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REVIEW ARTICLE

MENTAL HEALTH IN RELATION TO OCCUPATIONAL STRESS AMONG TEACHERS WORKING IN THE COLLEGES OF EDUCATION IN HARYANA

Mental Health In Relation To Occupational Stress among Teachers Working In the Colleges of Education in Haryana

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INTRODUCTION

Teacher has to play a vital role in the development of desirable attitude, beliefs and values among the students. The teacher's role is not only confined to mere transmission of knowledge and transaction of prescribed curriculum but also to perform many other roles such as the role of a facilitator, guide and counsellor; manager of classroom situation; innovator and researcher; planner, organiser and implementer of educational activities, schemes and programmes; promoter of socio-moral values; evaluator of achievements made by the pupils; social reformer and modifier of human behaviour; contributor in achieving the national goals; implementer of prescribed curriculum and learning specific curriculum developed for special need children. Teachers have to discharge all these functions effectively, therefore teachers own perspective, their skills and abilities and competence must be fully developed so that they may be committed to their learners and teaching profession as well as to the society.

Recognising such complex functions of any teacher specially the teacher of secondary stage which is the beginning of children to actualize their potential, the teacher must be well trained in performing these roles and enabled in discharging his functions and responsibilities effectively. For this purpose, it is the only time and place where teacher can develop in him the required competency skills attitudes and such capabilities during the pre-service teacher training programme. The quality of teacher depends on the quality of his pre-service training. The present curriculum of B.Ed. has been structured to fulfil the requirement of, teacher's. It is mainly focused on schools in right perspective.

In recent years, probably no professional group has been criticized as frequently or intensely as teachers. The list of grievances is so long and probably, more often than not, just justified. Society perceives the present generation of teachers as mercenary, unprofessional, irresponsible and lacking in dedication and commitment which teachers of previous

generation were reputed to possess. If this is really true, it must be a matter of great concern. Something must be seriously wrong somewhere if a sizeable portion of the community completely lacks any motivation and commitment to this profession. It is rather frightening for them in doing something which has no meaning for them, which gives them no sense of satisfaction and personal worth.

It is increasingly being realized that the effective and efficient functioning of any organization depends primarily on the quality of commitment of its human resource. The same applies for the school system. The core transactions of formal education take place where teachers and students, meet. But books and articles instructing teachers on how they should teach and behave in class, and empirical on the outlook and ethos of teachers as a group are rare.

The sociology of teaching is of comparatively recent growth and has yet to emerge as a coherent and systematic field of enquiry. Many sociologists following the earlier lead of field of enquiry have made their investigations primarily child centred and the teacher has been virtually ignored. The teacher is as important as the child in the educative process, and there is need for systematic study of the problems and concerns of teachers. Waller (1932) has observed in his classic 'the sociology of teaching' that most of the innovative programmes are forth-rehabilitation of teachers' apathy and teacher's, resistance, because of the right attitude and involvement. The mental health and job satisfaction of the teachers are essential conditions for the success of any institution programme. The experience of stress results from the teachers' perceptions of demands, the inability or difficulty in meeting such demands stemming from lack of effective coping resources, and the ultimate threat to the teachers' mental and physical well-being. This point of view is related to the transactional model of stress offered by Lazarus and Folkman (1984).

Stress has been considered as one of the major factors in work organization (Agrawal et al., 1979).

Sources of stressors in the employment organization identified by Pestonjee (1992) are work, role, personal development, interpersonal relations and organization climate. The climate that persists in the organization can be potential source of stressors. The freedom given to plan the work, weight age given to the views and opinions, participation in decision making, sense of belonging, free and fair communication and sympathetic approach towards personal problems were considered to measure the stressors in organizational climate. Bashan and Ushashree (1997) reported that, if perception of organizational climate is good then the stress experienced by the teacher would be less. Stressful organizational climates are characterised by limited participation in decisions, use of punishment and negative feedback (rather than rewards and positive feedback), conflict avoidance or confrontation (rather than problem solving), and non supportive group and leader relations.

RATIONALE OF STUDY

Modern era is an era of education and technology and teacher plays a vital role in the educational process and all round development of the pupil teachers. They have to perform dynamic functions by teaching and cultivating varied skills in the pupil teachers. The teacher educator also plays an important role because they not only prepare teachers for the schools but they also teach them different skills. The teacher educator also plays an important role because they not only prepare teachers for the school but they also teach them different skills. It was earlier believed that the teachers are innate. But this definition changes at the present age, now teachers are not innate but they can be formed.

The rapid technological development in recent decades has had impact on the foundations of the social systems and has led to many challenges. The school as the heart of the education and training system and an operational line of training in every country, plays an important role in activities for improving developing the educational system. What distinguishes the educational organizations with regard to the success, efficiency and finally productivity of the training, is not only the school building, the number of classes, students, and teachers and the other quantitative features, but the fact that every institute has its own specific climate and characteristics. The organizational climate of institute is the output of the efforts, communication, and interactions between institute's internal groups, namely the principal, the assistants, the teachers, the administration and technical staff, and the students. While performing their duties they attempt to create a balance between the structural, personal, group and cultural systems of the organization (Alagheband, 1998). When organizational climate of organization is deficient, the following factors of occupational stress appear: (1) insecurity, (2) work overload, (3) inadequate use of worker's skills, (4) obstacle to intra and inter group progress and competition (Perkin, 2002).

