



A Study Of Mental Health Of Pre-Service Teachers In The Field Of Visual Impairment

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Citation: Ms. Visha et al. (2024), A Study Of Mental Health Of Pre-Service Teachers In The Field Of Visual Impairment, *Educational Administration: Theory and Practice*, 30(1), 4933-4935

Doi: 10.53555/kuey.v30i1.8497

ARTICLE INFO

ABSTRACT

Mental health is essential for every individual especially visually impaired students to thrive academically, emotionally, and socially. It contributes to overall well-being and their quality of life. Good Mental Health ensure for students Stronger Ability to Cope With Life's Stressors, Positive Self-Image, build Healthier Relationships, Better Productivity, Higher Quality of Life as these abilities make competent to adjust in fast growing world.

The objective of this research was to study the mental health of pre-service teachers in the field of visual impairment. A total of 92 pre-service teachers studying in different human resource development programmes in the department of special education and research of the National Institute for the Empowerment of Persons with Visual Impairment were selected as sample for the study. The descriptive research method was used by the investigator for the study. The standardized tool developed by Dr. Arun Kumar Singh & Dr. Alpana Sen Gupta was adapted to collect the data from the sample. The convenient sampling technique was used by the investigator. Mean, standard deviation and t-test was used to analyse the data.

Keyword: Mental health, Visual Impairment, Pre-service teacher trainees

Introduction

Mental problems had ascended over most recent couple of many years. WHO assessed that worldwide more than 450 million individuals experience the ill effects of mental issues. Right now mental and conduct issues represent around 12% of the worldwide weight of infections. It is expected that in future, the expansion of mental health issues may increase. Probably it may increase to 15% by 2020 (WHO, 2023). There are lacunae in mental the study of disease transmission because of unpredictability connected with characterizing a case, examining strategy, under revealing, disgrace, absence of sufficient subsidizing and prepared labour supply and low need of psychological wellness in the wellbeing strategy Kessler (2011). Chaudhury and Chakraborty (2011) viewed the commonness of despondency as 12.7 percent in South India in 2009. Deswal and Pawar (2012) the total lifetime prevalence of mental diseases is around 5% in Pune, Maharashtra .It was also stated in the report that men were more vulnerable then female and depression was the major contributing factor for mental illness.

It is expected that till 2025, the population of elderly persons in respect of mental health may increased 12%. The Indian Council of Medical Research (ICMR) and World Health Organisation (1981) conducted a project to identify the mental health indicator and a inventory of 40 questions was developed. Home Risk Card (HRC) was another instrument which was developed under this project. In was specified in the instrument that adverse neighbour environment, poverty, poor housekeeping, characteristics of mother, child neglect etc were the factors of HRC.

According to the vision of National Education policy (NEP), 2020, being Indian the learners should have the pride not only in their thoughts but in their deeds, knowledge, skills, attitudes, and dispositions must be developed in order for intellect to reflect a global citizen who is committed to upholding human rights, sustainable living, and sustainable development.

Understanding mental health helps individuals recognize signs of distress in themselves and others, promoting self-awareness and seeking help when needed. It also equips people with coping strategies to manage stress and maintain emotional well-being. Education about mental health challenges reduces stigma

and discrimination associated with mental illnesses. This encourages open discussions, empathy, and support for those experiencing mental health issues. Knowledge of mental health fosters healthier relationships by promoting effective communication, empathy, and understanding of others' emotions and behaviours. Mental health education in workplaces and schools can lead to increased productivity and satisfaction. Employees and students are better equipped to manage stress, maintain work-life balance, and seek support when needed. Understanding risk factors and protective factors for mental health problems allows for early intervention and prevention efforts. This can help reduce the prevalence and severity of mental illnesses. Learning about mental health resilience strategies can help individuals bounce back from adversity, setbacks, or traumatic experiences, leading to improved overall well-being. Addressing mental health concerns is essential for public health initiatives. It contributes to the development of policies, programs, and resources aimed at improving mental health services, access to care, and overall community well-being.

In respect of the students studying in schools has the interrelated functioning domains of mental health and academic outcomes. Despite of the interrelated domains for mental health, most of the teachers/ educators' have focused on the academic achievements.

