



EFFECT OF MIND GAMES ON MENTAL HEALTH AMONG PRE-SERVICE TEACHERS

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Abstract

The study was aimed to find out the effect of mind games among Pre Service teachers on their mental health. A Sample of 34 Pre -service teachers from Periyar Maniammai Institute of Science and management was chosen and was randomly assigned as Control Group and experimental group. The experimental group was given mind game session for a period of four weeks. To measure the mental health before and after intervention, the researcher used the tool Warwick-Edinburg Mental Well being Scale(WEMWBS) was used .The study reveals mind game programme have a considerable effect on the mental health of pre-service teachers in experimental group than Control group. Thus the study concluded Mind games have significant impact on mental health of Pre-service teachers.

Keywords: *Mind Games, Mental Health, Pre-Service Teacher.*



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1. INTRODUCTION

Mind games improve the critical and creative thinking skills .Mind games allow brain to think more effectively and enthusiastically. Mind games are one of the strategy that trains brain, improves cognition skill, enhances attention and memory span, emotional balance, positive thinking, decision making skill, and also mental health. Teaching needs professional skill, knowledge about content, how the content to be delivered, emotional stability and sound mental health to face and manage the emotional problems from students and also to students, updating of digital skills etc (Baş, Özlem & Kuzu, Okan & Gök, Bilge. 2020).Pre- service teachers have anxiety about these issues which gives them stress. They also have stress like academic pressure, eligibility tests, and low salary

risks which affects their mental health (Whitley, J., & Gooderham, S. 2016). The study aims to find the effect of mind games on mental health among pre-service teachers. In recent years, the importance of mental health in various professional fields has gained significant attention due to its profound impact on overall well-being and performance. Among the many professions that require sound mental health, teaching stands out as one of the most crucial, as educators play a pivotal role in shaping young minds and fostering the future generation (Georgakis, S., & Light, R. 2007). However, pre-service teachers, who are still in the process of becoming professional educators, often face unique challenges that can affect their mental well-being (Birchinall, L., Spendlove, D., & Buck, R. 2019).

The current study delves into the effect of mind games on the mental health of pre-service teachers, recognizing the potential benefits that these games can offer in enhancing critical and creative thinking skills. Mind games, as a form of cognitive training, have been known to improve attention span, memory, decision-making abilities, and emotional balance. Considering the demanding nature of the teaching profession, including the need for emotional stability and effective problem-solving skills, investigating the impact of mind games on pre-service teachers' mental health becomes particularly pertinent. Pre-service teachers encounter various stressors, such as academic pressures, eligibility test anxieties, and uncertainties about future job prospects, which can adversely affect their mental well-being (Carroll, S. Z., Petroff, J. G., & Blumberg, R. 2009). A positive and healthy mental state is not only crucial for their personal growth and happiness but also essential for their ability to manage emotional challenges both from and for their students effectively.

Thus, the primary objective of this study is to explore whether the implementation of a mind game program can lead to a significant improvement in the mental health of pre-service teachers. By assessing the mental well-being of pre-service teachers before and after the intervention, the researchers aim to identify the potential benefits of mind games and how they can contribute to enhancing the overall mental health of these budding educators (Lynagh, M., Gilligan, C., & Handley, T. 2010). Through this investigation, the study aims to shed light on the significance of nurturing mental health among pre-service teachers, recognizing that a positive and resilient mindset not only enables them to cope with stress and challenges more effectively but also enables them to excel in their profession (Sunthonkanokpong, W., & Murphy, E. 2019). Moreover, the findings of this research may serve as valuable insights for educational policymakers, suggesting the integration of mind games into teacher education curricula as a means to promote mental well-being and empower future educators to create a conducive learning environment for their students (Crawford-Garrett, K., Anderson, S., Grayson, A., & Suter, C. 2015).

2. MENTAL HEALTH

Mental Health is about individuals well being, how they maintain relationships with others and with themselves, the optimistic view, how well they handle the stress, cope up with emotions and how they overcome problems, finds solution, and take decisions firmly (Shoffner, M. 2008). Mental health includes ones psychological, emotional and social well being (Boyd, A. S., & Darragh, J. J. 2019). Mental health can be affected by external environment factors such as problems/stress in society or community the

individual is attached with or personal problems like inferiority complex, lack of self love etc Also mental health is not continuous, it may change with time, the environment around the individuals and also the situations. As like physical health, mental health have also to be considered (Bochicchio, V., Perillo, P., Valenti, A., Chello, F., Amodeo, A. L., Valerio, P., & Scandurra, C. 2019).

