

STUDY OF OCCUPATIONAL STRESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR MENTAL HEALTH AND JOB SATISFACTION

Dr. Navdeep Kaur*
Mrs. Maninder Pal Kaur**

ABSTRACT

The job of the teachers is complex as it has to meet the expectations of parents, teachers, policy makers and address their once needs. These twin concerns make the life of teachers demanding and stressful. This becomes an important problem in the context of diversity of school system operative in India. A teacher performs outstandingly on being satisfied with the job. However, job satisfaction is concerned with certain aspects and attitude is one of them. It is mandatory for a teacher to have satisfaction on job performance and should develop a positive attitude towards education. Only satisfied, well adjusted and mentally healthy teacher can think of the well being of the students. In the present study, random sampling technique has been employed. Against this backdrop this study was planned to investigate aspects of occupational stress of secondary school teachers in relation to their mental health and job satisfaction. A sample of about 200 teachers from different type of schools (government and private) of Gurdaspur city was selected for the purpose of the study. To analyze the data varied statistical techniques have been employed such as statistics viz; Mean, Standard Deviation have been used to ascertain the nature of distribution of scores, descriptive Pearson product moment correlations have been calculated, the t-test was applied to find out the difference between means, ANOVA (two way) was applied to compute the data. Findings of the study showed that government schools teachers have better mental health and job satisfaction in comparison to teachers of private schools, whereas female schools' teachers have better mental health in comparison to male school's teachers.

Keywords: Occupational Stress, Secondary School Teachers, Mental Health, Job Satisfaction.

Introduction

Occupational stress can be defined as the physical and emotional response/s that occurs when an occupation related factors interact with the employees in a manner that disrupts or enhances his/her physiological conditions forcing them to deviate from normal functioning. Recently, teaching profession is being assumed as a distressed occupation in contrast to other professions. Stress is a feeling of tension which is both emotional and physical. It can occur in specific situations. When employees feel helpless to manage a balance between their capacities and available resources for fulfillment of demands, it gives rise to occupational stress. Occupational stress, in particular, is the inability to cope with the pressures in a job. It is a mental and physical condition which affects an individual's productivity, effectiveness, personal health and quality of work.

Mental health is an indication of a person's ability to cope up with socio-emotional and physical needs. However, when he finds himself trapped in a situation, he does not have matching coping strategies to deal with it effectively, he gets himself strained. Anxiety, distress, tension and hopelessness

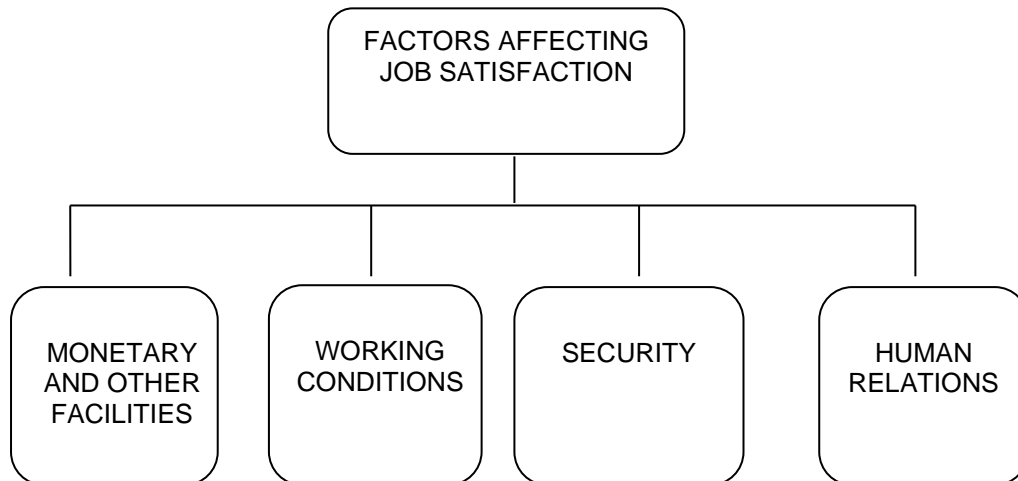
* (Corresponding Author) Assistant Professor, Department of Education, Guru Nanak Dev University, Amritsar, Punjab, India.

