

Evaluation of Relation between Teachers' Mental Health and Students' Educational Progress

Yahya Naghizadeh^{1*}, Horiyeh Shahzadeh²

1- Ph.D Student of Strategic Management of Passive Defense, Supreme National Defense University, Tehran, Iran
(*Corresponding Author)

2- M.S.C Student of Exercise Management, Teheran Pardis University, Tehran, Iran

Abstract: Management is an essential part of social life, life dynamics and social activities and a social development depends on developing of education system of that society. As the major aim of descriptive researches is to investigate and describe the existing situation, the main purpose of this research also is to identify management styles and teachers' mental health. In this study, the Statistical population is all of high schools' and conservatories' principals of five educational districts of Tabriz that have been identified as principals in the educational year 2010 as well as all of upper secondary education male teachers. 59 (17.3%), 76 (22.3%), 95 (27.9%), 57 (16.7%), and 54 (15.8%) were selected from sample community of 1, 2, 3, 4, 5 districts, respectively. 310 of 341 selected teachers answered the questions but 31 did not answer. 12(3.5%), 20(5.9%), 257(75.4%), 21(6.22%) of 310 respondent teachers had diploma, junior diploma, BA, and MA or upper degrees, respectively. The most people agreed on question No. 39 that were 218 and the least people were 27 about questions 28 and 32. About agreed question the most rates (206) was about question 25 and the least rate (64) was about questions 32. Total of 182 people opposed questions 30 and 24, and 6 of total people opposed Question 39. Furthermore, the highest number of completely opposed (107) was in question 40 and the lowest number (3) is relevant to question 33. Thus, 25 percent of teachers have lower than 42.5, 25% between 42.5 and 44.5, 25% from 44.5 to 46.8 and 25% higher than the 46.8. Although In this study, any association between teachers' mental health and educational achievement of students was not observed, can't be claimed that teachers' mental health is not related to educational achievement.

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1. Introduction

Management is an essential part of social life, life dynamics and social activities and a social development depends on developing of education system of that society. Undoubtedly, the teacher's role in society is of special relevance; identifying effective factors in improving educational system and finding weak points as well as efficient changes regarding social needs are of essential cases. The need for management in is vital and tangible in all areas of social activity. This kind of need is of more importance in education system since the system has a fundamental role regarding social affairs and its sustainability. Effective management is required for development and implementation of a productive and qualified education (Bago d'Uva et al., 2007).

Educational managers as community leaders have a heavy and sensitive duty about human construction and protection of personality and mental health of students and their teachers. They can overcome obstacles of the needs and talents and provide the school environment safe, warm and receptive (Baker et al., 2004; Bago d'Uva et al., 2007).

Efficient and effective leadership requires more and better use of material, financial and human resources, and in particular the role of the human

resources is very significant. The fact is that the knowledge of the quantity and quality of financial and material resources and their use is not hard work but since human is a reflection of his/her thoughts, desires, needs, willing, values, prejudices and personal goals, in order to achieve organizational goals on the manager's physical and intellectual force he/she needs to be provided the needs (Bollen, 1989; Breslau et al., 2008). Educational management can motivate teachers and students and create a spirit of cooperation in education, respect the rights and freedoms of individuals and, attract Collaboration with parents and using the correct methods of decision making, planning, reward and punishment, appraisal and reward by upbringing qualified people (Currie and Stabile, 2007; Duncan and Magnuson, 2009). Educational environment is a humanistic one and educational manager must serve teachers and school staff using friendly ways and influential personality and without cavil or demoralize the colleagues be able to overcome their weaknesses and problems so they should feel comfortable and security to share problems with him/her otherwise abnormal students will enter the society because of inappropriate behavior of management (Breslau et al., 2009; Brown et al., 2006).

As mentioned above the managerial method of managers is of the most important factors in achieving organizational goals and educational progress. Because of this, the present study attempts to examine the relationship between different management styles with student achievement and mental health needs. It is hoped that this study makes clear the importance of educational management in some extent (Butler et al., 1987; Currie et al., 2010).

