Chapter 6
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The place of the teacher in our country has been honourable in all ages. Previously “मालूमान पितृपुजान आचार्य मान पुरुषो वेदः” was the concept and the place of the teachers used to be very vital as was of parents. In the past, few years, the changing values and social structure has influenced the previous status on the other side and the teacher of today does not enjoy the same respect and confidence which they did previously. It is mainly due to the social lag resulting from the changing situation. In England and Russia, the teacher is held in high esteem although they are affluent countries. But in India the picture is different in principle and practice. In words, teacher is the significant entity in the field of education.

Therefore, the social lag got to be made up if the teachers are to become the builders of nation and they should be respected by all and sundry.

**Occupational Stress**

Occupational stress can be defined as the physical and emotional response/s that occurs when a worker perceives an imbalance between the work demands and the capability and/or resources available to meet these
demands. In simple words it is the harmful physical and emotional response that can happen when there is a conflict between job demands on the employee and the amount of control an employee has over meeting these demands.

Occupational stress is a growing problem worldwide, which results in substantial loss both to employees and organizations (Cotton & Hart, 2003). It has been viewed as a situation where occupation related factors interact with the employees in a manner that disrupts or enhances his/her physiological conditions forcing them to deviate from normal functioning.

The daily interaction with pupils, co-workers and the incessant and fragmented demands of teaching in general, often lead to overwhelming pressures and challenges, which further lead to stress and strain. Particularly, the secondary school teachers in the Indian context encounter many pressures from different directions such as: Norms and standards set by the National Council of Educational Research and Training (NCERT); conditions set by DPI/State Level Agency; management's expectations for optimum utilization of minimum resources. One's own pressure to develop professionally unending co-curricular activities to meet the needs of the quality school functioning required in future too play important role.
Indian conditions *Narang (1992)* reported that the main factors leading to the stress of teachers are ever classrooms, uncultured students, falling academic standards and monotonous routine of the schools.

*Ravichandaran & Rajendaran (2007)* reported that sex, age, educational levels, years of teaching and types of school play a significant role in the perception of various sources of stress related to the teaching profession. In this connection *Siddiqui (2009)* reported that age and job satisfactions are significantly correlated which the occupational stress of secondary teachers.

A few major sources of stress are listed below

**General factors:** These include working with national curriculum, teacher appraisal, lack of authority and sanctions for disciplining students, threats of school closure, media portrayal of teachers and inability to reconcile different roles i.e. of teacher, guide, counselor and social worker, conflict at home and work, attack on pride by rude pupils, financial pressures, and declining status in the community.

**Management related factors:** Feeling of being used or manipulated, being seen as willing work horse, lack of flexibility in times of need, too much emphasis on paper work, lack of support from management, sexual discrimination and lack of feedback and performance appraisal, lack of good pay and prospects of promotion.
School Policy and Ethos: Lack of consultation, fear of speaking one’s mind, lack of clear boundaries of responsibility, adapting to change in policy, fear of abuse from parents, break, lunch and after school duties, covering for absent colleagues, fear of losing the job etc.

Working conditions: Large classes, crowded staff areas, poorly lit rooms, lack of resources, working on school matters during vacations, rewards do not match efforts.

The pupils: Lack of cooperation from pupils, pupils using bad language, pupil answering back, verbal abuse from pupils toward staff and attitude of pupils towards authority, attack on pride by discourteous students.

Job Satisfaction

Job satisfaction is basically a set of attitudes that employees have about their jobs. In other words, it is a psychological disposition towards their jobs (Schultz and Schultz, 1990). Job satisfaction depend upon a large number of factors and among them and the most surprising factors are those which are not directly related to job or work climate popularly called as extrinsic factors.

The recent interest in job satisfaction also ties in directly with the rising concern in many countries about the quality of life. The recognition
is now being to the importance of the kinds of affective reaction that people experiences on the job and to the fact that these are not always tied to economic or material accomplishments.

In recent years a reductionist approach has also been worked out which suggests that ultimately job satisfaction depends upon discrepancy prevailing with filled aspiration of the individual and his achievement, so mathematically it means.

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\text{Satisfaction} = \text{Aspiration} - \text{Achievement}
\]

When it comes in minus it leads to satisfaction and when it is plus it leads to dissatisfaction or negative satisfaction.

There are two types of factors on which job satisfaction depends.

