95	08	40.00	22	62.86	73	45.62

Mean- 164.74 Half SD- 10.17

Table 2. Mental health of teaching faculty across different dimensions

Dimensions of Mental Health	Faculty of RPCAU						Total sample (N=160)	
	Assistant Professor (N=105)		Associate Professor (N=20)		Professor (N=35)			
	f	%	f	%	f	%	f	%
Positive self-evaluation								
Poor (20-28)	41	39.04	05	25.00	03	08.57	49	30.62
Average (29-33)	47	44.76	06	30.00	08	22.85	61	38.12
Good (34-40)	17	16.19	09	45.00	24	68.57	50	31.25
Perception of reality								
Poor (15-23)	38	36.19	07	35.00	06	17.14	51	31.88
Average (24-27)	54	51.42	04	20.00	09	25.71	67	41.87
Good (28-32)	13	12.38	09	45.00	20	57.14	42	26.25
Integration of personality								
Poor (16-34)	45	42.85	03	15.00	04	11.42	52	32.50
Average (35-40)	29	27.61	02	10.00	04	11.42	35	21.87
Good (41-46)	31	29.52	15	75.00	27	77.14	73	45.62
Autonomy								
Poor (9-17)	18	17.14	02	10.00	05	05.71	25	16.62
Average (18-20)	72	68.57	08	40.00	08	22.85	88	55.00
Good (21-26)	15	14.28	10	50.00	22	62.85	47	29.37
Group oriented attitude								
Poor (18-25)	44	41.90	03	15.00	03	08.57	50	31.25
Average (26-29)	21	20.00	09	45.00	10	28.57	40	25.00
Good (30-32)	40	38.09	08	40.00	22	62.85	70	43.75
Environment competence overall								
Poor (13-22)	33	31.42	04	20.00	07	20.00	44	27.50
Average (23-26)	46	43.80	10	50.00	05	14.28	61	38.12
Good (27-31)	26	24.76	06	30.00	23	65.71	85	34.38
Total	105	100	20	100	35	100	160	100

and never with a weightage score of 4, 3, 2 and 1 respectively for positive statements and 1, 2, 3 and 4 score respectively for negative statements. Positive Self-Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group Oriented Attitudes, Environment Mastery were the six dimensions considered for a sound mental health. The reliability of the MHI was determined by 'split half methods using odd even procedure. Reliability coefficient of the six dimensions were Positive self-evaluation (.75), Perception of reality (.71), Integration of personality (.72), Autonomy (.72), Group oriented attitude (.74), Environment competence overall (.73). While the construct validity of the inventory was found .54. Based on the mean and standard deviations (SD), score of the selected teaching faculty were categorized into three groups viz., Poor, Average and Good mental health.

3. RESULTS AND DISCUSSION

The results obtained through the study are being presented here through different tables.

The findings displayed from the Table 1 indicate that 45.62 per cent of the teaching faculty were possessing good mental health followed by poor (35.00%) and average (19.37%) mental health. In case of assistant professor 40.00 per cent of them hold good mental health followed by poor (39.04%) and average (20.00%) mental health, whereas, similar (40.00%) of associate professor were having good and poor mental health followed by average (20.00%) mental health. The 62.86 per cent of professors bears good mental health followed by poor (20.00%) and average (17.14%) mental health. The observed findings were also found to be in tune of results demonstrated by Shalini [3] and Waghmare [4].

Perusal of the Table 2 revealed that 38.12 per cent of total respondents were found to have average positive self -evaluation followed by good (31.25%) and poor (30.62%), respectively. It was also observed from the table that, majority (44.76%) of assistant professor had average positive self-evaluation followed by poor (39.04%) and good (16.19%), respectively, whereas, majority (45.00%) of associate professor had good positive self -evaluation followed by average (30.00%) and poor (25.00%), respectively. Similarly in case of professor, majority (68.57%) of them had good

positive self -evaluation followed by average (22.85%) and poor (8.57%), respectively.

It could be concluded from the table 2 that 41.87 per cent of respondents had average perception of reality followed by poor (31.88%) and good (26.25%) respectively. It was also observed from the table that majority (51.42 %) of the assistant professor had average perception of reality followed by poor (36.19%) and good (12.38%), while majority of associate professor and professor had good perception of reality followed by either poor or average level of mental health respectively. A glimpse of the table 2 revealed that majority (45.62%) of the respondents had good level of integration of personality followed by poor (32.50%) and average (21.87%) respectively. Similarly, among the assistant professor and associate professor integration of reality was found good followed by average and poor mental health respectively.

Findings contained in the Table 2 revealed that majority (55.00%) of respondents had average level of autonomy followed by good (29.37%) and poor (16.62%). It was also inferred from the table that majority (68.57%) of the assistant professor had medium level of autonomy followed by poor (17.14%) and good (14.28%) mental health respectively.

The findings depicted in the Table 2 reveals that majority (43.75%) of the respondents had good level of group-oriented attitude followed by poor (31.25%) and average (25.00%) respectively. It was also observed that majority (41.90%) of assistant professor had poor level of group-oriented attitude while associate professor had average group-oriented attitude and in case of professor, majority (65.85%) of them had good group-oriented attitude followed by average (28.57%) and low (8.57%) respectively. It could be stated from the table 2 that majority (38.12%) of respondents had medium level of overall environment competence followed by good (34.38%) and poor (27.50%) respectively. In case of assistant professor, associate professor and professor majority had average overall environment competence followed by either good or poor level of mental health respectively.

4. CONCLUSION

The findings of the study clearly demonstrated that teaching community of RPCAU, Pusa were primarily having good mental health. Since the teaching faculty of the University were having

highest degree in their possession and being the faculty in Central University, their wages and perks being paid regularly in order to meet their relevant needs hence, better mental health are the ingredient under which they are working. With respect to different dimensions of mental health, it is evident that teaching community of RPCAU, Pusa were having better mental health across their integration of personality, and group-oriented attitude, while positive self-evaluation, perception of reality, autonomy and environmental competence were the other dimensions in which teaching community was found to had average mental health. It is interesting to note here that none of the dimensions related with mental health of teaching community were found below average or poor which reflects the viability and standard of RPCAU, Pusa in terms of its teaching, research and the academic activities.

ETHICAL APPROVAL

As per international standard or university standard ethical approval has been collected and preserved by the authors.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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