** SRF, Department of Education, Guru Nanak Dev University, Amritsar, Punjab, India.

are some general criteria for mental stress and strain. According to World health organization, mental health belongs to subjective well-being, self efficiency, autonomy, competence, intergenerational trust and self actualization of one's intellectual and emotional potential among others. The predisposing (heredity, physiological stress, sex and personality) and the precipitating (frustration, diseases, general age) are the two types of factors influencing mental health.

Job satisfaction comprises of two words- 'Job' and 'satisfaction'. Job is an occupational activity performed by an individual in return for a reward. Satisfaction refers to inner contentment or happiness for the person engaged in any job. It shows the relationship between 'what one expects' and 'what one achieves'. Any single task can be completed successfully when an individual enjoys certain level of satisfaction out of it. Glimmer defined job satisfaction or dissatisfaction as the result of various attitudes the person holds to words the job, related factors and his life in general.

Factors Affecting Job Satisfaction



Review of Related Literature

A study conducted by Chopra and Gartia (2009) assessed the accountability of secondary school teachers in relation to their occupational stress. It concluded that occupational stress among secondary school teachers had a negative impact on their accountability. Teachers who were less occupationally stressed were more accountable towards their job. Results of study conducted by Holeyannavar and Itagi (2010) on stress and health status of 105 school teachers in Dharwad city of Karnataka, revealed that more than half of the teachers (55.2-64.8%) experienced average to high levels of stress as well as overall stress and 35.2-44.8 per cent low levels. Various stressors as well as overall stress of teachers had negative and highly significant relationship with age and work experience.

Galgotra Mohan70 (2013) conducted "A study on mental health of higher secondary school teachers with reference to their sex, type of school and job satisfaction." Analysis of the data reveals that government school teachers had better mental health than private school teachers. Teachers with higher job satisfaction possessed good mental health in comparison to teachers with low job satisfaction. D, Ram Babu77 (2017) studied "Mental health of teacher educators of Telangana region of Andhra Pradesh." In this study an attempt has been made to find out mental health status among the teacher educators. Findings revealed that female teacher educators had a better mental health than male teacher educators. There was no significant difference in mental health of teacher educators in reference to their age, marital status, experience and location. Teachers with 3 to 5 years of experience had better mental health than teachers with more than 10 years of experience.

A survey conducted by Ahmad (2012) among Teachers of Private Universities in Bangladesh revealed that self-esteem and optimism is significantly positively correlated with teacher's job satisfaction. Kulkarni (2013) investigated the relationship between job satisfaction and teaching effectiveness of secondary school teachers from Hubli-Dharwar city. Results revealed that there was a positive and significant relationship between job satisfaction and teaching effectiveness of male and female teachers, those working in rural and urban areas, in government and private schools and graduate and post-graduate teachers working in different secondary schools.

Further, Shinu and Kumari (2016) examined the job satisfaction among secondary school teachers in relation to their emotional intelligence with special reference to Kangra district of Himachal Pradesh. The findings reveal significant difference among men and women in relation to their job satisfaction and it shows job satisfaction in teachers of high and low Emotional intelligence at schools. Nigama, K. et al. (2018) study conducted on 50 respondents from the private school and 50 from government school with main objective of the research was to explore the job satisfaction between private and government school teachers, result of study showed that there is no significant difference in their level of satisfaction irrespective of gender.

Objectives of the Study

The present study was designed to obtain following objectives:

- To study the difference in occupational stress of male and female secondary school teachers.
- To study the difference in occupational stress of Government and private secondary school teachers.
- To study the difference in mental health of male and female secondary school teachers.
- To study the difference in mental health of Government and private secondary school teachers.
- To study the difference in job satisfaction of male and female secondary school teachers.
- To study the difference in job satisfaction of Government and private secondary school teachers.
- To study the relationship between occupational stress and mental health of secondary school teachers.
- To study the relationship between mental health and job satisfaction of secondary school teachers.
- To study relationship of job satisfaction and occupational stress of teachers at secondary level.
- To study interaction effect of mental health and job satisfaction on occupational stress of secondary school teachers.

