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IMPACT OF STRESS ON MENTAL HEALTH OF SCHOOL TEACHERS IN RANCHI: A SOCIO - PSYCHOLOGICAL STUDY

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ABSTRACT

The present study suggests that Teachers' have so many works and problems in their life. Teaching can be one of the most stressful careers. Teachers' mental health plays an important role in the teaching-learning process. Teachers are divided into three groups: level of Occupational Stress, Moderate level, and More level of Occupational Stress. In the educational institution a teacher's role is crucial. The quality, competence, character, and effectiveness of teachers are undoubtedly the most significant factors influencing the quality of education. Hence, it is important for teachers' professional development to create satisfactory work conditions for enhanced effectiveness. Normally, the stress does not come from the students that you are teaching, but the before school and after school meetings and overwhelming paperwork we gate so many problems. Now a present day teachers' have so many works. Some time they can't solve their problems so they feel so stress in their life.

KEYWORDS

gender, qualification, marital status, stress, mental health, school teachers.

INTRODUCTION

Teachers' mental health plays an important role in the teaching-learning process. If the teachers are of unsound mind, they can harm nation in terms of poor teaching and guidance to the students. They cannot do justice to their job. Their maladjustment will not adversely affect their personality but will produce maladjustment tendency in children.

Teaching can be one of the most stressful careers. Normally, the stress does not come from the students that you are teaching, but the before school and after school meetings and overwhelming paperwork. As teachers, we have so many responsibilities and so little time to accomplish them. When we can't complete our daily tasks and responsibilities, this can often translate into failure, stress and teacher burnout. Let's take a moment to understand stress that you as the teacher may be experiencing. When you look at this picture above, do you instantly think, *"That is horrible. Those kids should be sitting flat on their bottoms. That is so disrespectful."* PAUSE...Don't Get All Stressed Out!!! Take what would normally be a stressful situation and turn it into something positive and fun! This does not mean, however, to be lazy and have no discipline. Let's go over the feelings associated with stress, thoughts that go along with stress, and behaviors that you may be experiencing if you are stressed.

There are 9 ways to reduce teacher stress.

1. ***If You Are Stressed You May Show Behaviors***

- ❖ Crying
- ❖ Grinding Your Teeth
- ❖ Increase of a Normal Habit or Addiction
- ❖ Losing Your Appetite or Overeating
- ❖ Increased Heart Rate, Breathing or Sweating
- ❖ Trouble Sleeping
- ❖ Headaches
- ❖ Neck and Lower Back Pain

2. ***Yours' Feelings Associated with Stress***

- ❖ Scared
- ❖ Frustrated
- ❖ Moody
- ❖ Anxious
- ❖ Angry

3. ***Thoughts If You Are Stressed***

- ❖ Low Self-Esteem
- ❖ Fear of Failure
- ❖ Worrying about the Future
- ❖ Forgetfulness
- ❖ Complaining About Work
- ❖ Can't Concentrate

4. ***Teacher Stress Ways to Reduce***

- Exercise Regularly.
- Be Positive, Speak Positive, Think Positive
- Become aware of how you react in Stressful Situations
- Learn to say NO to certain requests and after school duties. You can't do *Everything*, and you *shouldn't!*
- Understand and Accept that a teacher is not a *Super Hero* and we do have limits.
- Find a Hobby and Ways to Relax at Home.
- When you talk about your problems or issues regarding school, students, staff and administrators, make sure you are not complaining, but rather trying to figure out a solution.
- Use Your Time Wisely. Evaluate how you spend your day, then make a weekly schedule and try to STICK TO IT.
- Set Priorities and Realistic Goals.
- At the end of the school day, think about all the things you achieved and finished rather than what you didn't have time to get done.

5. ***Create Personal Goals and Professional Goals***

When creating personal goals and professional goals is to make sure that they are attainable. It is okay to "aim high", however, when you set the bar too high it can end up being a stressful situation.

