

Occupational stress and mental health of private and government school teachers among Sabarkantha district

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ABSTRACT

The prime aim of the study was to identify, compare and finding the occupational stress and mental health in teachers pursuing in private and government school male and female teachers. Total 200 teachers were randomly selected from various private institutes school and some government school of Sabarkantha district of Gujarat offering, out of which 100 were from private school teachers and 100 were from government school teachers. The sample was equally divided in regard to gender also. Occupational stress was measured with the help of occupational stress scale Inventory developed by Dr. Jagdish. The inventory measures the state of mental pleasure, overall well-being and lacking of psycho-physiological complaints. and second test was The Teacher's Occupational Stress Scale (JSRA) develop by Sajid Jamal and Abdul Raheem. Work load, (ii) Student Misbehaviour, (iii) Lack of Professional Recognition, (iv) Lack of classroom resources, mean scores were computed and 't' test was applied to find out the differences between the groups. The results reveal that the government school teachers are more occupational stress than private school teachers and differences between the groups find statistically significant at 0.01 level ($t=6.25$). Simultaneously the male of government school teachers reported in compare to private school teachers ($t=3.79$, $p<0.01$) and furthermore the female of private school teachers are well occupational stress and mental health than the female of government school female teachers ($t=5.94$, $p<0.01$).

Keywords: *Mental Health and Occupational Stress Level in Teachers*

Health is an indispensable quality in human being. It is a broad concept as defined by the Preamble of the WHO charter a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity.

In general terms, mental health is the full and harmonious functioning of the whole personality. Menninger (1945) writes, let us define mental health as the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness. It is the ability to maintain an even temper, an alert intelligence, socially considerate behaviour and a happy disposition.

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Jahoda (1958), an advocate of the concept of positive mental health said that it means a successful synthesis of the factors, who the people are, where he is and what he wishes to be. Behaviour of a person is determined by concepts unifying look on, life, possessions of long range of goals, and appropriate connections with the past are the characteristics of a healthy person.

Jahoda (1958) has noted following six aspects of positive mental health:

1. Attitudes of an individual towards his own self: the accessibility of the self to consciousness, the correctness of the self-concept, and its relation to the sense of identity and the acceptance by the individual of his own self.
2. Growth, development, or self-actualization.
3. Integration.
4. Autonomy.
5. Perception of reality.
6. Environmental mastery.

Physical health and mental health are closely associated through various mechanisms, as studies of the links between depression and heart and vascular disease are demonstrating. Many studies since the 1950s support the idea that medically ill patients with negative attitudes have worse outcomes than those with more positive attitudes. Now studies demonstrate that healthy people who are optimistic have lower death rates from heart disease than those who are pessimistic, even taking other risk factors into account (Giltay et al., 2004).

The famous astronomer Carl Sagan often used the crisply enunciated phrase billions and billions to convey our universe's vast macroscopic scale and the numerous celestial objects of study in astronomy. Over the course of the 20th century we have learned that this same phrase applies just as well to the vast microscopic scale of the human brain and central nervous system. With respect to mental health and mental disorders, the numbers of controlling neurons, synaptic connections and elements in pre-synaptic and post-synaptic signaling pathways readily match the numbers of the celestial objects Sagan had in mind.

Concurrent with advances in the brain sciences and neuroscience, there has been an evolution of ideas about the social determinants of mental health and mental disorders. For example, at the start of the 20th century, there was great enthusiasm for eugenics and accompanying ideas about the use of social institutions to breed humans selectively in order to cull defective germ lines and to enhance the successful adaptation of the most fit.

REVIEW LITERATURE

Mental health is the state of mind, which adjusts with the present situation. A person who is mentally unhealthy does not mean that he is mentally ill. Martin P. Bakker, Johan Ormel, Frank C. Verhulst and Albertine J. Oldehinkel (2009) also found difference in male and female on their level of mental health.

This clearly establishes that employees of education field play a vital role in managing not only the transaction of a students but also future long-term relationship with them with various education problems like physical problems with growth in the school and over staffing, the increasing education pressure in school had led to greater attention to

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controlling working costs and increasing the nature of change had moved the emphasis towards being a driven rather than an administratively driven educational organization .

These problems directly indirectly affect their mental status. Dr.N.Ramu (2008) VOGT YUAN (2008) used the National Longitudinal Study of Adolescent Health to test these effects for Black-White differences in adolescent mental health. He found that Black adolescents have more coping resources than White adolescents as indicated by them having greater social support from family, more social ties to neighbors, greater involvement in religious activities, and higher self-esteem.

Objectives of the Study

The present investigation was carried out to accomplish following objectives.

Present Problem

"To study the Occupational Stress and Mental Health of teachers"

Objective

1. To study the mental health among the private sector school and govt school teachers.
2. To study the effect of gender on mental health of teacher.
3. To analyze the difference in life satisfaction criteria between private sector school and govt school teachers.
4. To explore the co-relation of occupational stress with mental health.
5. Education programme in educational teaching sector in order to improve their mental health and life satisfaction as well as to reduce their occupational stress.