Hypotheses of the Study

The following hypotheses were proposed to achieve the above stated objectives:

- There exists no significant difference in occupational stress of male and female secondary school teachers.
- There exists no significant difference in occupational stress of Government and private secondary school teachers.
- There exists no significant difference in mental health of male and female secondary school teachers.
- There exists no significant difference among government and private secondary school teachers in relation to their mental health.
- There exists no significant difference in job satisfaction of male and female secondary school teachers.
- There exists no significant difference in job satisfaction of Government and private secondary school teachers.
- There exists no significant relationship between occupational stress and mental health of secondary school teachers.
- There exists no significant relationship between occupational stress and job satisfaction of secondary teachers.
- There exists no significant relationship between mental health and job satisfaction of secondary school teachers.
- There exists no significant interaction effect of mental health and job satisfaction on occupational stress.

Sampling Technique

In current study, randomization had been employed as a sampling technique. In this technique, each and every unit of the sample has an equal opportunity of being included in the sample and selection. One individual or unit is in no way dependent upon the selection of another individual or unit. 200 teachers were randomly selected to collect the data. A sample of about 200 teachers from the different type (government and private) schools of Gurdaspur city was selected for the purpose of the study.

Tools of the Study

The following tools have been administered on the subjects in the study:

- Occupational stress index by Dr A.K. Srivastva and Dr. A.P. Singh (1984)
- Mental health battery by Dr. Arun Kumar Singh and Dr Alpana Sengupta (2012)
- Job Satisfaction scale by Dr. Amar Singh and Dr. T.R. Sharma (2012)

Statistical Techniques Used

In this study, the following statistical techniques were employed to analyse the data:

- Statistics viz; Mean, Standard Deviation have been used to ascertain the nature of distribution of scores.
- Descriptive Person product moment correlations have been calculated
- The t-test was applied to find out the difference between means
- ANOVA (two way) was applied to compute the data

Analysis and Interpretation

Table 1: Showing P-value of Occupational Stress, Mental Health and Job Satisfaction of the teachers with respect to Gender and Type of School

Variable	Gender/ Type of School	Mean	Std. Deviation	Std. Error Mean	T-test	P-value
Occupational stress	Male	136.710	9.8599	.9860	.454	.650
	Female	137.340	9.7486	.9749		
	Government	135.230	9.3947	.9395	2.633	.009
	Private	138.820	9.8835	.9884		
Mental Health	Male	80.530	5.1961	.5196	2.136	.034
	Female	81.960	4.2234	.4223		
	Government	81.430	4.6499	.4650	.547	.585
	Private	81.060	4.9171	.4917		
Job satisfaction	Male	73.620	6.2438	.6244	.200	.842
	Female	73.440	6.4781	.6478		
	Government	74.300	6.0894	.6089	1.724	0.86
	Private	72.760	6.5337	.6534		

The table 1 reveals that there is no significant difference between occupational stress of male and female teachers and mental health of government and private teachers as the calculated p-value is found to be .650 and .585 respectively which is less than the table value at 0.05 level. The null hypothesis stating "There exist no significant difference between male and female occupational stress of secondary school" and "There exist no significant difference between government and private mental health of secondary school" were accepted. However, it indicates significant difference between occupational stress of government and private teacher and mental health of male and female teachers as the calculated p-value is found to be .009 and .034 respectively which is more than the table value at 0.05 level. So, the null hypothesis stating "There exist no significant difference between government and private occupational stress of secondary school" and "There exist no significant difference between male and female mental health of secondary school" were rejected. Again, it reveals no significant difference between job satisfaction of male and female as well as government and private teachers. The reason behind this the calculated p-value is found to be .842 which is less than the table value at 0.05 levels and 0.86 which is less than the table value at 0.05 level respectively. The null hypothesis stating "There exist no significant difference between male and female job satisfaction of secondary school" and "There exist no significant difference between government and private job satisfaction of secondary school" were accepted.