6. Personal Goals for Teachers May Include

- ❖ **Daily Exercise Routine:** Staying active and healthy can reduce stress and may help you increase your awareness for dealing with stressful situations.
- ❖ **Positive Thinking:** It can be easy to formulate an attitude of pessimism, negativity, and hopelessness. This is basically because we have SO MUCH work and SO LITTLE time! As teachers, we must train our minds to pause, reflect on a situation, then respond positively.
- ❖ **Go to Bed at a Certain Time Each Night:** When we don't get enough sleep, we tend to become short with students and other teachers.
- ❖ **Enjoy Your Lunch Time:** Your lunch time is meant for LUNCH. Many teachers grade papers or have demeaning conversations in the teacher's lounge. Lunch can also be a good time to sit in your classroom and just have some quiet time to organize your thoughts.
- ❖ **Slow Down** - I am a people watcher, and when I watch teachers they are usually in a hurry to get somewhere, they are late arriving somewhere, or they forgot something. This is because teachers have so much to do throughout the day that we often lose track of our priorities and become stressed. To slow down, try listening instead of talking and taking random moments of silence to stop and reflect on the day and manage priorities. Professional Goals for Teachers May Include:
- ❖ **Leave Work at a Certain Time Each Day:** Teachers often feel that with all the work they have and papers to grade that they must stay late each night. It is important to have a home/family life to partake in fun and enjoyable activities.
- ❖ **Have Students Grade Papers:** By having students help grade papers, they are actually modeling perfect practice by checking their own work. This will also create more time for you! This can be done as a whole group activity checking the homework from the night before.
- ❖ **Get Organized:** Organization is a great way to get rid of teacher stress! The only problem...it takes time to get organized. So, you may need to come in early or stay late one or two days during a week to get your classroom organized. It will be worth it! Organize papers into labeled folders, organize your classroom into labeled bins and tubs, clean off your desk. You can also organize your student's line behavior. Don't leave the room until you have a beautiful straight line. When things are organized, there will be less stress.

7. Center Behavior Model Learning

It is important when creating small group learning centers that you model how to behave in a small group as well as discuss the different roles within the small group. Sometimes, small groups may require that students change roles as note-taker, writer, problem solver, leader, etc. When students are working independently in small groups around the classroom, it is easy for the teacher to walk around and monitor student learning.

8. Homogeneous or Heterogeneous Grouping?

Before setting up centers in your classroom, you must think about how you will structure your groups. There are two options for grouping. Homogeneous grouping is where each small group center has 3-4 students all with similar ability levels. Heterogeneous grouping is where each small group center has 3-4 students with one student being MIN, two students being MEETS, and one student being EXC. The exceeds student in the heterogeneous group will help lead and teach the group, which will also help the student understand the concept better. You may also want to give this student more challenging activities.

9. How to Set Up Your Learning Centers

- ❖ 3-4 students per group
- ❖ Length of Center Time: Pre-K through 2nd Grade = 15 minutes, 3rd Grade through 6th Grade = 20-30 minutes.
- ❖ Separate groups to different areas of your classroom
- ❖ Center activities MUST be self-checking. Have an answer key provided so the students can check their own work.
- ❖ Center work is usually not graded, as they will be able to check their work and fix their mistakes. You can take a weekly grade for participation.
- ❖ Have 4-6 centers around the room, depending on how many students you have. After the time is complete, have students clean up their center to its original state and rotate to the next center.

REVIEW OF LITERATURE

Job stress, also known as occupational stress, has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors (Kyriacou, 2001).

Occupational stress in the human service professions, particularly in teachers, has been a focus of study in the last decades. Most surprisingly, school teachers have been considered to be under stress (Beer & Beer, 1992; Boyle et al., 1995; Hammen & De Mayo, 1982; Kinnunen, 1988; Kinnunen & Salo, 1994; Kyriacou, 1987; Malik, Mueller, & Meinke, 1991; Smith & Bourke, 1992; Pithers, 1995), undergoing the process of burnout (Beer & Beer, 1992; Burke & Greenglass, 1995; Kyriacou, 1987) or suffering from depressive symptoms (Beer & Beer, 1992; Hammen & De Mayo, 1982; Schonfeld, 1990; Schonfeld, 1992).

There exists a substantial body of literature describing teaching as stressful occupation and suggesting that teacher stress appears to be an increasing problem (Antonioni et al., 2006; Chaplain, 1995; Guthrie, 2006; Kyriacou, 2001; Laughlin, 1984; Manthei & Gilmore, 1996; Munt, 2004; Punch & Tuetteman, 1996).

In recent time, several studies have examined occupational stress in the teaching profession. Studies have suggested that teachers experience disproportionately high level of stress (Adeyemo & Ogunyemi, 2005; Borg 1990).

A number of factors have been shown to influence teachers' decisions about staying on or leaving the profession, including job stress, job satisfaction, resilience, and self-efficacy (e.g., Chan, et al., 2008; Day, et al., 2009).

