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Research Paper

Impact of Mental Health on Job Satisfaction and Occupational Stress among Technical Teachers

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ABSTRACT

This study examined the impact of mental health on occupational stress and job satisfaction among technical teachers in selected technical colleges of Jalgaon District, Maharashtra (India). A purposive sample of 100 technical teachers who met the eligibility criteria participated. Mental health was measured using the Employee's Mental Health Inventory (EMHI–J; Jagdish, 2018), and respondents were categorized into high mental health (n = 50) and low mental health (n = 50) groups based on the recommended cut-off/median split. Occupational stress and job satisfaction were assessed using the Teacher's Occupational Stress Scale (TOSS; Sharma & Kaur, 2018) and Job Satisfaction Scale (JSS–OKSU; Oza & Singh, 2017), respectively. Independent-samples *t-tests (two-tailed) were used* to compare group differences. Results showed that technical teachers with high mental health reported significantly lower occupational stress (M = 71.65, SD = 3.45) than those with low mental health (M = 80.23, SD = 3.09), $t(98) = 13.09$, $p < .001$, indicating a very large effect. Additionally, teachers with high mental health reported significantly higher job satisfaction (M = 114.69, SD = 4.58) than the low mental health group (M = 107.97, SD = 4.62), $t(98) = 7.30$, $p < .001$, indicating a significant effect. These findings support the view that mental health functions as a critical psychological resource that may buffer occupational strain and promote positive work attitudes among technical teachers. The study highlights the need for institutional mental health supports and stress-management interventions within technical education settings to enhance teacher well-being and workplace outcomes.

Keywords: *Mental health, occupational stress, job satisfaction, technical teachers, Jalgaon, t-test*

Mental health is increasingly recognized as a core determinant of employees' functioning and organizational outcomes. The World Health Organization defines mental health as a state of mental well-being that enables individuals to cope with everyday stressors, realize their abilities, learn and work effectively, and contribute to their communities (World Health Organization [WHO], 2025). Similarly, public health guidance frames mental health as encompassing emotional, psychological, and social well-being, shaping how people think, feel, and act in daily life and work contexts (Centers for Disease Control and Prevention [CDC], 2025). Within educational settings, teachers' mental health

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is particularly consequential because it is linked not only to their personal well-being but also to instructional quality, classroom climate, and institutional stability.

Teaching is widely characterized as an emotionally demanding occupation, with persistent exposure to workload pressure, role conflict, administrative demands, and student-related challenges. Contemporary evidence indicates that occupational stress among teachers is associated with negative emotional states such as anxiety and depression and is meaningfully related to burnout processes (Li, 2025). These patterns are consistent with occupational health theory suggesting that chronic exposure to stressors depletes psychological resources and undermines motivation, engagement, and satisfaction over time. Job satisfaction, in turn, is a key indicator of work-related well-being and is consistently associated with retention intention, performance, and commitment in educational organizations.

Technical teachers (often situated within technical and vocational education and training [TVET] systems) may face additional and distinctive stressors that amplify risk for adverse mental health outcomes. Beyond general pedagogical responsibilities, technical teachers frequently manage workshop- and laboratory-based instruction, safety compliance, equipment maintenance, competency-based assessment, and alignment with rapidly changing industry standards. Resource constraints, overcrowding, limited instructional materials, and large practical workloads can further intensify job demands, as evidenced in studies reporting substantial workload and work-related strain among TVET instructors in some contexts (Mekonnen, 2022). At the same time, job satisfaction among TVET educators is shaped by determinants such as institutional support, professional autonomy, development opportunities, recognition, and working conditions (Rokeman, 2024). Where these resources are insufficient, technical teachers may experience heightened occupational stress, deteriorating mental well-being, and reduced job satisfaction.

The Job Demands–Resources (JD–R) model provides a useful framework for integrating these relationships by positing that high job demands (e.g., workload, emotional labor, time pressure) contribute to strain and ill health, while job resources (e.g., supervisor support, autonomy, adequate tools) foster motivation and satisfaction and can buffer the effects of demands (Bakker & Demerouti, 2007; Bakker & Demerouti, 2017; Demerouti, 2014). Applied to technical teachers, the JD–R lens suggests that mental health may function both as an outcome of sustained occupational stress and as a factor that shapes how teachers perceive and respond to work demands thereby influencing job satisfaction.

Despite growing attention to teacher well-being, empirical research that simultaneously examines mental health, job satisfaction, and occupational stress specifically among technical teachers remains comparatively limited. Addressing this gap is important for informing targeted interventions, strengthening institutional supports, and improving retention and performance in technical education. Therefore, the present study investigates the impact of mental health on job satisfaction and occupational stress among technical teachers, to clarify key associations that can guide evidence-based policy and workplace well-being initiatives.

