

## Mental Health and Occupational Stress among Added and UN Added School Teachers

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### ABSTRACT

The main purpose of this research was to compare the mental health And occupational stress among added and un added school teachers The total sample consisted of 80 are 40 are added & other 40 are un added school teachers. The research tool for mental health measured by “D.J. Bhatt & Gida’s mental health questionnaire” and occupational stress measured by Shrivastav & Singh’s Occupational difference and r was applied to find out correlation. Result shows that t value mental health was 1.63 and occupational stress were 0.09, both are lower than the value of t table. Therefore the study revealed that there was no significant difference between Added and Un Added School Teachers in mental Health & Occupational Stress. r value was 0.64 which is positive and significant at 0.01 level.

**Keywords:** *Mental Health & Occupational Stress*

The Mental Health & Occupational Stress is an important topic of Psychology. In the modern age, everybody has to earn money, is essential to get happiness from various sources. In earning money, some aspect like Education, Experience, Work Capability are very important. In the major events persons are not getting rewards as per their ability & hence occupational stress is going to start. Occupational stress is starting by various aspects like ability of persons, Role satisfaction, responsibility, work condition. Due to occupational stress the mental health of the person is going to disturb. In another side it is also seen that the person who has better mental health has less occupational stress. The person will experience occupation stress or not, is depend on mental health.

The person who is working in the school as a teacher, which is run by Added, is Added School Teacher.

The person who is working in the school as a teacher, which is run by un added trust, is a Un Added School Teacher.

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The Terms & the Conditions of the Government service are fixed by time to time by Government. So, the teacher cannot any change and hence the occupational stress arises, But at the other side like Pay, Job Security, Pension etc. gives mental relaxation to the Added School Teachers. In this age if the occupational is safe it will be useful to keep mental health better.

The Terms & the Conditions like Work, Pay, Promotion, Transfer, etc. are fixed by Private sector. The Teacher gets promotion by working hard. Roll of the teacher is also as a part of management. Teacher gets freedom ; hence the mental health of the teacher becomes better. Other side the teacher in private school has on Job Security. This aspect is much important to create occupational stress.

As we have seen that some positive aspects are useful to maintain Mental Health in both Added & Un Added School Teachers as well as some negative aspects are responsible to create Occupational Stress in both, it is found that Mental Health & Occupational Stress among Added & Un Added School Teachers is equal.

*Mental Health means power to understand emotions & desires by self Retrospection – Burn Heart*

*Mental peace is mental health – Sorensen & Man*

*To effort for maintain person's mind healthy is a mental health – D. Clin*

*In the work condition when a person, fill stress is known as occupational stress.*

*Occupational stress means reaction of person to the new or fear aspect of work*

*Condition – Arnold & Seldman*

*Occupational stress means any negative conditional/stressors which is*

*Connected with occupational – Cooper & Marshal*

## **STUDIES OF MENTAL HEALTH**

### ***Mental Health and the Workplace: Issues for Developing Countries***

The capacity to work productively is a key component of health and emotional well-being. Common Mental Disorders (CMDs) are associated with reduced workplace productivity. It is anticipated that this impact is greatest in developing countries. Furthermore, workplace stress is associated with a significant adverse impact on emotional wellbeing and is linked with an increased risk of CMDs. This review will elaborate on the relationship between workplace environment and psychiatric morbidity. The evidence for mental health promotion and intervention studies will be discussed. A case will be developed to advocate for workplace reform and improve mental health in workplaces in developing countries in order to improve the wellbeing of employees and workplace productivity.

### ***Welfare or Farewell? Mental Health and Stress in the Workplace***

Mental health problems, including stress, account for a high proportion of sickness absence and result in loss of employment. The paper presents findings from a recent qualitative research study into employer's policies and practices in relation to mental health and stress. A

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number of problems are identified in how employers perceive mental health, particularly in the distinction between ‘home’ and ‘work-based’ problems and in how it is dealt with. These include managers’ skills in dealing with mental health issues and in the availability of help, such as counseling. The paper identifies a range of measures which would improve current practice. These are seen to have wider benefits in improving employee well-being more generally.

### **STUDIES OF OCCUPATIONAL STRESS**

#### ***Occupational Stress: Its Causes and Consequences for Job Performance***

This paper reports two studies of occupational stress and its relation with antecedent variables and job performance. The first study, in which 104 nurses participated in group discussions and 96 nurses completed a questionnaire, identified 45 stressful events for nurses. In the second study, 171 nurses who completed another questionnaire were also rated by a supervisor and/or a co-worker. Ratings of interpersonal aspects of job performance (such as sensitivity, warmth, consideration, composure, and tolerance) and cognitive-motivational aspects (such as consideration, composure, perseverance, and adaptability) correlated significantly with self-reported perceptions of stressful events, subjective stress, depression, and hostility. Model developed through path analysis suggest that the frequency and subjective intensity of the 45 events identified in Study 1 cause feelings of stress, which lead to depression, which, in turn, causes decrements in interpersonal and cognitive-motivational aspects of job performance.

#### ***Occupational Stress and Burnout in Anesthesia***

We measured the effects of stress together with sources of stress and job characteristics, using self-reported questionnaires rather than physiological indicators in order to better diagnose stress in anesthetists.

