TO WHAT EXTENT IS TEACHING COMPETENCY AND MENTAL HEALTH OF ARTS AND SCIENCE STUDENT TEACHERS IN DIET RELATED?

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ABSTRACT

The main objectives of the study is to find out the relationship between the teaching competency and mental health of arts and science student teachers in DIET, Perunthurai. 200 student teachers from Arts and Science groups in DIET formed the sample. The investigator used the Mental Health status scale standardized by Mercy Abraham and Baby Prasanna (1981). The study revealed a negligible positive relationship between Teaching Competency and regularity of habits, mastery of environment, freedom from nervous system and freedom from withdrawing tendencies.

Key words: Mental Health, Teaching Competency, Social conformity, sociopathic tendencies

Introduction

Teaching competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (Jackson, 1990).Mental health refers to cognitive, behavioral, and emotional well-being. It is all about how people think, feel, and behave. People sometimes use the term "mental health" to mean the absence of a mental disorder. Mental health can affect daily living, relationships, and physical health. Numbers of researchers have observed that the level of mental health of a teacher was found affected the teaching competency of a teacher. In this study the researchers aimed to study to what extent is teaching competency and mental health of Arts and Science student teachers in DIET related?

Need and Significance of the Study

As knowledge regarding human development and learning has grown at a rapid pace, the opportunity to shape more effective educational practices has also increased.

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Taking advantage of these advances, however, requires integrating insights across multiple fields - from the biological and neurosciences to psychology, sociology, developmental and learning sciences - and connecting them to knowledge of successful approaches that is emerging in education.

Using these articles as a foundation, we synthesize evidence from the learning sciences and several branches of educational research about well-vetted strategies that support the kinds of relationships and learning opportunities needed to promote children's well-being, healthy development, and transferable learning. This study is focused to contribute to this process of the implications for school and classroom practices of an emerging consensus about the science of learning and development (SoLD).

Hypotheses

1. There is no significant difference among Men and women Arts group student Teachers in DIET in their Mental Health.

2. There is no significant difference among Men and women Science group student Teachers in DIET in their Mental Health.

3. There is no significant difference between Men student Teachers in DIET from Arts and Science groups in their Mental Health.

4. There is no significant difference between Women student Teachers in DIET from Arts and Science groups in their Mental Health.

5. There is no significant difference among Men and women student Teachers in DIET from Arts and Science groups in their Mental Health.

6. There is no significant high/Substantial/low positive relationship between Mental Health and Teaching Competency of DIET students.

7. There is no significant relationship between Teaching Competency and Mental Health in terms of Academic Background

Sample

The sample constitutes 100 Arts and 100 Science student teachers of DIET in Perunthurai.

Method used

Survey Method was used in this study.

Tools used

The investigators used the standardized mental health status scale by Mercy Abraham and Baby Prasanna (1981). The Malayalam version was converted to Tamil and English and administered. This standardized scale consists of sixteen sub-tests, measuring sixteen

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independent components of mental health as the following: Optimism, Adaptability, Sense of security, Regularity of habits, Emotional maturity, Social conformity, Freedom from sociopathic tendencies, Recreational pursuit, Mastery of environment, Positive attitudes towards self, Positive attitude towards others, Freedom from negativism, Freedom from nervous symptoms, Freedom from withdrawing tendencies, Concept of degrees of freedom. Each of the sub-tests in the Mental Health Status Scale consists of eight statements; each correct item in the test being assigned with one point credit

Analysis and Interpretation

Hypothesis-1 There is no significant difference between Men and women Arts group student Teachers in DIET in their Mental Health and Teaching Competency.

