



Mental Health of Teacher Trainees in Sikkim: A Gender-Wise Analysis

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ABSTRACT

Mental Health is very important for everyone. People with good psychological wellbeing and physically healthy can do whatever they wanted to do in their life successfully. Mental health we can say that it is a sound mind. People with mental disorder cannot concentrate on their work properly. Good mental health can build our self-confidence, motivation and redness to new learning and perceiving positivity in our life. Mentally sound person has the ability to solve their critical problem. Thus, good mental health plays a pivotal role in our daily lives. Mental health becomes obligatory for the teaching community. It is crucial to study the mental health of teacher trainees. Therefore, the present study was conducted to explore the mental health of teacher trainees. The objectives of the present study were to find out the present status of mental health of teachers' trainees in Sikkim. The methodology adopted was descriptive survey method. The tool used Mental Health Battery by Singh and Gupta (2005). Descriptive measures of central tendency and inferential statistical were used as a technique of data analysis the finding of the study is related to the gender differences and the different component of the tool viz, Emotional stability, Over-all Adjustment, Autonomy, Security-insecurity, Self-concept and Intelligence.

1. Introduction

Disclaimer: The opinions, interpretations, conclusions, recommendations, analyses, and statements expressed in this research article are solely those of the author(s) and do not reflect the views, policies, or positions of the Publisher, Chief Editor, Editors, Editorial Board, Reviewers, or their affiliated institutions. The author(s) are solely responsible for ensuring the originality, authenticity, and integrity of the manuscript and for ensuring that it is free from plagiarism, AI-generated content, copyright infringement, data falsification, and any other form of academic misconduct.



Mental health is an essential component of individual well-being and effective functioning. It is not merely the absence of mental illness but also involves psychological well-being, adjustment, effective functioning and the ability to cope with the normal stresses of life. A mentally healthy individual is able to understand personal abilities, manage everyday challenges, work productively and contribute positively to society. The study material describes mental health as a continuous process of adjustment to the various stresses and demands of life.

Mental health has particular importance in the field of teacher education. Teacher trainees are preparing for a profession that involves academic, emotional and social responsibilities. Their mental health may influence their ability to adjust to educational environments, develop positive interpersonal relationships and respond effectively to professional demands. The study emphasizes that good mental health contributes to confidence, readiness to learn, self-esteem, motivation and effective participation in activities.

The Mental Health Battery used in the study conceptualizes mental health through six components: Emotional Stability, Overall Adjustment, Autonomy, Security-Insecurity, Self-Concept and Intelligence. Emotional stability refers to the experience of relatively stable feelings; overall adjustment concerns the harmonious balance between the demands of different aspects of the environment; autonomy involves independence and self-determination; security-insecurity relates to feelings of safety and confidence; self-concept concerns an individual's attitudes and evaluation of oneself; and intelligence refers to general mental ability.

Gender is one of the factors that may be associated with differences in psychological experiences and adjustment. Therefore, the present study was undertaken to examine the mental health of teacher trainees in Sikkim and to determine whether male and female teacher trainees differ in overall mental health and its individual components.

1.1 Review of Literature

Madhesia and Gaur (2024) examined the relationship between mental health and academic achievement among 300 B.Ed. trainee-teachers from government-aided and self-financed colleges. Using a survey method and stratified random sampling, data were collected through the Mental Health Inventory and Educational Psychology Achievement Test. The results showed no significant difference in mental health between the two groups, but a significant

difference in academic achievement was found. The study also revealed that trainees with better mental health demonstrated better academic performance.

Mandhyan (2024) studied emotional stability among trainee teachers in the Seemanchal districts of Bihar, focusing on academic stream, type of institution, and gender. The study found no significant difference in emotional stability based on institution type or gender, whereas a significant difference was observed among trainees from different academic streams. The findings highlight the importance of emotional stability in the professional development of trainee teachers.

Patnaik and Prakash (2023) examined the mental health of 200 B.Ed. trainees in Arunachal Pradesh, comparing trainees from the Itanagar Capital Region (ICR) and the Rest of Area (RoA). The study found no significant difference in mental health between the two groups. However, trainees in ICR showed more concentrated moderate-to-high mental health scores, while those in RoA showed more dispersed scores.