Today's competition is driving employee to work harder; they are facing tremendous pressure. Maintenance of mental health is essential for consistently delivering higher order performance in the work place. Maintenance of mental health is essential for consistently delivering higher order performance in the place. Teachers' mental health plays an important role in the teaching learning process. If the teacher is not in sound mental health, he can do incalculable harm to the nation in terms of poor guidance to the students. He cannot do justice to his job. His maladjustment will not only adversely affect is personality but will produce maladjustment in students under his charge. So it is very important that mental health of teachers should be good. The same is also applicable for occupational stress among educators. The cause of the occupational stress in teacher educators is the organizational climate of the institution. Occupations in the field of human services "are considered to be high stress occupations, dealing with pervasive social as well as individual problems" (Garske, 1999).

Stress affects individuals not only psychologically, by manifesting as anxiety or depression, but also physically. Physical stress symptoms include "anything from ulcers and digestive upsets to coronary problems" (Minirth, Hawkins, Meier, & Flournoy, 1986). Stress also interacts negatively with job satisfaction, performance and commitment. Stress and its' impact upon occupational functioning is a major factor in reduced productivity (Glasser, 1984; Jex, 1998; McGuigan, 1999). Occupational stressors contribute to organizational inefficiency, high staff turnover, absenteeism due to sickness, decreased quality, and quantity of practice, increased costs of health care, and decreased job satisfaction. One of the organizational outcomes that affected by occupational stress is job performance. More positive organizational climates are characterized by low levels of emotional exhaustion and depersonalization. Emotional exhaustion is the extent to which an employee feels fatigued or burned. Depersonalization is the extents to which an employee feels hardened, distant, or removed from those they serve (Lawler et al., 1974). Whereas working in a closed and unhealthy organizational climate brings about negative emotions and feelings on the part of the teachers and students, these including dissatisfaction, psychological pressure, shirking, indifference, and finally job alienation leading to occupational stress which can be called the catastrophe of the present century. Therefore the departments are required to provide and nurture conducive organizational climate exists at many level in organization and encompass a variety of practices; assessment of employee risk factors can differ from one part of the organization to another.

OPERATIONAL DEFINITION

Mental Health

Mental health refers to balanced state of mind and possession of positive attitude. It affects quality of life. It is one's mental condition which is a characteristic which enables a person who meets the demands of life on the basis of his own capacities and limitation

Occupational Stress

Occupational stress means conditions arising from the interaction of people that force them to deviate from their normal functioning.

OBJECTIVES

To study the Mental Health and Occupational Stress of teachers working in Colleges of Education.

To study the relationship between mental health and Occupational Stress of teachers working in Colleges of Education.

To study the difference between teachers working in Govt. /Govt. Aided and Self Financing Colleges of Education in terms of their mental health and occupational stress.

To study the difference between male and female teachers working in colleges of education in terms of their mental health and occupational stress variables.

HYPOTHESES

There exists no significant correlation between mental health and occupational stress of teachers working in colleges of education.

There exists no significant difference between teachers working in Govt. /Govt. Aided and Self Financing colleges of education in terms of their mental health and occupational stress.

There exists no significant difference between male and female teachers working in colleges of education in terms of their mental health and occupational stress variables.

POPULATION

The present study was conducted in Haryana. All the teachers working in colleges of education were considered as the population of the study.

SAMPLE

For the selecting the sample, purposive sampling techniques was used. 250 teacher educators were selected from different colleges of education of Haryana.

METHODOLOGY AND TOOLS

For the present study, data was collected with the help of Mental Health Inventory developed by Dr. Jagdish and Dr. Srivastava and occupational stress index developed by Srivastava and Singh.

The collected data was analyzed by using mean, S.D., co-efficient of correlation and 't' ratio

Table-1

Coefficient of Correlation between Mental Health and Occupational Stress of teacher's working in colleges of Education

Variables	N	Df	Mean	SD	Correlation coefficient
Occupational Stress	250	248	136.7	8.9	-0.031
Mental Health	250	248	119.7	14.9	

Table 1 revealed that the obtained value of r for occupational stress and Mental Health is -0.031 which comes under the range of -0.01 to - 0.20. So there was negative correlation between Mental Health and Occupational Stress. Therefore, the hypothesis "there exists no significant correlation between the Mental Health and occupational stress of teachers working in colleges of education" is accepted.

Table -2

Difference between Government, Government Aided and Self-financing Colleges of Education in terms of their Mental Health.