The mean stress level in anesthetists was 50.6 which is no higher than we found in other working populations. The three main sources of stress reported were a lack of control over time management, work planning and risks. Anesthetists reported high empowerment, high work commitment, high job challenge and satisfaction. However, 40.4% of the group were suffering from high emotional exhaustion (burnout); the highest rate was in young trainees under 30 years of age.

#### ***A Model Job Satisfaction of Nurses: A Reflection of Nurse’s working lives in mainland China***

##### ***Aim :***

This paper is a report of a study exploring nurses’ views and experience regarding their working lives in Mainland China.

##### ***Background:***

The widespread nursing shortage and high turnover has become a global issue. Job satisfaction among nurses is a key factor in nurse turnover. Although several models of job

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satisfaction have been suggested in Western countries, these require further development and testing in Mainland China, where the social context of the labour market is different. *Method:* A survey design using questionnaires was adopted. A total of 512 hospital nurses in Beijing participated in the study in 2004, representing a response rate of 81%. *Findings:* There was a negative relationship between nurses' job satisfaction and intention to leave their current hospitals, which was mediated by age ( $P < 0.05$ ). About 40% of the variance in job satisfaction could be explained by the set of independent variables including organizational commitment, occupational stress, professional commitment, role conflict, role ambiguity, educational level, age and working years ( $R^2 = 0.396$ ). Organizational commitment had the strongest impact on job satisfaction, which explained 31.3% of the variance in this, followed by occupational stress and role conflict (5.5% and 1.9% respectively). In addition, both nurses' role perception and actual role content influenced job satisfaction as well as occupational stress, role conflict and role ambiguity ( $P < 0.05$ ). Nurses' educational level was also a factor related to role perception, professional commitment and role conflict ( $P < 0.05$ ). *Conclusion:* Nurses' job satisfaction could be increased through promoting organizational and professional commitment and reducing occupational stress, role conflict and role ambiguity.

### *Purpose:*

Two purpose of this research:

- To check significant difference in Mental Health & Occupational Stress among Added & Un Added School Teachers.
- To check correlation in Mental Health & Occupational Stress among Added & Un Added School Teachers.

## **METHOD**

### *Tools:*

Two questionnaires used in this research.

1. **Mental Health Questionnaire:** Jagdish & A.K. Shrivastava has prepared Mental Health questionnaire in 1995. This questionnaire used to measure Mental Health among Added & Un Added School Teachers. 40 predicate in this questionnaire which measured Mental Health.
2. **Occupational Stress Questionnaire:** Shrivastav & Singh has prepared a Occupational Stress questionnaire in 1981. This questionnaire used to measure Occupational Stress among Added & Un Added School Teachers. 46 predicate in this questionnaire which measured Occupational Stress. This is a 0.5 Scale questionnaire.
3. This questionnaire's reliability was 0.94 which is measured by split half method and when reliability measured by cronback method it is 0.90 and when correlation found among Occupational Stress questionnaire and other three scale like Lodhal Cegner's job Involvement Scale, correlation Serial No. -0.56, -0.44, -0.51 which seems questionnaire's high validity.

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### Sample:

The total sample consisted of 80 among 40 are Added & other 40 are Un Added school teachers from different schools of like Janta Highschool, Parisa Anna Ingrole & Rajma Highschool Hupari.

### Variables:

#### Independent Variable:

- Added & Un Added Schools

#### Dependent Variable

- Score on Mental Health & Occupational Stress.

## RESULTS AND DISCUSSION

*Table 1: "t" Calculation of Mental Health among Added & Un added School Teachers*

Schools Teachers	N	M	S.D.	t	Sig.
Added	40	92.2	12.53	1.63	N.S
Un Added	40	98.5	21.06		

*Table 2: "t" Calculation of Occupational Stress among Added & Un added School Teachers*

Schools Teachers	N	M	S.D.	t	Sig.
Added	40	120.43	17.31	0.09	N.S
Un Added	40	120.8	19.29		

*Table 3: Correlation Calculation in Mental Health & Occupational Stress among Added & Un added School Teachers*

Variable	N	M	S.D.	t	Sig.
Mental Health	80	108.39	20.11	0.09	N.S
Occupational Stress	80	0.50	0.50		

The purpose of this research was to compare Mental Health & Occupational Stress among Added & Un added School Teachers.

Result Table shows that total sample was 80. Result Table of "t" calculation of Mental Health shows that Added School Teacher's M was 92.2 and SD was 12.53 and Un Added School Teacher's M was 98.5 and SD was 21.06.

Result Table of "t" calculation of occupational Stress shows that Added School Teacher's M was 120.8 and SD was 19.29.

"t" value of Mental Health was 1.63 and "t" table value occupational Stress was 0.09 both are lower than "t" table value which is 2.00 at 0.05 level therefore study revealed that there was no significant difference at 0.05 level and Null Hypothesis is accepted.

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Result Table of “r” shows that correlation of Mental Health & Occupational Stress among Added & Un Added School Teachers was 0.64 which is high.

### CONCLUSION:

The purpose of this research was to compare Mental Health & Occupational Stress among Added & Un Added School Teachers. There is no significant difference at 0.05 level in both calculation of “t” in Mental Health and Occupational Stress among Added & Un Added School Teachers. In causes of this result we can say that in both faculty teachers have some advantage and some disadvantage. That’s why in both faculty teachers have equal mental health and experience equal occupational stress. There is good positive correlation of Mental Health and Occupational Stress among Added & Un Added School Teachers. As above result causes we can say that in both faculty teachers have mental health and occupational stress balance goes equal.

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