Mental Health of Women Teachers and Their Professional Life Stress

Dr. R. Babu** & A. Fathima*

*** Professor of Education, Director of Centre for Yoga Studies, Dean, Faculty of Education, Annamalai University, India.*
** Research Scholar, Department of Education, Annamalai University. India.*

ABSTRACT: The Women Teachers have an important role in the field of education and leave a remarkable impact in the minds of the students. The study has been conducted to investigate the level of mental health and professional life stress of women Teachers. It also examines the relationship between the mental health and professional life stress of women Teachers. The study was engaged with a random sample of 500 teachers in Cuddalore district. Mental Health Scale by Peter Becker (1989) and Professional Stress Inventory for Teachers (Sheeja, 1999) was used in this study. The study reveals the fact that the level of mental health and the professional life stress of women school teachers are high. There is low, positive and significant correlation between mental health and professional life stress of women teachers.

Key words: Designation, Educational Qualification,Income,Locality Of The School, Medium,Mental Health, Nature Of Institution, Professional Life Stress, Service, Subjects Taught, Types Of Institution and Working Hours

I.   INTRODUCTION

The status of women in India has witnessed many changes for the last thousands of years. It was adorable and worship of mother cult was common at the beginning of the Indian civilization. Moreover, there have been lots of ups and downs in their social status. The essence of the Aryan civilization is preserved in the four Vedas namely Rig, Yajur, Sama and Atharvam and their different branches like Brahmanas and Upanishads. The social customs and traditions which were reinforced by the law-givers degraded women. There was no sense of equality or justice in these laws. Equality for women was no longer in practice. Patriarchy became an order of the day and it suppressed women's physical and psychological freedoms. Every aspect of a woman's life was controlled. There was no recognition in society which was revealed in the laws pertaining to marriage, divorce, property rights and right of inheritance. The patriarchal system tended to keep the status of women at a low level, and the emergence of the joint family with special property rights for the male members reinforced male dominance.

Mental Health

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".

Professional life Stress

Professional stress results in a variety of negative effects, including absenteeism, stress-related illness, high staff turnover and early retirement. With over half of all teachers in the UK having considered leaving **job** due to stress (Hill, 2008), its effects have a huge impact not only on their quality of life, but on education planning and budgets as well. In 2004, a UK schools advisory service estimated that teachers missing work due to stress cost £19 million (Hill, 2008). Teacher turnover is also expensive, with estimated recruitment and induction costs for each new teacher at approximately £4,000 (Bubb and Earley, 2004).

Similarly in the United States, teachers disenchanted by stressful working conditions are taxing the education system (Dillon, 2007). As a result, an estimated 22 percent of new teachers leave the profession within three years (ED.gov, n.d.). According to the National Commission on Teaching and America's Future, the annual cost of high teacher turnover is estimated at US$7 billion (Carroll, n.d.).

Need of the study

Women teacher's mental health is essential for both personal and professional wellbeing.Teaching profession is treated as one of the stressful profession in this knowledge era. Mentally healthy teachers can manage their career development and student's achievement even in the worst condition. So it is essential to study the mental health and professional life stress of the women teachers.