The present study identifies and analyses the current state of teachers' mental health and school management styles along with research with students' Educational achievement situations without manipulation and without the control of related variables. The obtained results are used in order to help reform and improve school management. The results obtained in order and improvement of teachers' mental health and students' educational achievement (Currie, 2009; Currie, 2006).

As the major aim of descriptive researches is to investigate and describe the existing situation, the main purpose of this research also is to identify management styles and teachers' mental health.

2. Methods

The study has been conducted in five educational districts of Tabriz in East Azerbaijan Province at upper secondary education (high school or conservatory).

2.1. Statistical population

In this study, the Statistical population is all of high schools' and conservatories' principals of five educational districts of Tabriz that have been identified as principals in the educational year 2010 as well as all of upper secondary education male teachers. Total number of teachers and principals were 2710 and 145, respectively. The community involves all people who had two organizational authorities that is management and educating. Model, veterans, adult, nonprofit, and gifted schools have been excluded from the community in order to equalization of samples. Based on Morgan table 40 of 145 principals (27.6%) have been selected in the mentioned year. The sample involves male managers. 341 of 2710 of teachers (12.6%) were selected in order to feedback in statistical population.

2.2. Sampling method

In this study, sampling method is randomized-categorized. In categorized sampling the ratio of sample to the total population is determined in each region, and then the selection process is conducted using one of methods such as simple random. For the purpose 40 of 145 managers (27.6) have been selected using usual form of a percentage

for statistical sample from high schools and conservatories of five educational districts of Tabriz.

The next unit, are teachers. After the sample was determined according to Morgan (based on Morgan a sample size of 341 teachers were randomly selected from 2710). Due to the number of teachers in each of the selected schools, they were selected randomly from full time teachers who have been possibly more than a year working with the manager and they were willing to complete a questionnaire (teachers drawing were based on their names in attendance book).

In order to collect the required information of the study, in addition to library researches via referring academic resources and students' thesis, questionnaires on the view point of teachers were used to determine the style of management in schools. Also, Student achievement scores (passed courses percentage in final exam of high school third grade) were obtained through each of the different schools and the Education Departments, such as secondary education, examinations and computer. Teachers' mental health has been determined by health-motivation theory of Frederick Herzberg since health factors in work environment (school) and motivations affect the person's productivity so they are considered in the study.

2.3. Motivational and health factor of school teachers (lack of mental health) questionnaire

The questionnaire contained 20 main questions in which the respondents were asked to respond by marking (×) one of the four options of any question. The odd questions of the questionnaire evaluated motivational factors (mental health) and even questions assessed the lack of teachers' mental health. The questionnaire has been set based on health motivation theory. In preparing the odd questions related to teachers' motivational factors (incentives) which have also some effects on their satisfaction and mental health some items such as success in work, recognition, self-responsibility, and the progress have been considered.

2.4. Educational achievement which is one of the variables in research process was determined as follows:

Considering the fact that the passing percentage in the third year of secondary school final examinations is as a quantitative criteria and reliable measurement, the mean percentage of the selected schools' passed courses are calculated after collecting the whole percentage of those passed courses; then the percentage of each school's average was compared with the mean rate of passed courses' percentage of under studied schools. Using a questionnaire about the

management style, leadership style is examined from the teachers' views and teachers' mental health questionnaire is examined from teachers' views after completing by themselves and finally their relationship were examine. It should be mentioned that all the questions have been answered by teacher.

3. Results

59 (17.3%), 76 (22.3%), 95 (27.9%), 57 (16.7%), and 54 (15.8%) were selected from sample community of 1, 2, 3, 4, 5 districts, respectively. 310 of 341 selected teachers answered the questions but 31 did not answer. 12(3.5%), 20(5.9%), 257(75.4%), 21(6.22%) of 310 respondent teachers had diploma, junior diploma, BA, and MA or upper degrees, respectively.

The most people agreed on question No. 39 that were 218 and the least people were 27 about questions 28 and 32. About agreed question the most rates (206) was about question 25 and the least rate (64) was about questions 32.

Total of 182 people opposed questions 30 and 24, and 6 of total people opposed Question 39. Furthermore, the highest number of completely opposed (107) was in question 40 and the lowest number (3) is relevant to question 33.