Table-2

Mean S.D and 't' value for Mental Health and Teaching Competency of Men Vs Women in Arts Group

S.No	Component	Group	Mean	Sd	t Value	Remarks
1	T1	Men	7.24	0.89	0.71	NS
		Women	7.38	1.05		
2	T2	Men	5.52	1.36	0.81	NS
		Women	5.28	1.51		
3	T3	Men	5.48	1.47	0.95	NS
		Women	5.22	1.25		
4	T4	Men	5.68	1.66	1.73	NS
		Women	5.10	1.49		
5	T5	Men	4.84	1.35	0.71	NS
		Women	4.66	1.12		
6	T6	Men	5.22	1.82	1.33	NS
		Women	4.80	1.40		
7	T7	Men	5.70	1.31	0.56	NS
		Women	5.54	1.28		
8	T8	Men	6.74	1.32	0.08	NS
		Women	6.72	1.31		
9	T9	Men	5.42	1.51	1.03	NS
		Women	6.02	1.45		
10	T10	Men	6.24	1.44	1.76	NS
		Women	6.62	0.97		
11	T11	Men	6.32	1.65	0.59	NS
		Women	6.50	1.54		
12	T12	Men	6.12	1.15	1.06	NS
		Women	5.86	1.13		
13	T13	Men	6.22	1.49	0.20	NS
		Women	6.28	1.28		
14	T14	Men	5.40	1.92	0.96	NS
		Women	5.00	1.98		

15	T15	Men	6.06	1.75	0.23	NS
		Women	5.98	1.79		
16	T16	Men	3.26	1.56	1.66	NS
		Women	3.86	1.81		
17	TOT	Men	91.00	12.66	0.14	NS
		Women	90.70	10.90		
18	TC	Men	69.92	8.45	0.20	NS
		Women	70.20	6.82		

Note: *Read T1-T-16 as: Optimism, Adaptability, Sense of security, Regularity of habits, Emotional maturity, Social conformity, Freedom from sociopathic tendencies, Recreational pursuit, Mastery of environment, Positive attitudes towards self, Positive attitude towards others, Freedom from negativism, Freedom from nervous symptoms, Freedom from withdrawing tendencies, Concept of degrees of freedom.*

TC-Teaching Competency

From the table 2, it is inferred that there is no significance difference between difference between Men and women Arts group student Teachers in DIET in their Mental Health and its components and Teaching Competency.

Hypothesis-2 There is no significant difference among Men and women Science group student Teachers in DIET in their Mental Health.

Table-3

Mean S.D and 't' value for Mental Health and Teaching Competency of Men Vs Women in Science Group

S.No	Component	Group	Mean	Sd	t Value	Remarks
1	T1	Men	7.26	0.85	0.00	NS
		Women	7.26	0.90		
2	T2	Men	5.50	1.52	1.38	NS
		Women	5.12	1.62		
3	T3	Men	5.32	1.43	1.68	NS
		Women	4.90	1.20		
4	T4	Men	5.18	1.45	1.37	NS
		Women	4.46	1.47		
5	T5	Men	4.78	1.28	1.13	NS
		Women	5.08	1.40		
6	T6	Men	4.82	2.02	0.24	NS
		Women	4.90	1.50		
7	T7	Men	5.26	1.24	1.81	NS
		Women	6.00	1.21		
8	T8	Men	6.52	1.34	0.41	NS
		Women	6.62	1.14		

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9	T9	Men	6.42	1.46	1.07	NS
		Women	6.10	1.43		
10	T10	Men	6.42	1.44	0.00	NS
		Women	6.42	1.30		
11	T11	Men	6.66	1.41	1.15	NS
		Women	6.36	1.50		
12	T12	Men	5.78	1.52	0.05	NS
		Women	5.80	1.70		
13	T13	Men	6.30	1.45	0.19	NS
		Women	6.36	1.44		
14	T14	Men	5.74	1.75	1.96	NS
		Women	5.04	1.82		
15	T15	Men	5.82	1.80	1.44	NS
		Women	5.32	1.93		
16	T16	Men	3.86	1.50	0.95	NS
		Women	4.16	1.66		
17	TOT	Men	91.60	12.10	1.02	NS
		Women	89.36	10.64		
18	TC	Men	62.66	7.70	0.45	NS
		Women	61.92	8.68		

From the table 3, it is inferred that there is no significance difference between Men and Women students in Science group in their mental health and its components and teaching competency.

Hypothesis-3 There is no significant difference between Men student Teachers in DIET from Arts and Science groups in their Mental Health.