Typically, they include stressors in the areas of work role (e.g., workload); administration; class size; role ambiguity and conflict, (e.g., the sometimes conflicting demands of school management); the pressures of the teachers' roles (e.g., counsellor, facilitator); poor working conditions; little recognition and low remuneration; lack of involvement in decision-making; student recalcitrance; lack of effective communication, as well as the many emotional demands of teaching (e.g., Blix, et al., 1994; Brown & Ralph, 1992; Cooper & Kelly, 1993; Punch & Tuetteman, 1990).

In addition, a study in Bahrain by Al-Khalefa (1999) observed work conditions, salaries, bonuses and allowances, status of physical education, supervision, school facilities, workload and career development to be the major causes of stress for physical education teachers. Teachers who become burned out may be less sympathetic toward students, may have a lower tolerance for frustration in the classroom, may plan for their classes less often or less carefully, may fantasize or actually plan on leaving the profession, may feel frequent emotional or physical exhaustion, may feel anxious, irritable, depressed, and in general, may feel less committed and dedicated to their work (Farber & Miller, 1981).

Furthermore, Farber (1984) assessed the sources of stress of suburban teachers in the United States and found that excessive paperwork, unsuccessful administrative meetings, and the lack of advancement opportunities in teaching were related to stress. Workload, lack of resources, poor professional relationships with colleagues, inadequate salary, pupil misbehavior, difficult interactions with parents and expectations of other staff have been identified as sources of stress in many studies (Borg, Riding & Falzon, 1991; Boyle, et al., 1995; Pierce & Molloy, 1990; Pithers & Soden, 1998; Travers & Cooper, 1993).

Smilansky (1984) examined teachers' work satisfaction and reports of job-related stress in some English elementary schools, and he found that teachers' general satisfaction and stress at work were related mostly to their reported feelings about what had happened within class (such as relations with pupils, the process of teaching, and pupil behavior in school) rather than to administrative or policy questions (such as degree of work autonomy, relations with principals). Negative self-perception, negative life experiences, low morale, and a struggle to maintain personal values and standards in the classroom all take their toll (Goodman, 1980; Schnacke, 1982; Schwanke, 1981).

Stressed teachers had more illness, medicine intake, anxiety, depression, and sexual passivity. More psychological and psychosomatic symptoms were reported by teachers experiencing high burnout (Bauer et al., 2006).

AIMS AND OBJECTIVES

1. To study the effect of stress on mental health of tribal school teachers.
2. To study the effect of gender and religion on the level of stress.

METHODOLOGY

HYPOTHESIS (ES)

1. There will be significant effect of stress on mental health of tribal school teachers.
2. Female Teachers will be more stressful than male Teachers
3. There will be no significant difference between Christian and non- Christian (sarna) teachers in Their level of stress.

SAMPLE AND STUDY DESIGN

The sample of the study comprised of 80 tribal teachers from different mission schools in Ranchi town. 40 were selected tribal Christian school teachers and 40 were tribal Sarna teachers.

| | Religion | | Total |
|------------------------|-----------|-------|-------|
| | Christian | Sarna | |
| Tribal school teachers | | | |
| Male | 20 | 20 | 40 |
| Female | 20 | 20 | 40 |
| Total | 40 | 40 | 80 |

TOOLS

The following tools have been used in the present study for the collection of data.

- ❖ **Personal Data Sheet:** personal data sheet was specially designed for the present study which include data related to personal identification of the teachers specially their names, addresses, schools in which they are working, designation, nature of the job and salary etc.
- ❖ **The occupation stress index scale:** Perceived stress among the automobiles workers were measured by using the occupational stress index scale. This scale was developed by Dr. A.K. Shrivastava & A.P Singh in 1981. This test measures the extent of stress which employees perceive arising from various constituents and conditions of their job.
- ❖ **General Health Questionnaire (GHQ)-12:** This scale was made by shamsunder et; al 1986 and gautam et; al. 1987.it consist 12 questions related to health problem focused on anxiety /stress, malnutrition, weight, height, anemia, hemoglobin, blood pressure, sugar level etc. High scores indicate good mental health.