Eustache, E., Gerbasi, M. E., Smith Fawzi, M. C., Fils-Aimé, J. R., Severe, J., Raviola, G. J., Legha, R., Darghouth, S., Grelotti, D. J., Thérosmé, T., Pierre, E. L., Affricot, E., Alcindor, Y., Stack, M. B., & Becker, A. E (2017) conducted a study the mental health training for secondary school teachers in Haiti. The methods adopted was a prospective and convergent mixed methods design to evaluated a customized school mental health 2 and half day training for teachers in rural areas of Haiti (n-22) as the initiated components of formative research developed a school-based intervention to promoted student mental health. The study revealed the means scores of knowledge and attitude significantly improved between the pre-test and post-test.

Yadav and Chandni (2017) investigated the impact of mental health on emotional intelligence of B.Ed. students. Sample were selected of students both from science and non-science. The tools was developed by Pramod Kumar Mental health scale and emotional intelligence scale developed by Anukool Hyde. t test was used to data analyzed. The study found out that there was no significance different between among science and non-science students of B.Ed. with regarded to their mental health and Emotional Intelligence

Singal (2015) investigated to assess and compared the stress with mental health of teacher trainees. Sample was selected 600 teacher trainees were from different Educational institutions from four districts of Punjab. Data was divided into rural/urban and male/female category.

Statistical did analyzed Mean, S.D and t Test. The study was revealed that there was no significant difference between rural and urban as well as male and female teacher trainees.

1.2 Rationale of the Study



Mental health is an essential aspect of an individual's overall well-being and is not merely the absence of psychological illness. It includes the ability to realize one's potential, cope with everyday challenges, maintain emotional balance and contribute productively to society. Positive mental health is particularly important for teacher trainees, who are preparing themselves for the academic, professional and personal responsibilities of the teaching profession.

Teacher trainees encounter various academic and professional challenges during their training, including coursework, examinations, teaching practice and adjustment to future professional roles. Their mental health may influence their academic performance, professional competence and ability to establish positive relationships with future students. Therefore, understanding the mental health status of prospective teachers is important for strengthening teacher education and promoting their overall well-being.

Previous studies have indicated that mental health may vary according to demographic factors, including gender. However, limited research has focused specifically on the mental health of teacher trainees in the unique socio-cultural and educational context of Sikkim. Therefore, the present study aims to assess the mental health status of teacher trainees in Sikkim and examine gender differences in their overall and component-wise mental health. The findings may provide useful insights for teacher education institutions to develop appropriate guidance, counselling and mental health promotion programmes for prospective teachers.

1.3 Objectives of the Study

The study was undertaken with the following objectives:

1. To study the present status of mental health among teacher trainees in Sikkim.
2. To examine the difference in mental health between male and female teacher trainees.
3. To examine gender-wise differences in the different components of mental health, namely Emotional Stability, Overall Adjustment, Autonomy, Security-Insecurity, Self-Concept and Intelligence.

1.4 Hypotheses

The following null hypotheses were formulated:

H01: There is no significant difference in the level of mental health among teacher trainees in relation to gender.



H₀₂: There is no significant difference between male and female teacher trainees in the Emotional Stability component of mental health.

H₀₃: There is no significant difference between male and female teacher trainees in the Overall Adjustment component of mental health.

H₀₄: There is no significant difference between male and female teacher trainees in the Autonomy component of mental health.

H₀₅: There is no significant difference between male and female teacher trainees in the Security-Insecurity component of mental health.

H₀₆: There is no significant difference between male and female teacher trainees in the Self-Concept component of mental health.

H₀₇: There is no significant difference between male and female teacher trainees in the Intelligence component of mental health.

2. Methodology

2.1 Research Design

The study employed a quantitative descriptive approach to examine the mental health of teacher trainees and gender-wise differences in mental health.

2.2 Population and Sample

The population comprised teacher trainees studying in B.Ed. colleges in Sikkim during the academic session under study. Three teacher-training colleges in Sikkim were selected, and a total sample of 60 teacher trainees was included. The sample consisted of 30 male and 30 female teacher trainees.