3. MIND GAMES

Mind games can be expressed as the activities or Strategies to improve one's intellectual skill, cognitive abilities, perceptions about life, working memory, attention span, critical thinking, decision making, Creative thinking etc. It also influences one's positive well being, emotional resilience, maturity which are some of the factors needed for mental well being, the mental health. Mind games such as puzzle, Sudoku; chess etc keeps brain to be more active and enhances the cognitive ability. They also include mindfulness and relaxation which are very much needed for inner peace (Gil-Gómez, J., Chiva-Bartoll, Ó., & Martí-Puig, M. 2015).

4. PRE-SERVICE TEACHERS

Those who are doing the Integrated teacher education programme are denoted as Pre-service teachers, in this study.

5. SIGNIFICANCE OF THE STUDY

Pre-service teachers face unique problem likes academic problems, eligibility test fears, low salary job risks etc. It is essential that the mental well being of this budding teachers to be healthy and good, so only they can perform well, love the profession and create perfect learners, which are in turn the future citizens of India (Çuhadar, C. 2012). The study will help to find the interventions that can help to identify the strategies that can be used to improve the mental health of Pre-service teachers and also helps to identify the gap between the pre-service teachers mental well being. Further it will also help the educational policy makers to integrate the mind games strategies in order to improve the pre-service teachers mental health (Tindall, D., MacDonald, W., Carroll, E., & Moody, B. 2015).

6. OBJECTIVES

- To find out the significant difference between Pre and Post-test Scores of control group Pre-service teachers in mental health.
- To find out the significant difference between Pre and Post-test Scores of experimental group Pre-service teachers in mental health.
- To find out the significant difference between Control group and experimental group of pre-service teachers in mental health.

7. HYPOTHESES

- There is no significant difference between Pre and Post-test Scores of control group Pre-service teachers in mental health
- There is no significant difference between Pre and Post-test Scores of experimental group Pre-service teachers in mental health
- There is no the significant difference between Control group and experimental group of pre-service teachers in mental health.

8. METHODOLOGY OF THE STUDY

A sample of 34 Pre-service teachers was chosen for the study. Convenience sampling method was adopted. Experimental research design was adopted. The researcher used the Standardized tool Warwick-Edinburgh Mental Well being Scale (WEBWMS). The Scale consists of 14 items and a five point scale, from 1 to 5. The score varies from 14- 70. The Pre-service teachers of PMIST (Periyar Maniammai Institute of Science and Technology), Vallam, Thanjavur, studying third year were used for the study. Convenience sampling method was used.

9. DATA ANALYSIS

Hypothesis-1: There is no significant difference between Pre and Post-test Scores of control group Pre-service teachers in mental health.

Table-1: Mean scores of Pre and Post-test of Pre-service teachers in mental health.

Group	Pre- test			Post-test			Pre and Post test
	N	Mean	S.D	N	Mean	SD	't' Value
Control group	34	24.529	5.495	34	26.324	5.414	10.078

(‘t’ value at 5% level of Significance 2.0345)

From the above table it is inferred that the calculated ‘t’ value is greater than the critical value. Hence null hypothesis is rejected and there is significant difference between pre test and post test scores of Control group.

Hypothesis-2: There is no significant difference between Pre and Post-test Scores of experimental group Pre-service teachers in mental health.

Table-2: Mean scores of Pre and Post-test Scores of experimental group Pre-service teachers in mental health.

Group	Pre- test			Post-test			Pre and Post test
	N	Mean	S.D	N	Mean	SD	“t” Value
Experimental Group	34	28.206	5.799	34	64.323	2.434	31.646

(‘t’ value at 5% level of Significance 2.0345)

The above table shows that there is significant mean difference between Pre and post test of experimental group, the calculated ‘t’ value is greater than the critical ‘t’ value.

Hypothesis-3: There is no the significant difference between Control group and experimental group of pre-service teachers in mental health

Table-3: Mean scores of Pre and Post-test Scores of control and experimental group Pre-service teachers in mental health.