PROCEDURE OF DATA COLLECTION

A booklet consisted of personal information schedule along with General Health Questionnaire (GHQ)-12 and The Occupational Stress Index Scale was used. For the collection of data, we had to personally consult to the principal of school. The data collection of the main study was carried out with the prior permission of the principal and the class teacher of the high school to get the responses. Introduction was given regarding the objectives of study, its importance, importance of their co-operation and their sincere responses just before the administration of the questionnaire. They were also assured that the answers given by them would be kept under strict confidence. Teachers were instructed very clearly about the pattern of answering for each question of the questionnaire.

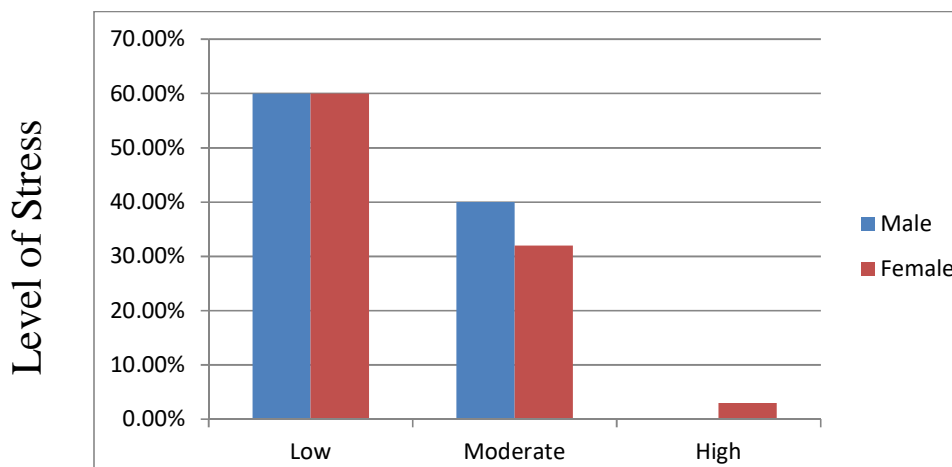
STATISTICAL ANALYSES

The Following Statistical Techniques have been used in the analysis of obtained data. Percentage of low, moderate and high scores in o.s.i and its sub-scale have been calculated. The percentage and mean scores have also been graphically shown where felt necessary. The secondary school teachers are divided into three groups (Table 1), that is less, moderate and more stressed groups, on the basis of their Occupational Stress Scores. The occupational stress levels of secondary school teachers are between the following range: Less level of Occupational Stress (i.e. 46-122 scores), Moderate level (i.e. 123-155 scores), and More level of Occupational Stress (156-230 scores). An examination of Table 1 shows that the percentages of More, Moderate and Less Stressed groups of teachers are 03.75%, 36.25% and 60.00% respectively. In male sub-group, this translates into 00%, 40.00% and 60.00%, while in female sub group it is 8.00%, 32.00% and 60.00% respectively. Thus, it is evident from the analysis that nearly half of the teachers are in less stressed group and generally male teachers experience more stressful situations about their occupation than their counterparts.

TABLE 1: PERCENTAGE OF TEACHERS EXPERIENCING LESS, MODERATE AND MORE STRESS TOWARDS JOB

| Group | N | Occupational Stress Groups | Number of Teachers in each Group | Percentage of Teachers in each Group |
|--------|----|----------------------------|----------------------------------|--------------------------------------|
| Male | 40 | low stress | 24 | 60.00 % |
| | | Moderate Stress | 16 | 40.00 % |
| | | High Stress | 00 | 00.00 % |
| Female | 40 | low stress | 24 | 60.00 % |
| | | Moderate Stress | 13 | 32.00 % |
| | | High Stress | 03 | 08.00 % |
| Total | 80 | low stress | 48 | 60.00 % |
| | | Moderate Stress | 29 | 36.25 % |
| | | High Stress | 03 | 03.75 % |

FIG. 1



HOW STRESSFUL IS TEACHING

It is evident from the result shown in Table 2 that the mean occupational stress scores of male and female teachers are found 115.95 and 120.03 with SDs of 16.72 and 22.85 respectively. When the means of two groups compared, the difference between comparison groups is found statistically significant ($t=1.20$, $P>0.05$). The trend of result showed that male teachers are significantly more stressed with their job than female teachers.