Table 2: Showing Correlation (r) between Occupational Stress and Mental Health/ Occupational Stress and Job Satisfaction/ Mental Health and Job Satisfaction of Secondary School Teachers

Variables	N	Df	R	Inference
Occupational stress	200	198	.205	Significant at 0.01,0.05 level
Mental health	200			
Variables	N	Df	R	Inference
Occupational stress	200	198	.437	Significant at 0.01,0.05 level
Job satisfaction	200			
Variables	N	Df	R	Inference
Mental health	200	198	.292	Significant at 0.01, 0.05 level
Job satisfaction	200			

The above-mentioned table reveals that occupational stress and mental health, occupational stress and job satisfaction as well as mental health and job satisfaction are significantly correlated with $R = .205$ (significant at .001 level), $R = .437$ (significant at .001 level) and $R = .292$ (significant at .001 level) respectively. Thus, the null hypothesis stating that "there exists no significant relationship between occupational stress and mental health of secondary school teachers", "there exists no significant relationship between occupational stress and job satisfaction of secondary school teachers", and "there exists no significant relationship between mental health and job satisfaction of secondary school teachers", were therefore rejected at the 0.01, 0.05 level, and 0.01 level respectively.

Table 3: Summary of Analysis of Variance (two way) ANOVA

Job satisfaction	Mental Health						Very poor mental health			Total		
	Average mental health			Poor mental health			N	Mean	SD	N	Mean	SD
	N	Mean	SD	N	Mean	SD						
Extremely Satisfied	70	141.457	7.9230	16	137.063	12.5351	2	136.500	3.5355	88	140.545	8.9608
Moderate satisfied	2	122.500	10.6066	10	125.800	10.0753	5	118.400	14.8762	17	123.235	11.4430
Not Satisfied	72	135.972	8.0123	20	136.150	6.6907	3	143.000	4.3589	95	136.232	7.7108
Total	144	138.451	12.5351	46	134.217	10.5765	10	129.400	15.6219	200	137.025	9.7848

Dependent Variables	Independent Variable					
	Source	Sum of squares	Df	Mean square	f-value	Significant
Occupational Stress	Mental health (A)	2.732	2	1.366	.019	.804
	Job Satisfaction(B)	2261.026	2	1130.513	15.359	.049
	(AXB) Interaction	549.400	2	137.350	1.866	.541
	Error	14058.603	191	73.605		
	Total	3774223.000	200			

The above-mentioned table shows average mental health group means gain scores (138.451) is higher than that of poor mental health group (134.217). Further it can be seen that f- value for mental health (A) is .019 which is insignificant at 0.05 level. It indicates that the mean scores of occupational stress of average mental and poor mental health not differ significantly. Whereas, f- value for job satisfaction (B) is 15.359 which is significant at 0.05 level indicates that the mean scores of occupational stress of very satisfied, moderate satisfied and not satisfied differ significantly. Moreover, f-value for the interaction effect of mental health and job satisfaction on occupational stress of secondary school teachers came out to be 1.866 which is significant at the 0.05. The significant interaction effect is indicative of the fact that the main effects of mental health on occupational stress is insignificant, however interaction effect are indicative of the fact that the main effects of job satisfaction on occupational stress is significant. So the hypotheses, "there is no significant interaction effect of mental health and job satisfaction on occupational stress of secondary school teachers," is accepted.

Conclusion

It indicates that occupational stress of female teachers and private teachers were more stressed than that of male teachers and government teachers. Further, it can be concluded that female teachers and government teachers were more mentally healthy that of male teachers and private teachers. It is observed that male teacher and government teachers were more effective than that of female teachers

and private teachers. Moreover, it can be concluded that occupational stress and mental health is positive correlation between of secondary school teachers, as well as occupational stress and job satisfaction is positive correlation between of secondary school teachers. And mental health and job satisfaction is positive correlation between of secondary school teachers. We can say that occupational stress also effect the three levels of mental health and job satisfaction. It can be concluded that occupational stress does not affect by mental health and significantly affected by job satisfaction of teachers.

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