Overall	Pre- test				Post-test		
	N	Mean	S.D	‘t’	Mean	SD	‘t’
Experimental	34	28.206	5.799	2.5821	64.323	2.434	37.335

Group							
Control Group	34	24.529	5.945		26.324	5.414	

(Table value of 't' at 5 % level of significance with df 33 is 2.0345)

10. DISCUSSION

From analyzing its found out that Intervention of mind games improves the mental health of Pre-service teachers'. It also gives a positive way of approaching the circumstances. The researcher recommends the integration of mind games in the curriculum to enhance the mental health of Pre-service teachers'. Because only a sound mind can produce effective learners. The present study aimed to investigate the effect of mind games on the mental health of pre-service teachers. The results obtained from the analysis of data provide valuable insights into the potential benefits of implementing mind game sessions to enhance the mental well-being of these future educators. Firstly, the study utilized a sample of 34 pre-service teachers from Periyar Maniammai Institute of Science and Management. These participants were randomly assigned to either the control group or the experimental group. The experimental group was subjected to a four-week mind game intervention, while the control group did not receive such intervention. Mental health was measured using the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS), which assesses various aspects of psychological, emotional, and social well-being.

The data analysis involved comparing the pre-test and post-test scores of the control group and the experimental group separately to identify any significant differences. Additionally, a comparison was made between the control and experimental groups to evaluate the overall impact of the mind game intervention. The findings of the study revealed noteworthy results. Firstly, the pre-test and post-test scores of the control group were compared, and it was observed that there was a significant difference between the two scores. This suggests that even without the mind game intervention, there was some improvement in the mental health of the control group participants during the study period. This improvement could be attributed to various factors such as the passage of time, general life experiences, or even the attention received during the research process. Secondly, the pre-test and post-test scores of the experimental group were compared, and the analysis indicated a highly significant difference between the two scores. This result indicates that the mind game sessions had a considerable positive impact

on the mental health of the pre-service teachers in the experimental group. The mind games appeared to contribute to enhancing various cognitive abilities, emotional balance, decision-making skills, and overall mental well-being.

Thirdly, a direct comparison between the control group and the experimental group's post-test scores was performed. The analysis showed a substantial difference between the two groups, strongly suggesting that the implementation of mind games had a significant effect on the mental health of the pre-service teachers. The observed positive effects of mind games on the mental health of pre-service teachers have significant implications. Teaching is a demanding profession that requires not only subject knowledge and pedagogical skills but also emotional resilience and effective management of student-related challenges. Pre-service teachers often experience stress and anxiety related to their academic journey and future career prospects, which can impact their mental well-being negatively. By incorporating mind games into the teacher education curriculum, institutions can provide a practical and enjoyable approach to enhancing mental health and resilience among future educators. Moreover, promoting mental health among pre-service teachers is crucial for their personal well-being and job satisfaction, which, in turn, can positively influence the quality of education they provide to their students. A sound and positive mindset in pre-service teachers can lead to the creation of a supportive and nurturing learning environment, fostering a conducive atmosphere for student growth and development. In conclusion, the study provides evidence supporting the significant impact of mind games on the mental health of pre-service teachers. The positive effects of the mind game intervention suggest the importance of incorporating such cognitive training strategies into teacher education programs. By promoting mental well-being among pre-service teachers, educational institutions can help create a generation of educators who are better equipped to handle the challenges of teaching and contribute to the overall well-being and success of their students.

11. CONCLUSION

Mental health has to be considered equally as physical health. As like physical work out, mind games provide mental work out, which makes the individual to be stay emotionally stronger, mentally healthy and emotionally resilient. Through this paper, the researcher concludes that Mind games have significant effect on mental health. In conclusion, this study contributes to the growing body of research highlighting the importance of prioritizing mental health among pre-service teachers. By recognizing the significant impact of mind games on mental well-being, educational institutions can play a pivotal role in shaping well-rounded and effective educators. Mind games offer a practical and enjoyable approach to strengthening critical and creative thinking skills, which ultimately leads to the cultivation of a mentally healthy teaching workforce, capable of creating a positive impact on the lives of their students and the future of education.

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