2.3 Tool

The Mental Health Battery (Singh & Gupta, 2005) developed by Dr. Arun Kumar Singh and Alpana Sen Gupta was used for assessing the mental health of the teacher trainees. The battery consists of 130 items covering six components:

1. Emotional Stability



2. Overall Adjustment
3. Autonomy
4. Security-Insecurity
5. Self-Concept
6. Intelligence

Scores were calculated separately for the individual components and summed to obtain the overall mental health score. The dissertation reports that reliability and validity procedures were undertaken for the battery.

2.4 Data Analysis

Descriptive statistics, including mean and standard deviation, were used to summarize the scores. The independent-samples *t*-test was used to examine whether differences between male and female teacher trainees were statistically significant. The analysis was conducted at the

0.05 level of significance.

3. Findings of the study

3.1 Differential analysis in Gender Overall Mental Health

The overall mental health scores of male and female teacher trainees were compared using the *t*-test.

Table 1

Gender	N	Mean	SD	Df	't'	Result
Female	30	78.80	9.50	58	0.14	Not Significant
Male	30	79.15	10.30			

The calculated value of 't' is 0.14 is much smaller than the table value i.e. 2.00 at 0.05 level of significant with 58 degree of freedom. The calculated value 't' is lesser than the tabular value. So, it is not significant and the null-hypotheses could not be rejected. So, it could be concluded that no significant difference in overall mental health between male and female teacher trainees.

3.2 Differential analysis in Gender Emotional Stability

In order to find out difference if any on the scores on mental health of male and female with regard to their emotional stability, the test of significant of difference between the means of two sub-sample was calculated and tested for significant. The result has been presented in the following table.

Table 2

Gender	N	Mean	SD	Df	't'	Result
Female	30	9.90	2.40	58	1.30	Not Significant
Male	30	9.09	2.49			

The calculated value of 't' is 1.30 which is smaller than the table value i.e. 2.00 at 0.05 level of significant with 58 degree of freedom. So, therefore null hypotheses could not be rejected. Hence, it could be concluded that there is no significant difference in mental health of teacher trainees in relation to gender variation on emotional stability.

3.3 Differential analysis in Gender Overall Adjustment

In order to find out differences if any of the scores on mental health of male and female with regard to their Over-all Adjustment in the test of significant of difference between the means of two sub-sample was calculated and tested for significant differences. The result has been presented in the following table.

Table.3

Gender	N	Mean	SD	Df	't'	Result
Female	30	25.48	5.22	58	2.09	Significant
Male	30	23.20	3.00			

As it is evident from the table value that the computed value of 't' 2.09 is more than the table value of 2.00 at 0.05 level of significant with 58 degree of freedom. So, therefore null hypotheses is rejected.

Hence, we can say that there is significant difference in mental health of teacher trainees in relation to their gender variation on component Over-all Adjustment

3.4 Differential Analysis in Gender Autonomy

In order to find out difference if any on the scores on mental health of male and female with regard to their autonomy the test of significant of difference between the means of two sub- sample was calculated and tested for significant difference. The result has been presented in the following table.

Table 4

Gender	N	Mean	SD	Df	't'	Result
Female	30	10.39	1.90	58	2.60	Significant
Male	30	11.82	2.44			

The calculated value is 't' is 2.6 is greater than the critical value i.e. 2.00 at 0.05 level of significant with 58 degree of freedom. So, therefore, null hypotheses is rejected.

Hence, it can be concluded that there is a significant difference in mental health of teacher trainees in relation to their gender variation on Autonomy.

3.5 Differential Analysis in Gender Security-Insecurity

In order to find out difference if any in the scores on mental health of male and female trainees with regard to their security-insecurity, the test of significant of difference between the means of two sub-sample was calculated and tested for significant difference. The result has been presented in the following table.

Table 4

Gender	N	Mean	SD	Df	't'	Result
Female	30	7.36	2.22	58	6.65	Significant
Male	30	11.22	2.36			

The result of this study make it clear that the computed value of 't' 6.65 is much more than the table value of 2.00 at 0.05 level of significant with 58 degree of freedom. So, therefore null hypotheses is rejected.

Hence, we can say that there is a significant difference in mental health to their gender variation on component Security-Insecurity.

