

A Study of Mental Health of Secondary School Teachers in Relation to Their Job Satisfaction and Job Stress.”

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I. INTRODUCTION

Mental health is a very ambiguous term because it is difficult to agree on its general application in a single context. Mental health is not a very precise term and the field of mental health is striving for scientific status while also serving as an ideological label. Before discussing programs to improve the mental health of teachers, this article will briefly touch upon the factors affecting a teacher's mental health. Being a member of a larger society, a teacher also may face problems of maladjustment as part of a developing society in modern times. There are many factors and conditions which can affect mental health in teachers.

Mental health is an index of the mind. It symbolizes mental readiness and willingness with which individuals identify them with their work. It is the norm of fortitude and firmness with which man acts and reacts with his environment. A relatively consistent mood and a persistent make up of the mind are the salient indicators of mental health.

Mental Health is often spoken as a state of well being such as happiness, contentment, satisfaction or achievement. Happiness is a desirable consequence of mental health. The mentally healthy person lives comfortably within his society and is satisfied with himself and his achievement and possesses a balance between the integrated body, mind, spirit and the environment.

A mentally healthy individual has a sense of identity, a wholeness, belongingness, security and meaningfulness: He is goal oriented in life and puts effort constantly to achieve it. The goal accomplished further strengthens his positive attitudes towards self. Maslow and Rogers (1954) described a self-engaged individual as in constant quest, always seeking new growth, development and challenges. A mentally healthy person is effective, competent and is able to interact freely and openly with others and can share himself with other people and grow from such experiences. It is a balance between what is expressed and what is repressed between outer and inner conflicts and drives, and a regulation of one's moods and emotions. It includes emotional responsiveness, control and unified philosophy of life. A mentally healthy person acts independently, dependently and interdependently as the need arises, without permanently losing independence. This self-governance makes the person to respect autonomy and freedom in others. The individual distinguishes fact from fantasy, the real world from a dream world, and acts accordingly. In reality, perception is the individual's ability to test his assumptions about the world by empirical perceptions

in the light of new information. This criterion includes empathy or social sensitivity, a respect for the feelings and attitude of others. A mentally healthy person is successful in an approved role in his society. He can deal effectively with the world, work out his problems of living and obtain satisfaction from life.

II. JOB SATISFACTION

Job satisfaction that is relevant to personal adjustment in teachers is a function of educational climate of the institute where the teachers work. Over the past eight decades, researchers have studied the construct of job satisfaction in great detail (Thompson, McNamara, & Hoyle, 1997). Several theoretical frameworks on job satisfaction have emerged from the massive body of studies that have been conducted with multiple types of educational work groups, including special educators, faculty, school psychologists, and teachers. Thompson et al. conducted an extensive literature review, uncovering three specific theoretical frameworks.

Job satisfaction and motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining educational success and performance. Professional knowledge, skills and center competencies occur when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performance (Filak & Sheldon, 2003). The above factors are closely similar to efficacy, and, of course, it is well known that many teachers lose or fail to develop self-efficacy within educational settings (Dweck, 1999). In addition, needs satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job/teaching performance.

III. JOB STRESS

Job stress is a chronic disease caused by conditions in the workplace that negatively affect an individual's performance

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and overall well-being of his body and mind. One or more of a host of physical and mental illnesses manifests job stress.

Stress at work is a phenomenon of modern lifestyles. The nature of work has gone through drastic changes over the last century and it is still changing at whirlwind speed. It has touched almost all professions, starting from an artist to a surgeon, a commercial pilot to a sales executive.

Stress is a pervasive and essential part of life. It is defined as the reaction of individuals to demands (stressors) imposed upon them. Stress can play a positive role by triggering the mobilization of adaptive responses (Selye, 1976). Contrary to popular belief, stress can be associated with both pleasant and unpleasant events (Levi, 1972) and only becomes problematic when it remains unresolved because of lapses in the individual's adaptive capacity. When this happens, the individual becomes disorganized, disoriented and therefore less able to cope and stress related health problems may result.

