MENTAL HEALTH AND PLACEMENT OF SECONDARY SCHOOL TEACHERS IN SCHEDULED AREAS OF ODISHA

GHANASHYAM SAHU*; GOPAL SAHU**; RASHMI RANJAN PASAYAT***

*CONSULTANT TO OMEGA, A GOVT. OF ODISHA AND DFID REFORM PROGRAMME
**RESEARCH ASSOCIATE, AMITY HUMANITY FOUNDATION, ODISHA,
***UNIT LEVEL CLUSTER MANAGER, NABARD CONSULTANCY SERVICE, ODISHA

ABSTRACT

Education is indispensable for human development and development of civilization as well. The teacher has a vital role for the progress of a nation. He is the architect of the work going in the school. So for the performance of this task, a teacher must be mentally sound and healthy. If he is mentally healthy, he can inculcate creativeness in the students and they can able to develop their creativity. A teacher’s sound mental health depends upon his satisfaction on his profession to some extent. So for the well and sound mental set up of the teachers, they should be well placed as per their interest. So in this regards the present study has been to understand the status of mental health at secondary school’s teacher and relationship between mental health and placement in scheduled areas of Odisha. Mental health scale developed by Dr. S.P. Anand, former professor in Education, Regional Institute of Education, Bhubaneswar used to ascertain the mental health of the teachers. Similarly a Likert type scale developed by Dr. P.K. Tripathy was used to determine the placement of the teachers. The study revealed that the mental health status of male and female teacher vary based on the personal adjustment though male teachers enjoy comparatively better mental health status under different types of levels of mental health status. Both male and female mental health condition is same though the mean difference was found because of biological differences. Teachers placed at accessible areas relatively more satisfy better with their placement and showed mental health status as compared to teachers placed at remote areas.

KEY WORDS: Education, Mental health, Placement, Scheduled areas.