

Effects of Irrational Beliefs and Perceived Line Care by School Management Personnel on Teachers' Mental Health

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Abstract

The objective of the present study was to investigate the effects of irrational beliefs and perceived support from school management personnel, known as "line care," on the mental health of teachers. The participants consisted of elementary and junior high school teachers. The study employed questionnaires including the Japanese version of the Center for Epidemiologic Studies Depression Scale to quantify depressive symptoms, the Teacher's Irrational Belief Test to assess irrational thought patterns, and the Line Care Scales to evaluate the level of support offered by school management personnel. Through hierarchical regression analyses, the findings demonstrated a positive association between higher levels of perceived line care and reduced depression. Furthermore, when irrational belief levels were lower among female teachers, self-directed line care exhibited a negative association with depression. This study suggested that an increase in line care provided by management personnel, whether directed towards individual teachers or the entire teaching staff, is associated with lower levels of depression. Moreover, the study partially confirmed the buffering effect of line care in the relationship between irrational beliefs and depression.

Keywords: irrational belief, perceived line care by school management personnel, depression, teacher