1- Intrinsic
2- Extrinsic

**Mental Health**

In the world of today everyone is threatened by increasing population and degraded circumstances. Health is and has been always one of the most important areas where we need to focus. Concept of health extends beyond the proper functioning of the body. It includes controlled emotions, a sound and efficient mind. This means that mind and body both are working efficiently and harmoniously (Kaur, 2006-07).
The expression “Mental Health” consists of two words- ‘Mental’ and ‘Health’. ‘Health’ generally means sound conditions or well being or freedom from diseases. Mental health, therefore, means a sound mental condition or a state of psychological well being of freedom from mental disease (Singh, 2004). The word ‘mental’ usually implies something more than purely cerebral functioning of a person. It includes one’s emotional affective states. It is the equilibrium in one’s socio cultural context that is reflected by the relationship one establishes with others. Similarly, ‘health’ refers to more than physical wellbeing. It also connotes the individual’s intra physic balance, the interaction of one’s physic-structure with the external and social environment (Kaur, 2006-07). Mental health stands for the health of the mind, “The wholesomeness of mind”— analogous to the wholesomeness of the body as implicit in physical health. Accordingly, mental health is concerned with the health of one’s mind and its functioning in the same way as the physical health is concerned with the health of one’s physical organs and their functioning. A public health approach to mental health, (WHO, report 2008) the concept of mental health has been defined as “Which includes subjective well- being, perceived self- efficacy, autonomy, competence, intergenerational dependence, and self actualization of one’s intellectual and emotional potential, among others. From a cross cultural perspective,
it is nearly impossible to define mental health comprehensively. It is however generally agreed that mental health is broader than a lack of mental disorders”. While, if we see the interpretation of mental health, Das (2008) “Good mental health can be achieved by following the principle of mental hygiene, which is the science of the investigation and application of those measures that prevent mental disorder. Mental health is a way of living satisfactorily and effectively with other members of the society”.

**Factors Affecting Mental Health**

- **The Predisposing factors**
  - Heredity, Physiological Stress, Age, Sex and Personality
- **The Precipitating factors**
  - Frustration, Diseases, General weakness, Emotional shock

**Objectives of Study**

Keeping in view of the conceptualization and review of the literature presented earlier the following objectives were identified:

1. To find out the difference in the degree of occupational stress between government and private sector school teachers.
2. To find out the difference between male and female teachers in the degree of occupational stress experienced.
3. To assess the gender differences in job satisfaction and mental health of teachers in government and private sector schools.

4. To find out the relationship between occupational stress and job satisfaction among teachers in government and private sector schools.

5. To find out the relationship between occupational stress and mental health among school teachers in government and private sector schools.

**Hypotheses**

On the basis of prior theorization and research findings the following hypotheses were proposed:

1. There would be a significant difference between male and female teachers in the degree of occupational stress.

2. There would be a significant difference between government and private sector school teachers in the degree of occupational stress.

3. There would be a significant difference between male and female teachers on the measure of job satisfaction.

4. There would be a significant difference between government and private sector school teachers on the measure of job satisfaction.

5. There would be a significant difference between male and female teachers on mental health.
6. There would be a significant difference between government and private sector school teachers on mental health.

7. There would be a negative relationship of occupational stress with job satisfaction and mental health of teachers.

**REVIEW OF RELATED LITERATURE**

**Gender Difference in Occupational Stress**

A general tendency exists in the research literature according to which females are supported to experience higher levels of occupational stress than males in work environment (Offerman & Armitage, 1993). Antoniou et al. (2006) observed that female teachers experienced significantly higher levels of occupational stress compared to their male counterparts. Quite contrary to this, female teachers tended to complain more of burnout than male teachers (Chan & Hui, 1995; Ravichandran & Rajendran, 2007; Bhadoria & Singh, 2010).

Women are expected to be more oriented toward people than are men. They are supposed to be nurturant, sociable, and sensitive to people's feelings. They are also supposed to be very emotional. Men are supposed to be hard, tough, and unemotional (the “big boys don’t cry” stereotype). Because of these differences in the way men and women are brought up, they may have different strengths and weaknesses with
respect to burnout. To the extent that women are more likely to get emotionally involved with people, they run a greater risk of emotional exhaustion. To the extent that men are less oriented toward close contact with people, they are prone to exhibit depersonalization.

