

## Job Stressors and Mental Health of Secondary School Teachers



### Education

KEYWORDS :

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### ABSTRACT

*The main objectives of study are to find out the significant difference between male and female secondary school teachers in their job stressors and mental health. Further, it is to find out the significant difference between the secondary school teachers working in rural and urban schools. Finally, to find out the relationship between job stressors and mental health of secondary school teachers. The tools, Teachers' Job Stressors Scale developed and validated by the Investigator and Mental Health Checklist standardized by Pramod Kumar were used to collect the data. The major findings were, The male and female secondary school teachers differ significantly in maintenance of interpersonal relationship and job stressors. The study reveals that there is no significant relationship between job stressors and their mental health.*

### INTRODUCTION

A teacher is the real dynamic force of a school. Likewise, the school without good teachers is a soulless body. Without competent teachers, even the best educational systems are bound to fail. So, a good teacher can certainly make the best of even the worst system. Every teacher must have heard the word of William Arthur Ward, who aptly remarked, "the good teacher explains, the superior teacher demonstrates and the great teacher inspires". The teacher is the second parent of the child, who helps the child in the development of positive personality characteristics and good behavioural characteristics. He also performs the role of the parents not only in the classroom but also in the society. He is undertaker of the great task of educating the child.

### JOB STRESSORS AND MENTAL HEALTH

Job stress refers to the individual's mental state aroused by combination of job situation perceived as presenting the demands which threaten to exceed the employee's capabilities and resources for adequately meeting it, under conditions where he accept a situation differential in the costs and rewards from meeting the demands versus not meeting it.

Job stress can be defined as a state of exhaustion, irritability and fatigue that markedly decrease the worker's effectiveness and capabilities. An inability to cope equitably with the stresses of work or personal life, to become debilitated, weakened, because of external demands on one's physical or mental energy are the results of stress or burnout. It is also a condition produced by working too hard for too long in a high pressure environment. It is a debilitating psychological condition resulting from work related frustrations, which results in lower productivity, morale and satisfaction.

Mental health is a term used to describe either a level of cognitive or emotional well-being or an absence of a mental disorder. From the perspectives of the discipline of positive psychology or holism, mental health may include an individual's ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience. The concept of mental health has over the years been a subject of discussion among psychiatrists, psychologists and other social scientists because of its complex nature. It is rather startling to note that there is no unanimously accepted definition of mental health.

### NEED AND SIGNIFICANCE OF THE STUDY

Though teaching is a noble profession, the teachers feel it as a hard task to realize the goals set by them to certain satisfactory level. In fact, every minute is challenging for the teacher. As time changes, the skills and characteristics do change in students

and thereby a fresh demand for change in the mode of teaching arises to challenge the resources of the teacher. Therefore, no teacher can be satisfied with what he has achieved in the past. Such a challenging situation always puts the teacher in finding the ways and means for gaining such satisfaction. Here, comes the intention of stressors, which could confuse or demoralize even the able teachers to deviate from the chosen path. The intensity of the stressors could even cause mental agony that would force the individuals given up the chosen profession. In such a context, one could assume that the resoluteness on the part of teacher. That is why, it is felt that there is a necessity to identify the intensity of various job stressors and the factors like emotional intelligence, self-esteem and mental health that could influence the job stressors, so as to balance their teacher behaviour that could predict the prominence of such stressors is of paramount importance.

### STATEMENT OF PROBLEM

JOB STRESSORS AND MENTAL HEALTH OF SECONDARY SCHOOL TEACHERS.

### OPERATIONAL DEFINITIONS

#### Job Stressors

By "Job Stressors", the investigator means the factors affecting the teachers working in secondary schools in Ariyalur District. Operationally, it is the scores obtained on the Teachers' Job Stressors Scale developed and validated by the Investigator.

#### Mental Health

Mental health implies the adjustment of the individual to the world and each other maximum effectiveness and happiness. Operationally, it is the score obtained on the Mental Health Checklist standardized by Pramod Kumar (1992).

### OBJECTIVES

1. To find the significant difference between the male and female secondary school teachers in their job stressors.
2. To find the significant difference between the secondary school teachers working in rural and urban schools in their job stressors.
3. To find the significant difference between the male and female secondary school teachers in their mental health.
4. To find the significant difference between the secondary school teachers working in rural and urban schools in their mental health.
5. To find the significant relationship between the job stressors of secondary school teachers and their mental health.

### ANALYSIS OF DATA

#### Null Hypothesis – 1

There is no significant difference between the male and female secondary school teachers in their job stressors.