METHODOLOGY

Participant

Total 200 teachers were randomly selected from various private school and govt school male and female teachers of Sabarkantha district of Gujarat offering sample select from private schools urban and rural area school teachers and out of which 100 were from male and female teachers and 100 were government school. The sample was equally divided in regard to gender also.

Instruments

To identify the level of mental health among the participants the Employee's Mental Health Inventory (EMHI) was used. The EMHI has been developed by Dr. Jagdish. The inventory it contains 24 items and measures the state of mental pleasure, overall well-being and lacking of psycho-physiological complaints.

The Teacher's Occupational Stress Scale (JSRA) develop by Sajid Jamal and Abdul Raheem. This scale consists 30 items divided into five area –(i) Work load, (ii) Student Misbehaviour, (iii) Lack of Professional Recognition, (iv) Lack of classroom resources, (v) Poor colleague Relations. It was administered on Secondary School Teachers.)

Procedure

The permission for data collection was taken from the concerned authorities of the Government and Private sector school. All the participant were approached at their school. They were told that the purpose of the data collection is only for a research and their

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responses would be used for research purposes only. The collected data was analyzed by Mean, SD and 't' test.

RESULTS AND DISCUSSION

As we pointed out previously that the prime aim of the study is to identify and compare the level of Occupational Stress and Mental health in teachers pursuing Private sector and government school male and female teacher in. We also tried to find out differences separately between the group of females as well as male of Private and Government sector urban and rural area school teachers. Here further we would like to mention that the score obtained on Occupational Stress and Mental health have its special meaning in contrast to generally interpretation of low and high score of a scale or inventory. In (OSI) and (MHI) the lower the score the higher would the level of Occupational Stress and vice-versa. The respondent or a group of respondents who score below 7 the interpretation would be that it has very high Occupational Stress and in the same way the of 45 and above would be interpreted very low Mental health.

We can state that the result in general reveals that the 't' value of the entire three table is found to be significant at 0.01 level.

As reported in table 1 Private sector school teachers exhibits lower mean score (M=16.68) then the teachers of government sector school teachers ((M=27.61) and 't' value of 6.25 clearly indicate that the differences between the two groups in occupational stress level and mental health teachers is find to be statistically significant at 0.01 level. Hence, we can state that the Private School teachers have high Occupational Stress and Mental Health than teachers of government's school male and female teachers.

Table 1: Shows Mean, SD and 't' value on Occupational Stress and Mental Health between teachers of private sector and governments schools.

Variables	N	Mean	SD	't'	Significant
Private school teachers	100	16.68	6.98	6.25	0.01
Government school teacher	100	27.61	10.61		

*Significant level of 't' value: 0.05 level 1.97 (df=197), 0.01 level 2.60 (df=198)

Table 2 are show that reveals results obtained by the group of males of private school teachers and government school teacher. As reported in table 2 of private school teachers male shows lower mean score (M=17.26) then the male of governments school teacher ((M=24.60) and 't' value of 3.79 indicate that the differences between the two groups in Occupational Stress and Mental Health level is find to be statistically significant at 0.01 level. Hence, we can say that the government school male teachers have high than boys of private school teachers.

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Table 2: Shows Mean, SD and 't' value on Occupational Stress and Mental Health between male teachers of government and private sector school teachers.

Variables	N	Mean	SD	't'	Significant
Private school Male teachers	50	18.26	6.82	3.79	0.01
Government school male teacher	50	25.60	10.42		

*Significant level of 't' value: 0.05 level 1.96 (df=198), 0.01 level 2.60 (df=198)

We can observe in Table 3 that Private school female teachers shows lower mean score (M=17.10) then the boys of Private school Male teachers government sector female teachers (M=28.82) and 't' value of 5.94 indicate that the differences between the two groups in occupational stress and mental health level is find to be statistically significant at 0.01 level. Hence, we can say that the government school female teachers have high occupational stress and mental than female teachers of private sector school female teachers.

Table 3: Shows Mean, SD and 't' value on occupational stress and mental level between female of private and government school teachers.

Variables	N	Mean	SD	't'	Significant
Private school female teachers	50	17.10	8.18	5.94	0.01
Government school female teachers	50	28.82	10.80		

*Significant level of 't' value: 0.05 level 1.97 (df=198), 0.01 level 2.60 (df=198)

CONCLUSION

From the data available in table 1 to 3 we easily come to conclusion that teachers who are pursuing government school male and female teachers have high in Occupational Stress, Mental Health compare to teachers of private school male and female teachers. The teachers of government school may have more Student Misbehaviour, (iii) Lack of Professional Recognition, (iv) Lack of classroom resources, to prove Poor colleague Relations to prove their stress and mental health it may be view their teachers.

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Conflict of Interest

The author declared no conflict of interest.

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