In Indian context Jha (1988) has noted the pattern of stress and strain in three work groups namely production, personnel and data processing divisions in an organization. Results indicated that abort job-future ambiguity had negative effect on job satisfaction in all the three groups. The pattern of stress in was different among different levels of hierarchy. Reddy and Ramamurthi (1991) analysed the influence of age, personality and general ability in determining the perception of stress. It was found that only age influenced the perception of stress. There was only very limited contribution of personality and general ability of the individual to the intensity of stress experience of the individual.

Rajeswari (1992) found significant negative relationship of age and experience with stress. This study also found negative correlation between family size and stress level. The level of stress did not differ between different levels of workers namely officers, and clerks.

Monica (2004) found that the teachers of Punjabi medium schools are more stressed as compared to the teachers of English medium schools.
Mokdad (2005) found that the major sources of stress were society, parents, teaching, the teaching environment, pupils, supervision, curriculum and administration.

Singla (2006) found that doctors and teachers are highly stressed as compared to their professional groups. It was also noted that females are most stressed as compared to males.

Several studies have tried to determine the link between stress and job satisfaction. Teacher job satisfaction and stress can have both economic and personal implications as it can lead to stress related absenteeism, burnout and a negative impact on pupil outcomes (Kyriacou, 1987). According to Chandraiah et al. (2003) higher level of job stress and job satisfaction are significantly related across different age groups and are shown that the age was negatively correlated with occupational stress and positively with job satisfaction. One study of general practitioners in England identified four job stressors that were predictive of job dissatisfaction (Cooper et al., 1989).

Ismail (2009) demonstrated that level of physiological stress has increased job satisfaction, and level of psychological stress had not decreased job satisfaction.
Ahsanet et al. (2009) have studied and examined the determinants of job stress including, management role, relationship with others, workload, pressure, homework interface, role ambiguity, and performance pressure.

Sheena et al. (2005) studied in UK and reporting there were some occupations worse than average scores on each of the factors such as physical health, psychological wellbeing, and job satisfaction.

Kaur and Sidana (2011) found that level of job satisfaction of male teachers was greater than their female counterparts.

Gupta, Pasrija and Bansal (2012) reported that female teachers were more satisfied than their male counterparts and more experienced teachers, teachers belonging to rural areas had better job satisfaction than their counterparts.

**METHODOLOGY**

**Research Design**

The teacher participants were drawn according to a 2 x 2 between group factorial design there were two gender groups (male and female) and two types of school (government and private). In each cell, there are 40 participants with a total of 160.
Sample

The present study was conducted on 160 secondary school teachers in districts of eastern Uttar Pradesh. The sample of this study was included 80 female teachers (40 from government and 40 from private sector school teachers) and 80 male teachers (40 from government and 40 from private sector school teachers).

Measures

**Occupational Stress Index (OSI):** This scale was developed by Srivastava and Singh (1981). It was used to measure the extent of employee perceived stress arising from various constituents and conditions of their job.

**Job Satisfaction Scale (JSS):** This scale was developed by Singh and Sharma (1990) to assess the satisfaction of teachers related to their job. The level of job-satisfaction was measured in two areas- job-intrinsic and job-extrinsic.

**Mithila Mental Health Status Inventory (MMHSI):** This scale was developed by Kumar and Thakur (1986). It measures the mental health status of teachers.
RESULTS

Findings of the present study indicate that female teachers and teachers from private school reported higher on occupational stress. It was true for each domain as well as the total score. The effect of gender and type of school were highly significant for most of the domains of occupational stress. It was noted that female teachers and government school teacher reported higher level of job satisfaction in comparison to their counterparts. Results also indicated that male teacher and government school teacher reported higher level of mental health in comparison to female teachers and private school teachers. The MANOVA and ANOVA showed interaction of gender and type of school was significant for mental health.

Correlation analysis of the data indicated that both the dimensions of job satisfaction and overall scores are negatively correlated with most of the domains of occupational stress. Results about mental health showed a same pattern. All the domains and overall scores on mental health were negatively correlated with occupational stress.
Qualitative Interview

Sources of stress in government sector school teachers:

1. The discipline among students is one of the prime reasons of stress in teachers, because disciplinary atmosphere in government schools are vitiating and government mechanism is not very much effective in containing such problems. This affect atmosphere in schools and class rooms as well which adds to the stress in teachers. This affects more in female teachers.