The teachers play an important role for the mental health of children including children with disabilities in general and children with visual impairment in specific. The Rehabilitation Council of India is an autonomous body of Ministry of Social Justice and Empowerment, GoI. The Council has one of the responsibility to prepare and standardized the teacher education curriculum in the field of disability (RCI, 1992). Therefore, the component in respect of mental health has already included in different papers of teacher education programme. It is also to be mentioned that the mental health of children/ persons with visual impairment (C/PwVI) may be differ from non-disabled children/ persons due to absence of sight. Therefore, the per-service teachers with visual impairment and sighted pre-service teachers in the field of visual impairment may have the different level of mental health.

Keeping in view of the above and importance of the mental health, the investigator conducted the research of pre-service teacher trainees in the field of visual impairment.

Objective

- To study the mental health of pre-service teachers in the field of visual impairment.
- To study the mental health of pre-service teachers in the field of visual impairment on the basis of gender i.e. male and female.
- To study the mental health of pre-service teachers in the field of visual impairment on the basis of disability i.e. disabled and non-disabled.
- To study the mental health of pre-service teachers in the field of visual impairment on the basis of degree of disability i.e. low vision and blind.
- To study the mental health of pre-service teachers in the field of visual impairment on the basis of socio-economic status of the parents.
- To study the mental health of pre-service teachers in the field of visual impairment on the basis of parental qualification.
- To study the mental health of pre-service teachers in the field of visual impairment on the basis of the different programmes in the field of visual impairment i.e. M.Ed. SE (VI), B.Ed. SE (VI) and D.Ed. SE (VI).

Methodology

In the present study the investigators used descriptive research method.

Universe

Due to paucity of time, the investigator collected the data from the state of Uttarakhand.

Population

The population of the study were the regular students studying at M. Ed Special Education (Visual Impairment), B.Ed Special Education (Visual Impairment) and D. Ed. Special Education (Visual Impairment).

Variables

The investigator identified the gender, degree of disability, parental qualification and different programmes run in the field of visual impairment as independent variable whereas the mental health was identified as dependent variable for the present study.

Research Tool

It investigators thoroughly search the tools for the mental health for pre-service teachers in the field of visual impairment. But the standardized tool for the mental health of pre-service teachers was not available. Therefore, the investigators opt the standardized tool of Mental Health developed by Dr. Arun Kumar Singh

& Dr. Alpana Sen Gupta. The data was collected from the samples after small adaptation in respect of pre-service teachers with visual.

Scoring

There were 25 questions in the tool and 01 mark given to each 'Yes' response and zero mark given to each 'No' response. Accordingly, the maximum score was 25 and the minimum score was zero.

Results

In order to achieve the objectives formulated for the by the investigators in the present study, the researchers compare the mental health of male and female pre-service teachers in the field of visual impairment. The t-value 1.73 reflected insignificance difference at 0.05 level of confidence among pre-service teachers on the basis of gender.

It was also found in the study that the mental health of disable and non disable pre-service teachers does not have any significance difference on the basis of disability as the t-value 0.66 reflected insignificance difference at 0.05 level of confidence among pre-service teachers on the basis of disability.

It was revealed from the study that the significance difference found among the pre-service teachers on the basis of locality i.e. rural and urban as the t-value 3.44 reflected highly significance difference at 0.05 level of confidence among pre-service teachers on the basis of locality. As the mean value was of the pre-service teachers belongs from urban locality was higher than the pre-service teachers belongs from rural areas.

In the present research, the investigators study the mental health of pre-service teachers in the field of visual impairment on the basis of degree of disability i.e. low vision and blind. The t-value 0.14 reflected insignificance difference at 0.05 level of confidence among pre-service teachers on the basis of degree of disability.

The study revealed that the parents qualification of pre-service teachers affects the mental health of pre-service teachers in the field of visual impairment. The t-value 5.19 reflected significance difference at 0.05 level of confidence below among pre-service teachers in the field of visual impairment whose parents educational qualification was 10th and graduation.

The researchers compare the mental health of pre-service teachers in the field of visual impairment on the basis of socio-economic status and found that the socio economic status of the parents of pre-service teachers in the field of visual impairment does not affect the mental health of pre-service teachers in the field of visual impairment.

However, the level of programme affects the mental health of pre-service teachers in the field of visual impairment. The researchers compare the mental health of pre-service trainees of different programmes. The t-value 3.48 shows the significance difference on mental health of pre-service teachers in the field of visual impairment on the basis of level of programme i.e. M.Ed special education visual impairment and B.Ed special education visual impairment.

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