Table-4

Mean S.D and 't' value for Mental Health and Teaching Competency of Men in Arts Vs Science group

S.No	Component	Group	Mean	S.D.	t Value	Remarks
1	T1	Arts	7.24	0.89	0.11	NS
		Science	7.26	0.85		
2	T2	Arts	5.52	1.36	0.06	NS
		Science	5.50	1.52		
3	T3	Arts	5.48	1.47	0.53	NS
		Science	5.32	1.43		
4	T4	Arts	5.68	1.66	1.72	NS
		Science	5.18	1.45		
5	T5	Arts	4.84	1.35	0.22	NS
		Science	4.78	1.28		
6	T6	Arts	5.22	1.82	1.05	NS
		Science	4.82	2.02		

7	T7	Arts	5.70	1.31	1.65	NS
		Science	5.26	1.24		
8	T8	Arts	6.74	1.32	0.87	NS
		Science	6.52	1.34		
9	T9	Arts	5.42	1.51	3.32	0.01
		Science	6.42	1.46		
10	T10	Arts	6.24	1.44	0.61	NS
		Science	6.42	1.44		
11	T11	Arts	6.32	1.65	1.19	NS
		Science	6.66	1.41		
12	T12	Arts	6.12	1.15	1.16	NS
		Science	5.78	1.52		
13	T13	Arts	6.22	1.49	0.29	NS
		Science	6.30	1.45		
14	T14	Arts	5.40	1.92	0.96	NS
		Science	5.74	1.75		
15	T15	Arts	6.06	1.75	0.64	NS
		Science	5.82	1.80		
16	T16	Arts	3.26	1.56	2.22	NS
		Science	3.86	1.50		
17	TOT	Arts	91.00	12.66	0.25	NS
		Science	91.60	12.10		
18	TC	Arts	69.92	8.45	4.22	S
		Science	62.66	7.70		

From the table 4, it is inferred that there is no significance difference between Arts and Science groups Men Students in their mental health and its components. But there is a significant difference between and Science groups Men Students in their teaching competency.

Hypothesis 4: There is no significant difference between Women student Teachers in DIET from Arts and Science groups in their Mental Health.

Table-5

Mean S.D and 't' value for Mental Health and Teaching Competency of Women in Arts Vs Science group

S.No	Component	Group	Mean	S.D.	t Value	Remarks
1	T1	Arts	7.38	1.05	0.61	NS
		Science	7.26	0.90		
2	T2	Arts	5.28	1.51	0.56	NS
		Science	5.12	1.62		
3	T3	Arts	5.22	1.25	1.30	NS
		Science	4.90	1.20		
4	T4	Arts	5.10	1.49	1.03	NS
		Science	4.46	1.47		
5	T5	Arts	4.66	1.12	1.65	NS
		Science	5.08	1.40		
6	T6	Arts	4.80	1.40	0.37	NS
		Science	4.90	1.50		
7	T7	Arts	5.54	1.28	1.71	NS
		Science	6.00	1.21		
8	T8	Arts	6.72	1.31	0.39	NS
		Science	6.62	1.14		
9	T9	Arts	6.02	1.45	0.25	NS
		Science	6.10	1.43		
10	T10	Arts	6.62	.97	0.77	NS
		Science	6.42	1.30		
11	T11	Arts	6.50	1.54	0.50	NS
		Science	6.36	1.50		
12	T12	Arts	5.86	1.13	0.20	NS
		Science	5.80	1.70		
13	T13	Arts	6.28	1.28	0.26	NS
		Science	6.36	1.44		
14	T14	Arts	5.00	1.98	0.10	NS
		Science	5.04	1.82		
15	T15	Arts	5.98	1.79	1.66	NS
		Science	5.32	1.93		
16	T16	Arts	3.86	1.81	0.87	NS
		Science	4.16	1.66		
17	TOT	Arts	90.70	10.90	0.62	NS
		Science	89.39	10.64		
18	TC	Arts	70.20	6.82	4.88	S
		Science	61.92	8.68		

From the table 5, it is inferred that there is no significance difference between Arts and Science groups Women students in their Mental Health and its components. But there is a

significant difference between Arts and Science groups Women students in their teaching competency.

Hypothesis 5: There is no significant difference among Men and women student Teachers in DIET from Arts and Science groups in their Mental Health.