Objectives of the study

The following objectives were formulated for the present study.
1. To find out the level of Mental health of teachers.
2. To find out the level of Professional life stress of teachers.
3. To find out whether there is any significant difference between the mean Mental health scores of D.T.Ed., UG and PG teachers.
4. To find out whether there is any significant difference between the mean Mental health scores of teachers working in Primary, Middle, High and Higher Secondary School.
5. To find out whether there is any significant difference between the mean Mental health scores of Government, Private aided and Private unaided school teachers.
6. To find out whether there is any significant difference between the mean Mental health scores of Rural and Urban teachers.
7. To find out whether there is any significant difference between the mean Mental health scores of teachers' whose monthly income is Rs.5000, Rs.5001- Rs.10000, Rs.10001- Rs.15000 and above Rs.15001.
8. To find out whether there is any significant difference between the mean Mental health scores of Teachers' teaching in Tamil and English medium.
9. To find out whether there is any significant difference between the mean Mental health scores of teachers having below 5 years, 5-10 years and above 10 years of service.
10. To find out whether there is any significant difference between the mean Mental health scores of teachers whose work load is 8 hours, 8-10 hours and 10-12 hours.
11. To find out whether there is any significant difference between the mean Mental health scores of Arts and Science teachers.
12. To find out whether there is any significant difference between the mean Mental health scores of SGT, BT and PG teachers.
13. To find out whether there is any significant difference between the mean Professional life stress scores of D.T.Ed., UG and PG teachers.
14. To find out whether there is any significant difference between the mean Professional life stress scores of teachers working in Primary, Middle, High and Higher Secondary School.
15. To find out whether there is any significant difference between the mean Professional life stress scores of Government, Private aided and Private unaided school teachers.
16. To find out whether there is any significant difference between the mean Professional life stress scores of Rural and Urban teachers.
17. To find out whether there is any significant difference between the mean Professional life stress scores of teachers' whose monthly income is Rs.5000, Rs.5001- Rs.10000, Rs.10001- Rs.15000 and above Rs.15001.
18. To find out whether there is any significant difference between the mean Professional life stress scores of Teachers' teaching in Tamil and English medium.
19. To find out whether there is any significant difference between the mean Professional life stress scores of teachers having below 5 years, 5-10 years and above 10 years of service.
20. To find out whether there is any significant difference between the mean Professional life stress scores of teachers whose work load is 8 hours, 8-10 hours and 10-12 hours.
21. To find out whether there is any significant difference between the mean Professional life stress scores of Arts and Science teachers.
22. To find out whether there is any significant difference between the mean Professional life stress scores of SGT, BT and PG teachers.
23. To find out whether there is significant relationship between mental health and professional life stress of women school teachers of total sample and with regard to sub-samples.

Hypotheses of the study
The following hypotheses were formulated for the present study.
1. The level of Mental health of teachers is high.
2. The level of Professional life stress of teachers is low.
3. There is no significant difference between the mean Mental health scores of D.TEd., UG and PG teachers.
4. There is no significant difference between the mean Mental health scores of teachers working in Primary, Middle, High and Higher Secondary Schools.
5. There is no significant difference between the mean Mental health scores of Government, Private aided and Private unaided school teachers.
6. There is no significant difference between the mean Mental health scores of Rural and Urban teachers.
7. There is no significant difference between the mean Mental health scores of teachers' whosemonthly income is Rs.5000, Rs.5001- Rs.10000, Rs.10001- Rs.15000 and above Rs.15001.
8. There is no significant difference between the mean Mental health scores of teachers teaching in Tamil and English medium.
9. There is no significant difference between the mean Mental health scores of teachers having below 5 years, 5-10 years and above 10 years of service.
10. There is no significant difference between the mean Mental health scores of teachers whose work load is 8 hours, 8-10 hours and 10-12 hours
11. There is no significant difference between the mean Mental health scores of Arts and Science teachers
12. There is no significant difference between the mean Mental health scores of SGT,BT and PG teachers.
13. There is no significant difference between the mean Professional life stress scores of D.TEd., UG and PG teachers.
14. There is no significant difference between the mean Professional life stress scores of teachers working in Primary, Middle, High and Higher Secondary Schools.
15. There is no significant difference between the mean Professional life stress scores of Government, Private aided and Private unaided school teachers.
16. There is no significant difference between the mean Professional life stress scores of Rural and Urban teachers.
17. There is no significant difference between the mean Professional life stress scores of teachers' whose monthly income is Rs.5000, Rs.5001- Rs.10000,Rs.10001- Rs.15000 and above Rs.15001.
18. There is no significant difference between the mean Professional life stress scores of teachers teaching in Tamil and English medium.
19. There is no significant difference between the mean Professional life stress scores of teachers having below 5 years, 5-10 years and above 10 years of service
20. There is no significant difference between the mean Professional life stress scores of teachers whose work load is 8 hours, 8-10 hours and 10-12 hours
21. There is no significant difference between the mean Professional life stress scores of Arts and Science teachers
22. There is no significant difference between the mean Professional life stress scores of SGT,BT and PG teachers.
23. There is no significant relationship between mental health and professional life stress of women school teachers of total sample and with regard to sub-samples.