Variables	Group	N	Mean	SD	't' Ratio	Level of Significance
Mental Health	Govt./Govt. Aided	117	120.3	14.29	0.269	No significant at 0.05 level* of Significance
	Self-financing	133	119.7	15.49		

*Critical value for 0.05 level = 1.96

The table 2 revealed that the mean score of govt./govt. aided colleges of education was 120.3 and that of the self-financing colleges of education was 119.7 with S.D.s 14.29 and 15.49 respectively. The obtained 't' value was 0.269 which was found to be No significant at 0.05 Level of Significance. It shows that the two types of colleges didn't differed significantly on Mental Health variable. Therefore, the hypothesis "there exists no significant difference between Govt./Govt. Aided and Self-financing Colleges of

Education on the basis of their Mental Health” is accepted. Since the mean score of govt. and govt. aided educational colleges was higher than those of the self-financing colleges of education. It suggest that teacher educators who belongs to govt. and govt. aided colleges was found to have better Mental Health in comparison to those belongs to self-financing colleges of education.

Table 3

Difference between Government, Government Aided and Self-financing Colleges of Education in terms of their Occupational Stress.

Variables	Group	N	Mean	SD	t' Ratio	Level of Significance
Occupational stress	Govt./Govt. Aided	117	136.7	8.43	0.18	No significant at 0.05 level* of Significance
	Self-financing	133	136.8	9.55		

*Critical value for 0.05 level = 1.96

The table 3 revealed that the mean score of teachers working in govt. and govt. aided was 136.7 and that of the self-financing colleges of education was 136.8 with S.D.s 8.43 and 9.55 respectively. The obtained 't' value was 0.18 which was found to be No significant at 0.05 Level of Significance. It shows that the two types of colleges didn't differed significantly on Occupational stress variable Therefore, the hypothesis "there exists no significant difference between teachers working in Govt./Govt. Aided and Self-financing Colleges of Education on the basis of their Occupational Stress "is accepted. Since the mean score Self-financing educational colleges were higher than those of the Govt./Govt. Aided colleges of Education. It suggest that teacher educators who belongs to Self-financing colleges were found to have more Occupational stress in comparison to those belongs to Govt./Govt. Aided colleges of education.

Table 4

Significance Difference Between Male And Female Teachers Working In Colleges Of Education On Mental Health (Mh) Variable.

Variables	Group	N	Mean	SD	t' Ratio	Level of Significance
Mental Health variable.	Male	117	121.17	15.6	0.95	No significant at 0.05 level* of Significance
	Female	133	119.30	14.9		

*Critical value for 0.05 level = 1.96

The table 4revealed that the mean score of male teacher educator on Mental Health variable was

121.17 and those of the female teacher educators was 119.30 with the S.D.s 15.6 and 14.9 respectively. The obtained 't' value was 0.95 and this was found to be No significant at 0.05 Level of Significance. It implies that the two types of teacher educators didn't differed significantly on "Mental Health" variable. Since the mean score of male teachers on Mental Health were higher than those of the female teacher educators. It suggests that male teacher educators have higher Mental Health than female teacher educators.

Table 5

Significance Difference Between Male And Female Teachers Working In Colleges Of Education On Occupational Stress (Os) Variable.

Variables	Group	N	Mean	SD	t' Ratio	Level of Significance
Occupational Stress	Male	117	136.5	9.2	0.266	No significant at 0.05 level* of Significance
	Female	133	136.8	8.8		

*Critical value for 0.05 level = 1.96

The table 5 revealed that the mean score of male teacher educators on Occupational Stress variable was 136.5 and those of the female teacher educators was 136.8 with the S.D.s 9.2 and 8.8 respectively. The obtained 't' value was 0.266 and this was found to be No significant at 0.05 Level of Significance. It implies that the two types of teacher educators didn't differed significantly on "Occupational Stress" variable. Since the mean score of female teachers on Occupational Stress were higher than those of the male teacher educators. It suggests that female teacher educators have higher Occupational Stress than male teacher educators

FINDINGS

There exists negative correlation between Mental Health and occupational stress of teachers working in Colleges of Education.

There exists No significant difference between Govt. / Govt.aided and self financing colleges of education on occupational stress. The means score suggest that teacher educators who belongs to Self Financing colleges of education were found to have more occupational stress in comparison to those belongs to govt. /govt. aided colleges of education.

There exists No significant difference between Govt./Govt. aided and self-financing teachers working in colleges of education on Mental Health Variable. The means score suggested that teacher educators who belongs to govt. /govt. aided colleges of education were found to have better mental health in comparison to those belongs to self-financing colleges of education.

There exists No significant difference between teachers working in Colleges of Education on "Mental Health" variable. The mean score suggested that male teacher educators have higher mental health rather than female teacher educators.

There exists No significant difference between teachers working in Colleges of Education on "Occupational Stress" variable. The mean score suggested that female teacher educators have higher Occupational stress rather than male teacher educators.

CONCLUSION

Based on the finding the coefficient of correlation there exist a negative correlation between mental health and occupational stress on the finding of 't'-ratio. The teacher educator working in Govt. and Govt. aided colleges are found better in their mental health and occupational stress variable self financing colleges are found better. There exists no significant difference between male and female teachers on the basis of their mental health and occupational stress variables.

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