TABLE 2: COMPARISON OF MEAN OCCUPATIONAL STRESS SCORES OF MALE AND FEMALE TEACHERS

| Gender | N | Mean Occupational Score | SD | t | df | P< |
|--------|----|-------------------------|-------|------|----|----------|
| Male | 40 | 115.95 | 16.72 | 1.20 | 78 | Not Sig. |
| Female | 40 | 120.03 | 22.85 | | | |

TABLE 3: COMPARISON OF MEAN OCCUPATIONAL STRESS SCORE OF CHRISTIAN AND SARNA TEACHERS

| Group | N | Mean | SD | t | df | P< |
|-----------|----|--------|-------|------|----|----------|
| Christian | 40 | 118.03 | 15.62 | 0.82 | 78 | Not Sig. |
| Sarna | 40 | 114.65 | 23.62 | | | |

RESULTS & DISCUSSION

The purpose of the current study was to examine the relation between stress and mental health of teachers. This section discuss the results and implications of current study. Within this section, discussed are the main topic headings of objectives and hypotheses, limitations, future research implications, and conclusions. The present study suggests that nearly one-half of the population of secondary school teachers (60.00%) face less stress towards their occupation, while among the remaining teachers a large chunk of population falls into moderate stress group (36.25%); in contrast, a minor group consisting of 03.75% of the total population has more stress towards teaching profession. This is in partial accordance with Durani's observation (2009) who reported that among 150 women working as teachers in schools, 39% were having low stress, 20% were having high stress, 15% were having very high stress, 13% were having very low stress, 8% of the respondents no stress, and 5% very low stress and 0% i.e. negligible were abnormal. This result is discordant with that of Nayak et al. (2009), who found the higher percentage of teachers (70.5%) to be in the low stress category, followed by very low stress category (23.5%) and lesser percent in moderate stress category (6.0%).

Gender-wise analysis shows that male teachers are more stressed than female teachers. The lesser degree of job satisfaction among male teachers can be attributed to the perceptions of female teachers to shoulder the responsibilities same as males in this competitive world, along with their aspiration level, social acceptability, challenges, job responsibilities and career development. Moreover, it is a widely accepted fact that secondary schools are heading towards the work environments that are non- masculinized. The finding is supported by Byrne (1998) and Bhagawan (1997) who emphasized that the causes leading to burn-out/stress affect male teachers more than the female teachers who have higher motivation. Whatever the underlying explanation, the results reported here contradict those of other studies that reported higher stress in female primary and secondary staff (Antoniou et al., 2006; Laughlin, 1984; McCormick & Solman, 1992b; Timms et al., 2006; Abdul Majid, 1998), and no difference between the gender in the three burnout syndrome (Zhao & Bi 2003; Dali, 2004; Coulter & Abney, 2009).

According to table 2 Mean Occupational Stress scores will be found of male teachers is 115.95 and female teachers is 120.03 and their SD is 16.72 and 22.85 on the basis of mean and SD scores t-value will be found 1.20 is not significant it shows that there is not significant difference between male teachers and female teachers on the stress level.

According to table -3 mean occupation stress scores will be found of Christian teachers is 118.03 and sarna teachers is 114.65 and there SD is 15.62 and 23.62 on the basis of mean and SD score t-value will be found 0.82 is not significant it is shows that there is not significant difference between Christian teachers and female sarna teachers on the stress level.

FINDINGS

The purpose of this study to find out a socio-psychological study in impact of stress on mental health with gender, marital status, qualification, teaching experience, salary, subject taught among school teachers of Ranchi.

CONCLUSIONS

The study concludes that nearly half of the teachers are in less stressed group and male teachers face more occupational stress than their counterparts. Further, it is revealed from the result that trained school teachers have significantly higher occupational stress than an untrained teachers. It is recommended that regular assessment of stress level should be conducted for preventive measures. The study also finds that occupational stress is most prevalent among teachers with an experience of 6-10 years and least among 0-5 years of experience in teaching. Further, a no significant difference is seen between the monthly salary and occupational stress of male and female school teachers. Also, no significant difference is found among the teachers teaching languages, arts, social sciences and sciences. In addition to this, the study also supports no significant difference in the marital status and occupational stress of Christian and Sarna school teachers. Stress affects the efficiency of the individual. So, there is a need to provide proper conducive environment and support to teachers to maintain individual stress at their workplace. Teachers should be positive in facing their challenges, which will help them in improving their functional skills and reduce stress, so that their profession is not affected. Besides that, the institution or management should check that, supervision, support and relationship with the teachers is properly taken care of and enhanced most strongly. Most importantly, it is recommended that principals and supervisors should investigate the causes for stress and evaluate the organizational climate of the school.

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