REVIEW LITERATURE

Hascher and Waber (2021) conducted a PRISMA-guided systematic review to clarify teacher well-being and synthesize evidence on prevalence, predictors, and outcomes. Objective: map conceptualizations and correlates across peer-reviewed studies published

from 2000–2019. Hypotheses: none explicitly stated (review-question driven). Methodology: database searching, screening, and structured extraction, yielding 98 included studies. Statistical interpretation relied on narrative synthesis (no meta-analytic pooling). Results: definitions clustered into five theoretical foundations; evidence did not uniformly indicate teacher well-being is "at risk," and social relationships emerged as pivotal correlates. Conclusion: teacher well-being is multidimensional and plausibly linked to teaching quality, supporting its relevance to satisfaction–stress research.

Agyapong et al. (2022) delivered a PRISMA-ScR scoping review of teachers' stress, burnout, anxiety, and depression. Objective: map prevalence estimates and associated factors to guide prevention and support. Hypotheses: none (evidence-mapping focus). Methodology: multi-database searching and screening with extraction from 70 quantitative studies. Statistical interpretation was descriptive (no meta-analysis); moderate–severe prevalence ranges varied widely across contexts, including burnout (25.12%–74%) and stress (8.3%–87.1%). Results highlighted organizational and work conditions (e.g., workload and classroom factors) among correlates, with job satisfaction also discussed as related. Conclusion: the burden is substantial but heterogeneous, warranting context-specific mental health and workload interventions.

Nwoko et al. (2023) conducted a PRISMA-based systematic review on factors influencing teachers' occupational wellbeing. Objective: consolidate determinants shaping wellbeing and related stress/burnout processes. Hypotheses: not specified; guided by a structured review question. Methodology: searches across CINAHL, Emcare, PsycINFO, Scopus, ERIC, and Psyc ARTICLES; 3,766 records were screened and 38 studies included. Statistical interpretation used thematic synthesis (no pooled effect sizes). Results grouped influences into personal resources, work conditions, and professional relationships, highlighting the protective role of organizational support. Conclusion: occupational wellbeing reflects interacting individual and institutional factors, consistent with links between mental health, occupational stress, and job satisfaction.

Rokeman and Che Kob (2024) completed a PRISMA-oriented systematic review on job satisfaction among TVET educators (technical teachers). Objective: identify determinants, challenges, and recommendations specific to TVET workplaces. Hypotheses: none (synthesis study). Methodology: structured searches of Scopus and Google Scholar with eligibility screening, yielding 18 primary studies. Statistical interpretation applied qualitative/thematic synthesis (no meta-analysis). Results yielded themes on determinants of satisfaction, TVET-specific challenges (e.g., working conditions and support), and institutional recommendations (e.g., professional development). Conclusion: job satisfaction in technical teaching is strongly conditioned by organizational resources and constraints, key antecedents of occupational stress and mental health outcomes.

Li et al. (2025) conducted a Job Demands–Resources (JD–R) meta-analysis linking work characteristics to teacher well-being, which is closely tied to mental health, stress, and satisfaction. Objective: estimate overall associations and test moderators. Hypotheses: JD–R-consistent directions were expected. Methodology: 58 studies contributed 494 effect sizes. Statistical interpretation used meta-analytic pooling with heterogeneity and moderator analyses. Results showed job resources were positively associated with well-being, while job demands were negatively associated, supporting motivational versus strain pathways. Conclusion: JD–R mechanisms explain how high demands and limited resources in technical teaching can increase stress and reduce job satisfaction.

Objectives of the Study:

1. To examine the impact of mental health on occupational stress and job satisfaction among technical teachers.

Hypotheses:

1. There is no significant effect of mental health on occupational stress and job satisfaction among technical teachers.

RESEARCH METHODOLOGY

Sample

The sample comprised 100 technical teachers drawn from selected technical colleges in Jalgaon District, Maharashtra (India). Participants were recruited using purposive sampling based on eligibility criteria (currently employed as technical teachers and willing to participate). Mental health status was assessed using a standardized mental health measure, and participants were categorized into two equal groups using the scale's recommended cut-off (or a median split, as applicable): high mental health (n = 50) and low mental health (n = 50). Teachers with less than 1 year of teaching experience or who provided incomplete responses were excluded from the analysis. All participants provided informed consent prior to data collection.