Selye (1974) refers to distress in order to differentiate these situations, although this distinction has not always been applied in the general usage of the term. Stress refers to situations where the well-being of individuals is detrimentally affected by their failure to cope with the demands of their environment.

Among life situations, the workplace stands out as a potentially important source of stress purely because of the amount of time that is spent in this setting. However, the stress-inducing features of the workplace go beyond simply the time involved. With the financial security and opportunities for advancement of individuals being dependent upon their performance, the pressure to perform makes the work situation potentially very stressful.

Need and Importance of the study

In the present world, each human being is surrounded by worries and tensions. If he does not adjust with environment and problems, he may become a problem for himself. An old saying an ounce of prevention is worth a pound of cure is quite true. There is a need of good mental health for decreasing strain and tension, for proper emotional, social, moral adjustment, for actualizing one's potentialities, to develop desirable personality, seeking proper adjustment, increasing unemployment and seeking set of goals of life.

Job satisfaction is the favorable or unfavorable subject wise feeling with which employees view their work. Job satisfaction is defined as an effective or emotional response towards various facts of one's job. Job satisfaction results when there is congruence between job recruitment demands and expectations of employees. If express the extent of match between employees' expectation of the job and the rewards that the job provides. The factor of physical conditions and social nature affects job satisfaction of the employees and their productivity. Teachers job satisfaction it's important for school organization and improvement. The teachers having good qualifications may or may not have a positive attitude towards the teaching profession. An ideal teacher is expected in have favorable attitude towards his/her profession.

Stress is one of the most insidious phenomena's of our time and it affects people in all walks of life. Stress implies

pressure and causes tension of worry resulting in problems. Some amount of stress is necessary and it always with us.

Depending on the situation, in the same person or person it varies. The teachers of today are facing new challenges in education calling for greater effort on their part to discharge challenging roles and functions but are ill equipped due to various reasons. The teacher in the Indian society is suffering from economic problems, negligence, insecurity and low status. Because of such obstacles and obstructions teachers become victims of stress, which affects their efficiency, rational thinking, emotional reaction, in fact, the totality of their behavior. Hence this study.

IV. OBJECTIVES OF THE STUDY

The objectives of the study are as follows:-

To find out in relationship between job satisfaction, job stress and mental health and its dimensions [Positive Self Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group Oriented Attitude and Environmental Mastery] of the secondary school teachers.

V. HYPOTHESIS OF THE STUDY

Based on the above objective the following hypothesis is formulated.

There is no significant relationship between mental health and its dimensions [Positive Self Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group Oriented Attitude and Environmental Mastery] of the secondary school teachers with independent variable ie. job satisfaction and job stress.

VI. POPULATION AND SAMPLE

The sample was drawn by employing stratified random sampling technique.

The sample comprised 450 secondary school teachers, 150 from each of the three types of school managements namely government, private aided and private unaided including male and female. Equal representation was given to both the sexes namely (male and female teachers).

VII. TOOLS USED IN THE STUDY

1. Mental health inventory developed and standardized by Jagadish and by A.K. Sreevasthava in the year 1983 was used.
2. Job satisfaction inventory [JSI] Indiresan 1974
3. Job stress questionnaire by Clark adapted and standardized by Basavaraju.

VIII. STATISTICAL TECHNIQUE

Zero-order correlation [product correlation technique was used to find out the relationship between mental health of secondary school teachers and their job satisfaction and job stress.

Table No. 1: Table showing the variables, size (N), degrees of freedom (df) and coefficient of correlation ('r') between mental health and its dimensions with job satisfaction of secondary school teachers.