**Table - 1.**  
**Difference in Job Stressors of Secondary School Teachers with regard to Gender**

Job Stressors	Gender	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Teacher Role Maintenance	Male	387	54.68	10.32	1.06	1.96	NS
	Female	154	55.81	11.58			
Respect and Honour Maintenance	Male	387	41.73	10.47	0.68	1.96	NS
	Female	154	42.45	11.34			
Maintenance of Interpersonal Relationship	Male	387	26.73	9.14	2.45	1.96	S
	Female	154	28.99	9.86			
Total	Male	387	123.14	14.23	2.59	1.96	S
	Female	154	127.25	17.53			

It is inferred from the above table that there is significant difference between male and female secondary school teachers in maintenance of interpersonal relationship and job stressors. But there is no significant difference between them in teacher role maintenance, and respect and honour maintenance. While comparing the mean scores of male and female secondary school teachers in their maintenance of interpersonal relationship, female teachers (mean = 28.99) have more job stressors than male teachers (mean = 26.73) in their maintenance of interpersonal relationship. While comparing the mean scores of male and female secondary school teachers in their job stressors, female teachers (mean = 127.25) have more job stressors than male teachers (mean=123.14) in their job stressors.

**Null Hypothesis – 2**

There is no significant difference between the secondary school teachers working in rural and urban schools in their job stressors.

**Table - 2.**  
**Difference in Job Stressors of Secondary School Teachers with regard to Locality of School**

Job Stressors	Locality of School	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Teacher Role Maintenance	Rural	81	55.14	10.53	0.12	1.96	NS
	Urban	460	54.98	10.73			
Respect and Honour Maintenance	Rural	81	41.04	11.26	0.79	1.96	NS
	Urban	460	42.10	10.63			
Maintenance of Interpersonal Relationship	Rural	81	28.32	9.75	0.95	1.96	NS
	Urban	460	27.21	9.34			
Total	Rural	81	124.49	15.06	0.12	1.96	NS
	Urban	460	124.28	15.40			

It is inferred from the above table that there is no significant difference between secondary school teachers working in rural and urban schools in teacher role maintenance, respect and honour maintenance, maintenance of interpersonal relationship, and job stressors.

**Null Hypothesis – 3**

There is no significant difference between the male and female secondary school teachers in their Mental Health.

**Table - 3**  
**Difference in Mental Health of Secondary School Teachers with regard to Gender**

Gender	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Male	387	19.20	4.13	0.73	1.96	NS
Female	154	19.53	5.00			

It is inferred from the above table that there is no significant difference between male and female secondary school teachers in mental health.

**Null Hypothesis – 4**

There is no significant difference between the secondary school teachers working in rural and urban schools in their Mental Health.

**Table - 4.**

**Difference in Mental Health of Secondary School Teachers with regard to Locality of School**

Locality	N	Mean	SD	Calculated 't' Value	Table Value	Remark
Rural	81	19.42	4.46	0.28	1.96	NS
Urban	460	19.27	4.39			

It is inferred from the above table that there is no significant difference between secondary school teachers working in rural and urban schools in mental health.

**Null Hypothesis – 5**

There is no significant relationship between the job stressors of secondary school teachers and their Mental Health.

**Table - 5.**  
**Relationship between the Job Stressors of secondary School Teachers and their Mental Health**

Job Stressors	N	Calculated 'r' Value	Table Value	Remark
Teacher Role Maintenance	541	-0.070	0.086	NS
Respect and Honour Maintenance	541	0.011	0.086	NS
Maintenance of Interpersonal Relationship	541	0.010	0.086	NS
Total	541	-0.035	0.086	NS

It is inferred from the above table that there is no significant relationship between the job stressors of secondary school teachers and their mental health.

**FINDINGS**

The male and female secondary school teachers differ significantly in maintenance of interpersonal relationship and job stressors. But there is no significant difference between them in teacher role maintenance, and respect and honour maintenance.

The rural and urban secondary school teachers do not differ significantly in job stressors. Among themselves, the rural school teachers have more job stressors.

The male and female secondary school teachers do not differ significantly in their mental health.

The rural and urban secondary school teachers do not differ significantly in their mental health. The urban school teachers have better mental health.

**CONCLUSION**

From the findings of the present study, it is concluded that there is no significant relationship between job stressors and their mental health. Moreover, more number of job stressors reduces the mental health of the chosen sample. Hence, it is recommended that the job stressors should properly identified at the secondary level school itself to promote better mental health among the teachers who are the one and only responsible for the future generation.

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