Table-6

Mean S.D and 't' value for Mental Health and Teaching Competency of Men and Women students in Arts Vs Science group

S.No	Component	Group	Mean	Sd	t Value	Remarks
1	T1	Men	7.25	0.87	0.52	NS
		Women	7.32	0.97		
2	T2	Men	5.51	1.43	1.54	NS
		Women	5.20	1.56		
3	T3	Men	5.40	1.45	1.83	NS
		Women	5.06	1.23		
4	T4	Men	5.43	1.57	2.89	0.01
		Women	4.78	1.51		
5	T5	Men	4.81	1.31	0.32	NS
		Women	4.87	1.28		
6	T6	Men	5.02	1.92	0.74	NS
		Women	4.85	1.45		
7	T7	Men	5.48	1.29	1.46	NS
		Women	5.77	1.26		
8	T8	Men	6.63	1.33	0.23	NS
		Women	6.67	1.22		
9	T9	Men	5.92	1.56	0.65	0.01
		Women	6.06	1.43		
10	T10	Men	6.33	1.44	1.06	NS
		Women	6.52	1.14		
11	T11	Men	6.49	1.53	0.29	NS
		Women	6.43	1.51		
12	T12	Men	5.95	1.35	0.57	NS
		Women	5.83	1.44		
13	T13	Men	6.26	1.46	0.28	NS
		Women	6.32	1.35		
14.	T14	Men	5.57	1.83	2.01	NS
		Women	5.02	1.89		
15	T15	Men	5.94	1.77	1.18	NS
		Women	5.65	1.88		
16	T16	Men	3.56	1.55	1.88	NS
		Women	4.01	1.73		
17	TOT	Men	91.30	12.32	0.82	NS
		Women	90.03	10.74		
18	TC	Men	66.29	8.83	0.21	NS
		Women	66.06	8.81		

From the table 6, it is inferred that there is no significance difference between Men Student (Global) and Women Student (Global) in their mental health and its components and teaching competency.

Hypothesis 6: There is no significant high/Substantial/low positive relationship between Mental Health and Teaching Competency of DIET students.

Table-7

Correlations between Teaching Competency and Mental Health

S.no	Variables	Am	Aw	Arts	Sm	Sw	Sci	Men	Wom	Samp.
1	T	+1.00	+1.00	+1.00	+1.00	+1.00	+1.00	+1.00	+1.00	+1.00
2	T	0.04	0.03	0.03	0.05	-0.07	-0.02	0.09	-0.18	-0.02
3	T	-0.11	0.16	0.02	-0.01	0.02	0.006	-0.06	-0.06	0.10
4	T	-0.16	0.12	-0.02	-0.02	-0.02	-0.01	-0.08	0.05	-0.00
5	T	0.10	0.00	0.06	-0.09	-0.09	-0.01	-0.08	0.05	-0.00
6	T	-0.10	-0.19	-0.14	-0.02	-0.01	0.009	0.004	0.03	0.02
7	T	-0.28	0.03	-0.15	-0.00	0.09	0.04	-0.12	-0.01	-0.07
8	T	-0.13	0.04	-0.06	-0.05	-0.06	-0.05	-0.03	-0.03	-0.03
9	T	0.07	0.19	0.12	0.03	0.20	0.10	0.11	0.08	0.09
10	T	0.01	0.26	0.12	0.02	0.06	0.03	0.05	0.15	0.10
11	T	-0.05	0.03	-0.01	-0.08	0.11	0.02	-0.19	0.05	-0.07
12	T	-0.03	0.11	0.02	-0.14	0.07	-0.03	-0.10	0.11	-0.00
13	T	0.08	-0.10	0.005	-0.06	-0.13	-0.09	-0.02	-0.08	-0.05
14	T	0.00	0.30	0.13	0.04	0.11	0.08	0.07	0.16	0.12
15	T	0.05	-0.03	0.01	-0.06	0.10	0.02	-0.01	0.02	0.006
16	T	-0.16	0.02	-0.08	-0.09	-0.08	-0.07	-0.16	-0.03	-0.09
17	T	-0.14	0.15	-0.01	-0.08	0.01	-0.02	-0.07	0.14	0.03
18	T	0.05	0.04	0.05	-0.07	0.07	0.00	-0.08	0.01	-0.03
19	T	-0.16	0.10	-0.05	-0.09	0.03	-0.02	-0.13	0.08	-0.02

From the table 7, it is inferred that competency in teaching has negligible positive relationship in terms of academic background. social conformity freedom from sociopathic tendencies, positive attitude towards self.