Method of study
        In order to realize the above said objectives, Normative Survey method was adopted. A normative Survey method study describes and interprets what exists at present. These are concerned with existing conditions or relations, prevailing practices, beliefs and attitudes etc. Such investigations are termed in research literature as Descriptive Survey or Normative survey. 500 teachers in Cuddalore district were selected by using Random Sampling Techniques.

Tools used
1. Mental Health Scale by Peter Becker (1989)
2. Professional Stress Inventory for Teachers (Sheeja, 1999)

Statistical Techniques used
Descriptive analysis, Differential analysis and Correlation analysis

II. RESULT AND DISCUSSION

Table 1: Analysis of Mean, Standard Deviation And ANOVA / t - Value of Mental Health Scores of Teachers

S.No	Samples	Sub Sample	N	Mean	S.D	F/t value	Significant / Not Significant
1	Educational Qualification	D.TEd., Teachers	367	43.46	5.66	11.94	S
		U.G. Teachers	97	47.17	4.88		
		P.G. Teachers	36	41.13	5.66		
2	Nature of Institution	Primary	71	47.08	5.92	84.02	S
		Middle	229	40.36	4.24		
		High	48	41.29	4.56		
		Higher Secondary	152	47.23	4.70		
3	Typesof Institution	Government School Teachers	141	43.90	6.03	0.680	NS
		Private Aided School Teachers	227	43.19	5.41		
		Private Unaided School Teachers	132	43.58	5.95		
4	Locality of the school	Rural Teachers	282	44.45	5.07	4.30	S
		Urban Teachers	218	42.26	6.28		
5	Income	Below Rs.10000	407	43.54	5.58	1.722	NS
		Rs.10001- Rs.15000	78	43.79	6.78		
		Above Rs.15001	15	39.50	0.53		
6	Medium	Tamil	292	43.48	6.26	0.067	NS
		English	208	43.51	4.89		
7	Service	Below 5 years	215	43.78	5.83	8.69	S
		5-10years	210	44.09	5.63		
		Above 10years	75	41.01	5.10		
8	Working hours	8hours	405	42.90	5.31	36.99	S
		8-10hours	69	48.72	5.08		
		10hours	16	35.75	3.87		
		12hours	10	43.90	1.45		
9	Subjects taught	Arts	328	44.70	5.23	6.56	S
		Science	172	41.19	5.93		
10	Designation	SGT	111	43.85	6.04	0.28	NS
		BT	277	43.42	5.39		
		P.G.	112	43.34	6.23		

S - Significant NS – Not Significant

The details of the calculation are given in the Table 1. The 'F' value is found to be 11.94, which is significant at the 0.01level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean mental scores of D.Ted, U.G, and P.G. teachers. So here the null hypothesis is rejected. The 'F' value is found to be84.02, which is significant at the 0.05 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean mental health scores of teachers working in Primary, Middle, High and Higher Secondary School teachers. The 'F' value is found to be 0.680, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean mental health scores of Government, Private aided and Private unaided school teachers. The 't' value is found to be 4.30, which is not significant at the 0.01 level. Therefore the null hypothesis is accepted. It is concluded that there is there is a significant difference between the mean mental health scores of Rural and Urban teachers. Rural teachers have higher level of mental health than the Urban school teachers. The 'F' value is found to be 1.722, which is not significant at the 0.05 level. Therefore the null hypothesis isaccepted. It is concluded that there is no significant difference between the mean mental health scores of teachers' income below Rs.10000, Rs.10001- Rs.15000 and above Rs.15001.The 't' value is found to be 0.067, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean mental health scores of Teachers teaching in Tamil and English medium. The 'F' value is found to be 8.69, which is significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean mental health scores of teachers having below 5 years, 5-10 years and above 10 years of service. The 'F' value is found to be

36.99, which is significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean mental health scores of teachers whose work load is 8 hours, 8-10 hours and 10-12 hours. So teachers working ten hours have low level of mental health compared to others groups. The 't' value is found to be 6.56, which is significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean mental health scores of Arts and Science teachers. Arts group have better mental health than Science group. The 'F' value is found to be 0.28, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean mental health scores of SGT, BT and P.G. teachers.