2. In proper job satisfaction is also one of the most stress generators among teachers. In government schools job appraisal has got no procedural method this also giver stress to those working hard and doing their job properly.

3. The working conditions in government schools are not very conducive. Despite of different efforts from government side the mechanism is not so effective to make a working condition. As cited in above point female teachers are more sensitive and responsive to working condition and hence get more stress.

4. Teachers in age group 50 to 60 are much stressed about the settlement of their children. The same age group most problems to be stressed due to health.
5. Lower age group teachers 30 to 40 are much stressed about their ambitions and kid’s education and health.

6. Lower and middle age group 30 to 50 is also stressed due to fewer opportunities of promotion and better job prospects.

7. Personal policy of government especially transfers also create panic among teachers which in turn stress.

8. Female teachers are more stressed as they are supposed to do work in schools and at home also.

**Sources of stress in private sector school teachers:**

1. In stability of job is prime reason of stress among private school teachers.

2. Lower salary is also one of the most stress generators which are found very much prevalent.

3. The working conditions also in private schools are not very conducive. Despite of different efforts from private side the mechanism is not so effective to make a working condition. As cited in above point female teachers are more sensitive and responsive to working condition and hence get more stress.
4. Work load is also one of the most stress generators in private sectors school teachers both male and female.

5. Exploitation by management especially female teachers.

6. Under employment most often teachers in private schools are stressed as they are much qualified but have been offered to teach in lower classes especially in male.

7. Socially teachers in private schools are not so recognize as teachers in government schools. This is also general factor of stress.

8. No additional add in case of any casualty or emergency to teachers or their family. This is one of the biggest factors of stress in among private school teachers.

**DISCUSSION**

The analysis of data revealed that female teachers and the teachers of private school in general scored higher on the measure of occupational stress in its specific domains. Further analysis revealed that female teachers and government school teachers experienced higher level of job satisfaction in comparison to their male and private school counterparts. Interestingly the level of job satisfaction was quite similar across all the groups. Results also indicated that male teachers and government school
teachers exhibited higher score of mental health in comparison to females and private school teachers. The gender and its interaction with type of school had significant effect on the composite index of mental health. Correlational analysis indicated that both the dimensions of job satisfaction and overall scores are negatively correlated with most of the domains of occupational stress and the total scores on the measure of occupational stress. Results about mental health showed a same pattern. Most of the domains and overall scores on mental health were negatively correlated with occupational stress.

Findings of the present study show the role of gender and type of school in determining teacher’s occupational stress, job satisfaction and mental health. These results raise some important questions pertaining to job satisfaction and mental health of school teachers. In the Indian societal context the role of gender in job satisfaction, level of occupational stress and mental health is complex.

**Occupational Stress**

Female teachers are more stressed because of overburdening. They have to look after their wards have to cook food and other house hold jobs for which they are supposed in patriarchal system of society. Due to heavy work load i.e. at work place and at home this creates more stress naturally.
**Job Satisfaction**

Female teachers have more job satisfaction despite of being more stressed this is because they feel their salaries are an additional income to their family income and that way they feel proud of adding something more to their house hold.

**Mental Health**

In private schools male teachers have poor mental health compared to female teachers this is because of lower salaries and job instability. In our patriarchal society male member of the family are suppose to earn the livelihood and in private schools this is poor and unstable.

In government school female teachers have poor mental health this is because of overburdening in our patriarchal society system of society female members of the family are suppose to do the house hold jobs along with their outdoor job. This over burdens them and consequently poor mental health among female teachers.

**Limitations**

There are some limitations of this study that should be mentioned. These are given bellow:

1- There is also need to study with those who are more young (i.e., the age level is 18-25).
2- This study was carried out with teachers who pertaining to government and private schools but it can also be explored others who belonging to government or private sector.

3- This study was carried out with 160 school teachers which are not sufficient for the generalization of findings. Therefore, there is need to study with more large No. of sample so that, the more authentic results could be found.

Implications

There are also some implications of this study that should be mentioned. These are given bellow:

1- The study helps to know the relation exists in government and private school teachers on occupational stress, job satisfaction and mental health.

2- The study also indicates the role of male and female employees of government and private schools.

3- This study helps to those researchers who want to study to know the occupational stress, job satisfaction and mental health of government and private school teachers.