Based on the table the highest pass rate (91.8%) is related to the school 21 with relation-centered, criterion-centered, and mental health scores of 63.5, 51.75, and 43.5, respectively. Furthermore, schools 2 and 36 have the lowest pass rate (40%) with relation-centered, criterion-centered, and mental health scores of 69.64 & 93.75, 60 & 39.17, and 45.21 & 41.67, respectively.

It is observed that the average rate of Teachers' mental health is equal to 44.9 with a standard deviation of 3.34 and a minimum and maximum score of mental health are 39.5 and 53.1, respectively. Thus, 25 percent of teachers have lower than 42.5, 25% between 42.5 and 44.5, 25% from 44.5 to 46.8 and 25% higher than the 46.8.

To determine the level of student achievement based on three major factors, namely, the rate of relationship-centered, criterion-centered and mental health of teachers multiple regression method of OLS has been used.

Finally, according to the data it can be observed that the multiple regression coefficients are $R = 0.289$ and explanation coefficient is 0.08. Generally, due to the lack of significance of influencing independent variables it is concluded that student achievement is not follow the style of management and teachers' mental health may be influenced by factors other than the above.

4. Discussion

A significant relationship between schools' managerial style and teachers' mental health, ($F = 5.728$, $P = 0.003$). Also, based on the obtained results of the ANOVA, there is no relationship between managerial styles and students' educational achievement; so, the educational achievement of students in relation to other variables must be examined. In the results of other studies, which have been mentioned above, the relationship between personnel's mental health and management styles has been proved.

Etile and Milcent, 2006 has conducted a research on the effect of management style on teachers' mental health. He found that there was a strong correlation among motivation, teachers' mental health, and management style. In another studies on mental health there was a clear difference between employees of collaborative and directive and as a whole, correlation between management styles and personnel's mental health has been confirmed (Goodman et al., 2000) Which is consistent with our results.

According to obtained information and based on ANOVA, the obtained F value was 0.661 with significance level of $P = 0.581$. With respect to that $P > 0/05$, it is concluded that there is no relationship between management styles and educational achievement of students and other factors associated with student achievement should be investigated.

In order to analyze and evaluate of the factors that may be causing a educational achievement, a network of influencing factors can be described that does not easily separable aspect requires a comprehensive view about all aspects such that. According to the conducted surveys, a large part of changes in educational achievement is due to differences in family environment and individual characteristics of students (Butler et al., 1987).

Although in this study, no relationship between management style and educational achievement was found, it was likely that the impact of management style factors in school achievement is very insignificant compared with other factors or it is likely that the questionnaire can't assess the teachers' real answers or it is likely that the teachers do their duties seriously in their schools, regardless of managerial style (Bollen, 1989).

According to obtained information and based on Pearson correlation coefficient it is found that there is correlation $r = -0.24$ and $P = 0.145$ between teachers' mental health and educational achievement of students that suggests that there is no relationship between these variables.

Some researches on teachers in secondary schools and higher education institutions have proved

the relationship between teachers' motivation and mental health with their occupational performance. In another study conducted by Currie, 2009, a meaningful relationship has been obtained between occupational satisfaction and teachers' performance.

Although In this study, any association between teachers' mental health and educational achievement of students was not observed, can't be claimed that teachers' mental health is not related to educational achievement (Duncan and Magnuson, 2009).

Perhaps the selected sample isn't suitable, or maybe the lack of association is due to the inappropriate content of questions and /or the respondent teachers may not express their real answers.

5. Suggestions

Since there was no correlation between management styles and educational achievement, therefore it is suggested that other variables that affect educational achievement are selected and executed as a research topic.

- Because management style is associated with teachers' mental health, it is suggested, Based on the results of the research, that some researchers are conducted on the managers' mental health and its comparison with teachers' mental health
- In order to achieve good results close to reality, some other questionnaires can be set in the area of leadership styles and teachers' mental health and conducted then performed to gain validity and reliability.
- Studies on factors affecting the educational achievement to be done based on the students' point of view and also the view of parents and teachers.

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