3.6 Differential Analysis Gender Self-Concept

In order to find out difference if any on the scores on Mental Health of male and female with regard to their self-concept the test of significant of difference between the means of two sub-samples was calculated and tested for significant difference. The result has been presented in the following table.

Table 5

Gender	N	Mean	SD	df	't'	Result
Female	30	7.10	1.84	58	2.19	Significant
Male	30	8.22	2.20			

The calculated value of 't' is 2.19 is greater than the table value i.e. 2.00 at 0.05 level of significant with 58 degree of freedom. Therefore, null hypotheses is rejected.

Hence, we can say that there is a significant difference in mental health of teacher trainee in relation to their gender variation on Self-Concept.

3.7 Differential Analysis in Gender Intelligence

In order to find out difference if any on the scores on Mental Health of male and female with regard to their intelligence the test of significant of difference between the means of two sub-samples was calculated and tested for significant. The result has been presented in the following table.

Table 6

Gender	N	Mean	SD	Df	't'	Result
Female	30	19.49	3.48	58	1.74	Not Significant
Male	30	21.08	3.60			

The calculated value of 't' is 1.74 is less than the value i.e. 2.00 at 0.05 level of significant with 58 degree of freedom. So, therefore null hypotheses is retained.

Hence, we can that there is a no significant difference in mental health of teacher trainees in relation to their gender variation on Intelligence Component.

4. Major findings of the study

- The findings revealed that there was no significant difference in mental health of trainees in relation to their gender orientation.
- The mental health status of teacher trainees in relation to their gender variation in 'Emotional' and 'Intelligence' components were found to have no significant difference.
- The mental health status of male and female teacher trainees revealed a significant difference in the components of 'Overall-Adjustment', 'Autonomy', 'Security-Insecurity' and 'Self-Concept'.

5. Discussion

- No significant differences were found in the mental health of trainees in relation to their gender orientation. Gender was also not found to have affected 'Emotional' and 'Intelligence' components of mental health in this study. This could be due to similar kind of care and treatment that they are receive at home, Families of today including of Sikkim are nourishing their children (both male & female) in the same manner and in the same environment. In present days both male and female have to struggle equally hard to survive and use their intellectual power to fulfil their basic needs and have to bear the similar psychological turmoil, and thus seem to be developing equal emotional and intellectual strength. These could be some of the reasons that difference was not found in the scores of mental health of male and female teacher trainees.
- There was a significant difference found in the components of 'Overall-Adjustment', 'Autonomy', 'Security-Insecurity' and 'Self- Concept'. It is evident in Indian societies that men have freedom to explore different experiences and parents' monitoring towards them is less in comparison with women in reality. Society still prioritize the role of women as the one mainly responsible for domestic activities and children raising only. Thus, perception of male and female are different towards their role perceptions which in turn affects their differential self-concept. Studies have shown that depression, anxiety, and psychological distress affects girls to a greater extent than boys across different countries and varying contexts (Wiklund, Malmgren-Olsson, Öhman, Bergström & Fjellman-Wiklund, 2012). The researchers also found that women with anxiety disorders are more likely to internalize emotions, which typically results in withdrawal, loneliness, lack of adjustment, feeling of insecurity and depression. Also women suffer more than men from depression and low self-concept, because 'women ruminate more frequently than men, focusing repetitively on their



negative emotions and problems rather than engaging in more active problem solving' (American Psychological Association, 2011). Based on these evidences, it could be concluded that in Sikkimese society, there exists gender differences in mental health issues, as shown by the findings of this study.

6. Conclusion

The present study examined the mental health of teacher trainees in Sikkim with particular reference to gender. The results showed that male and female teacher trainees did not differ significantly in their overall mental health. However, significant differences were found in Overall Adjustment, Autonomy, Security-Insecurity and Self-Concept. No significant differences were observed in Emotional Stability and Intelligence.

The findings indicate that mental health among teacher trainees should be understood as a multidimensional construct. Although overall mental health may not differ significantly by gender, particular psychological dimensions may show meaningful differences. Teacher education institutions therefore have an important role in creating supportive environments, providing counselling and mental-health awareness programmes, and developing activities that promote adjustment, autonomy, psychological security and positive self-concept among future teachers.

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