Hypothesis 7: There is no significant relationship between Teaching Competency and Mental Health in terms of Academic Background

Table: 8

Criterions Variable AB with Correlates

S.no	Variables	Am	Aw	Arts	Sm	Sw	Sci	Men	Wom	Samp.
1	TB	+1.00	+1.00	+1.00	+1.00	+1.00	+1.00	+1.00	+1.00	+1.00
2	TC	0.04	0.03	0.03	0.05	-0.07	-0.02	0.09	-0.18	-0.02
3	T1	-0.09	0.08	-0.03	0.004	0.002	0.003	-0.05	0.01	-0.02
4	T2	-0.10	-0.07	-0.05	-0.07	-0.09	-0.08	-0.08	-0.08	-0.08
5	T3	-0.40	0.15	-0.20	-0.11	-0.06	-0.13	-0.27	-0.01	-0.17
6	T4	-0.11	-0.27	-0.13	0.009	0.07	-0.03	-0.04	-0.14	-0.09
7	T5	-0.01	0.23	0.07	0.09	0.16	0.15	0.03	0.23	0.12
8	T6	-0.14	0.17	-0.02	-0.11	-0.05	-0.08	-0.11	0.04	-0.05
9	T7	-0.06	0.02	-0.02	0.007	-0.07	0.04	-0.01	0.03	0.01
10	T8	-0.04	0.37	0.10	0.17	0.17	0.10	0.05	0.15	0.09
11	T9	-0.33	-0.07	-0.25	0.16	-0.10	0.00	-0.15	-0.07	-0.12
12	T10	0.06	-0.11	-0.00	0.006	0.01	0.009	0.03	-0.06	0.002
13	T11	0.03	0.005	0.01	0.05	0.02	0.01	0.03	0.002	0.01
14	T12	-0.13	0.05	-0.04	0.20	-0.18	0.002	0.04	-0.10	-0.02
15	T13	-0.10	0.18	-0.01	0.15	-0.16	0.005	0.001	-0.01	-0.003
16	T14	-0.02	-0.14	-0.04	0.02	-0.11	-0.09	-0.01	-0.11	-0.06
17	T15	-0.13	-0.04	-0.09	0.02	-0.21	-0.13	-0.05	-0.19	-0.12
18	T16	0.17	-0.16	0.01	-0.07	-0.27	-0.14	0.04	-0.18	-0.05
19	TGT	-0.18	0.06	-0.09	0.07	-0.15	-0.06	-0.08	-0.07	-0.08

Arts Group Men Students

From the table 8, it is inferred that academic background has negligible positive relationship in teaching competency. It has low negative relationship with Regularity of habits.

Arts Group Women Students

It has negligible negative relationship with adaptability recreational pursuits, Master of environment, Freedom from nervous system, Freedom from withdrawing tendencies and concept of degrees freedom. It has low negative relationship with Regularity of habits.

Arts Groups Students (Global)

Academic background has negligible positive relationship with teaching competency perception of reality. It has low positive relationship with positive attitude towards others. It has negligible negative relationship with positive attitude towards others.

Science Group Men Students

It has low negative relationship with variable freedom from withdrawing tendencies and concept of degrees of freedom.

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Science Group Women Students

Academic background has negligible positive relationship with Mental Health variables, Teaching Competency, Regularity of habits perception of reality, Freedom from sociopathic tendencies, Recreational pursuits, Mastery of Environment, Positive attitude towards self, Freedom from negativism, Freedom from nervous system and total.

Findings

The Men and Women Students (Arts) in optimum Adaptability, Sense of Security, Regularity of habits, perception of reality, Emotional Maturity, Social Conformity and Freedom from sociopathic tendencies, Mastery of environment, Positive attitude towards self, Positive attitude towards others, freedom from withdrawing tendencies and concept of degrees of freedom, Total, Teaching Competency and Academic Background.

There is a negligible positive relationship into variable Academic background Academic background and sense of security (in the group of Arts Men, Arts Women, Arts Global, Men (Global). Optimum (in the group of Arts Women, Arts Global, Science Women, Science Global, Women Global, Arts Global Sample (Global).

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