Variables	Correlation between job satisfaction of secondary school teachers with their			
	N	df	'r' Value	Level of Significance
Total Mental Health	460	458	0.106	*
Dimensions				
Positive Self Evaluation	460	458	0.133	*
Perception of Reality	460	458	0.171	*
Integration of Personality	460	458	0.294	*
Autonomy	460	458	0.189	*
Group- Oriented Attitude	460	458	0.159	*
Environmental Mastery	460	458	0.079	NS

*Significant at 0.05 level

From the above table it can be seen that,

1. A significant positive relationship is observed between mental health and job satisfaction of secondary school teachers ($r=0.106, p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the mental health and job satisfaction of secondary school teachers are dependent on each other.
2. A non-significant positive relationship is observed between dimension of mental health i.e. environmental mastery with job satisfaction ($r=0.079, p>0.05$) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the environmental mastery and job satisfaction of secondary school teachers is not dependent on each other.
3. A significant positive relationship is observed between dimensions of mental health i.e. positive self-evaluation with job satisfaction ($r=0.133, p<0.05$), perception of reality with job satisfaction ($r=0.171, p<0.05$), and integration of personality with job satisfaction ($r=0.294, p<0.05$), autonomy with job satisfaction ($r=0.189, p<0.05$) and group- oriented attitudes with job satisfaction ($r=0.159, p<0.05$) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the dimensions of mental health i.e. positive self-evaluation, perception of reality, integration of personality autonomy, group-oriented attitudes and job satisfaction of secondary school teachers are dependent on each other.

Table No. 2: Table showing the variables, size (N), degrees of freedom (df) and coefficient of correlation ('r') between mental health and its dimensions with job stress of secondary school teachers.

Variables	Correlation between job stress of secondary school teachers with their			
	N	df	'r' Value	Level of Significance
Total Mental Health	460	458	-0.21	*
Dimensions				
Positive Self Evaluation	460	458	-0.12	*
Perception of Reality	460	458	-0.27	*
Integration of Personality	460	458	-0.05	NS
Autonomy	460	458	-0.40	*
Group- Oriented Attitude	460	458	-0.11	*
Environmental Mastery	460	458	-0.25	*

From the above table it can be seen that,

1. A negative significant relationship is observed between mental health and job stress of secondary school teachers ($r=-0.21, p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the mental health and job stress of secondary school teachers are negatively dependent on each other. It can be inferred that higher the job stress lower is the Mental health & vice versa.
2. A negative significant relationship is observed between dimensions of mental health i.e. positive self-evaluation with job stress ($r=0.12, p<0.05$), perception of reality with job stress ($r=0.27, p<0.05$), autonomy with job stress ($r=0.40, p<0.05$) group- oriented attitudes with job stress ($r=0.11, p<0.05$) and Environmental Mastery with job stress ($r=0.25, p<0.05$) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the dimensions of mental health i.e. positive self-evaluation, perception of reality, autonomy, group-oriented attitudes, Environmental Mastery and job stress of secondary school teachers are dependent on each other. It can be inferred that higher the job stress lower is the Mental health & vice versa.
3. A non-significant negative relationship is observed between dimensions of mental health i.e. integration of personality with job stress ($r=0.05, p>0.05$) of secondary school teachers at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the dimensions of mental health integration of personality and job stress of secondary school teachers is not significantly dependent on each other.

IX. FINDING OF THE STUDY

The major findings of the studies as follows:

1. The Mental Health and job satisfaction of secondary school teachers are dependent on each other.
2. The dimension of Mental Health i.e. Positive self Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group Oriented Attitude and Job satisfaction of secondary school teachers are dependent on each other.
3. The environmental mastery and job satisfaction of secondary school teachers is not dependent on each other.
4. The Mental Health and job stress of secondary school teachers are dependent on each other.
5. The dimension of Mental Health i.e. Positive self Evaluation, Perception of Reality, Autonomy, Group Oriented Attitude, Environmental mastery and Job stress of secondary school teachers are dependent on each other.
6. The dimension of Mental Health ie. Integration of personality and Job Stress of Secondary School Teachers are not dependent on each other.