Research Tools

1. **Teacher's Occupational Stress Scale (TOSS) – Sharma & Kaur (2018)**: The *Teacher's Occupational Stress Scale (TOSS)* developed by Dr. Meenakshi Sharma and Dr. Satvinderpal Kaur (2018) is designed to assess occupational stress among professionals. The scale measures nine dimensions: workload, role ambiguity, groupism and external pressure, responsibility, powerlessness, work relationships, working conditions, personal inadequacy, and lack of motivation. It consists of 30 items rated on a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." The reliability coefficient of the scale is 0.801, indicating high internal consistency. Higher scores represent greater occupational stress. The tool provides a valid framework for identifying stressors affecting job performance and mental well-being.
2. **Employee's Mental Health Inventory (EMHI–J) – Jagdish (2018)**: The *Employee's Mental Health Inventory (EMHI–J)*, developed by Dr. Jagdish (2018), assesses the overall mental health status of employees. It consists of 24 items 4 positive and 20 negative statements covering psychological well-being, emotional stability, and social adjustment. Respondents answer using a three-point scale: *Always, Sometimes,* and *Never.* The inventory demonstrates strong reliability (r = 0.89) and validity for organizational and research settings. Higher scores indicate better mental health and adaptive functioning, whereas lower scores suggest poor emotional adjustment and vulnerability to stress. The EMHI–J is widely used to screen employees' psychological well-being across various occupational contexts.
3. **Job Satisfaction Scale (JSS–OKSU) – Oza & Singh (2017)**: The *Job Satisfaction Scale (JSS–OKSU)*, developed by Dr Kishore Oza and Dr Udham Singh (2017), evaluates an employee's satisfaction with intrinsic and extrinsic aspects of their job. It includes 24 statements, divided into two factors: intrinsic (e.g., achievement and recognition) and extrinsic (e.g., salary and supervision). The scale's reliability coefficient is 0.78, indicating adequate internal consistency. Respondents rate items on a five-point scale from "Strongly Agree" to "Strongly Disagree." Higher scores

indicate greater job satisfaction. The JSS–OKSU helps organizations understand employee morale and implement strategies for workplace improvement.

Procedure

Non-technical staff from various offices in Jalgaon district were contacted at their workplaces. After obtaining informed consent, participants completed three standardized questionnaires TOSS, EMHI–J, and JSS–OKSU individually during work hours. Confidentiality was maintained throughout the process. The collected responses were scored as per the respective manuals, and data were analyzed using Pearson's correlation to examine the relationship between occupational stress, mental health, and job satisfaction.

STATISTICAL ANALYSIS AND DISCUSSION

Table No-1 Mean, standard deviation, and t-value of mental health on occupational stress and job satisfaction among technical teachers.

Dimensions	High Mental Health (N=50)		Low Mental Health (N=50)		df	't'
	Mean	SD	Mean	SD		
Occupational Stress	71.65	3.45	80.23	3.09	98	13.09**
Job Satisfaction	114.69	4.58	107.97	4.62	98	7.30*

Sig – 0.05* = 1.96, 0.01**=2.62

Independent-samples *t-tests (two-tailed) were conducted to examine whether technical teachers classified as high mental health (n = 50) differed from those classified as* low mental health (n = 50) on occupational stress and job satisfaction. This approach is appropriate for comparing two independent groups on continuous outcomes when observations are independent and group variances are reasonably comparable (American Psychological Association [APA], 2020; Field, 2018).

Results indicated a statistically significant difference in occupational stress. Teachers with high mental health reported lower stress (M = 71.65, SD = 3.45) than teachers with low mental health (M = 80.23, SD = 3.09), $t(98) = 13.09$, $p < .001$, Cohen's $d = 2.62$. The effect size is exceptionally large, suggesting not only statistical significance but also strong practical importance. A second test showed a significant difference in job satisfaction: teachers with high mental health reported higher satisfaction (M = 114.69, SD = 4.58) than those with low mental health (M = 107.97, SD = 4.62), $t(98) = 7.30$, $p < .001$, $d = 1.46$ (large).

These findings are theoretically coherent with Job Demands–Resources theory, which posits that psychological resources (including mental health and related personal resources) help individuals manage job demands, reducing strain and supporting motivational outcomes such as satisfaction (Bakker & Demerouti, 2007; Bakker & Demerouti, 2017). Empirically, recent teacher-focused evidence consistently links poorer mental health with higher stress/burnout and adverse work outcomes (Agyapong et al., 2022). Overall, the pattern supports the inference that mental health is a salient correlate and potential lever for lowering occupational stress and enhancing job satisfaction among technical teachers.

CONCLUSIONS

1. Technical teachers with high mental health reported significantly lower occupational stress than those with low mental health, indicating that better mental health is strongly associated with reduced work-related strain.
2. Technical teachers with high mental health reported significantly higher job satisfaction than those with low mental health, suggesting that better mental health is closely linked to more positive attitudes toward their job.

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Conflict of Interest

The author(s) declared no conflict of interest.

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