X. DISCUSSIONS OF RESULTS

From all the above observation it can be concluded that the

mental health of secondary school teachers and their job satisfaction are dependent on each other.

4. The dimension of mental health secondary school teachers i.e. Positive self Evaluation, Perception of Reality, Integration of Personality, Autonomy, Group Oriented Attitude and Total Health of Mental Health and Job satisfaction of secondary school teachers are dependent on each other. The environmental mastery and job satisfaction of secondary school teachers is not dependent on each other. The total mental health and job stress of secondary school teacher is dependent on each other. The dimension of Mental Health i.e. Positive self Evaluation, Perception of Reality, Autonomy, Group Oriented Attitude, environmental mastery and Job Stress of Secondary School Teachers are dependent on each other. It can be inferred that higher the job stress lower is the Mental health & vice versa. The mental health dimension i.e. integration personality and job stress of secondary school teacher is not significantly dependent on each other.

The following can be considered as suggestions for improving mental health of teachers:

- (a) Good social relations: A teacher should try to have a large circle of friends and acquaintances. This will give him the opportunity to have a normal social life outside the school. He will be able to offset the tedium of daily routine of the school and derive pleasure and happiness.
- (b) Relations with students: What a teacher needs to have is mental and emotional poise and balance when he is dealing with young children. As growing and learning individuals they will make mistakes. If a teacher gets irritated on each mistake that a student may commit, he will soon find himself an irritable and easily excitable individual.
- (c) A teacher should derive pleasure from his profession: Although the life of the teacher is not enviable, a teacher who enjoys teaching derives pleasure out of it. He gets the opportunity to move with young people and s such remains young . On the other hand the teacher can improve his competence during these holidays and rest will make him physically and mentally alert.
- (d) Seek Guidance at outset: Many of us think that we are competent to solve any problem or meet any situation by ourselves. Teachers with this attitude are in trouble one day or the other
- (e) Job Competence: Job competence will increase confidence in teachers. So all attempts should be made by school authorities for professional growth and development of teachers.
- (f) Join organized community groups: One can be mentally healthy by participating in-group life. There is no harm if the teacher is a member of a religious group or a club or a study circle. This is good also for his intellectual growth.
- (g) Maintain normal family life: It is important for a teacher to lead a normal family life. When a teacher is experiencing stress, he can speak out his problems to his head. Colleagues and friends and find an emotional outlet for his suppressed feelings.

(h) Regarding colleagues: In the school or college, the teacher should not go in for party politics. It will pollute entire atmosphere. The aim is to promote the welfare of the students and school climate thereby maintain a peaceful environment.

XI. JOB SATISFACTION

School managements should ensure that their teachers have job satisfaction. Extrinsic rewards such as pay, benefits and promotion opportunity will keep teachers happy and satisfied. Encouragement for their creative powers and appreciation for good work done would definitely promote psychological well-being of teachers reducing their stress level.

The following can be suggested as appropriate solutions to reduce job stress of teachers.

Equitable work load, resolving collegial conflicts, Stress management strategies can be practiced in school to help teacher overcome occupational and personal stress. The different strategies are:-

- i) **Meditation and Yoga** ii) **Social Support**
- iii) **Bio feedback** iv) **Exercise** v) **Relaxation**
- vi) **Readjusting life goals** vii) **Role management**
- viii) **Organizational copying strategies**
- ix) **Institutional Programmes:**

XII. CONCLUSION

These are programs undertaken through established organizational mechanisms such as properly designed jobs and work schedules. Organization should value individual dignity and reinforce the healthy mix of work and network activities. Democratic leadership styles, an open organization climate, job enrichment participated decision making and team building activities will reduced stress to a large extent and create a healthy environment in the school environment which promotes better achievements of the school.

XIII. BIBLIOGRAPHY

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