Table 2: Analysis of Mean, Standard Deviation and ANOVA / t - Value of Professional life Stress Scores of Teachers

S.No	Demographic samples	Sub Sample	N	Mean	S.D	F/t value	Significant / Not Significant
1	Educational Qualification	D.TEd., Teachers	367	126.03	10.67	20.36	S
		U.G. Teachers	97	133.88	8.34		
		P.G. Teachers	36	120.13	7.41		
2	Nature of Institution	Primary	71	126.58	9.37	230.795	S
		Middle	229	119.10	7.07		
		High	48	120.42	7.34		
		Higher Secondary	152	137.48	4.58		
3	Type of Institution	Government School Teachers	141	126.46	10.40	0.383	NS
		Private Aided School Teachers	227	125.82	10.86		
		Private Unaided School Teachers	132	125.35	10.28		
4	Locality of the school	Rural Teachers	282	127.15	10.81	3.12	S
		Urban Teachers	218	124.22	10.03		
5	Income	Below Rs.10000	407	126.77	10.99	7.25	S
		Rs.10001-Rs.15000	78	123.04	7.46		
		Above Rs.15001	15	115.50	0.53		
6	Medium	Tamil	292	124.22	9.77	4.13	S
		English	208	128.20	11.20		
7	Service	Below 5 years	215	126.46	10.79	17.79	S
		5-10	210	127.56	10.54		
		Above 10	75	119.49	7.22		
8	Working hours	8	405	124.83	10.60	34.082	S
		8-10	69	135.68	1.78		
		10	16	116.06	5.17		
		12	10	116.40	3.86		
9	Subjects taught	Arts	328	128.74	10.35	9.548	S
		Science	172	120.41	8.66		
10	Designation	SGT	111	126.58	10.56	2.50	NS
		BT	277	126.39	10.91		
		P.G.	112	123.92	9.46		

S- Significant   NS- Not Significant

The details of the calculation are given in the Table 2. The 'F' value is found to be 20.36, which is significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean professional life stress scores of D.Ted, UG, and PG teachers. So here the null hypothesis is rejected and alternate hypothesis is accepted. U.G. groups have high level of professional life stress. The 'F' value is found to be230.79, which is significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean Professional life stress scores of teachers working in Primary, Middle, High and Higher Secondary School teachers. Higher secondary teachers have high level of professional life stress. The 'F' value is found to be 0.383, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean professional life stress scores of Government, Private aided and Private unaided school teachers. The

't' value is found to be 3.12, which is not significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean Professional life stress scores of Rural and Urban teachers. Rural teachers havehigh level of professional stress than the Urban school teachers. The 'F' value is found to be 7.25, which is significant at the 0.01 level. Therefore the null hypothesis is accepted. It is concluded that there is a significant difference between the mean Professional life stress scores of teachers' where monthly income below Rs.10000, Rs.10001- Rs.15000 and above Rs.15001. The 't' value is found to be 4.13, which is significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean Professional life stress scores of Teachers teaching in Tamil and English medium. The 'F' value is found to be 17.79, which is not significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean Professional life stress scores of teachers having below 5 years, 5-10 years and above 10 years of service. So teachers 5-10 years service have high professional stress. The 'F' value is found to be 34.08, which is significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean Professional life stress scores of teachers whose work load is 8 hours,8-10 hours and 10-12 hours. So teachers whose work load is 8-10 hours have high professional stress. The 't' value is found to be 9.548, which is significant at the 0.01 level. Therefore the null hypothesis is rejected. It is concluded that there is a significant difference between the mean Professional life stress scores of Arts and Science teachers. Arts group have high professional life stress than Science group. The 'F' value is found to be 2.50, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is concluded that there is no significant difference between the mean Professional life stress scores of SGT, BT and P.G. teachers.

Table 3: Means and SD of the Entire Sample

Variables	Means	SDs
Mental health	43.49	5.73
Professional Life Stress	126.74	10.79

From the Table 3 the calculated mean and S.D of mental health of women school teachers are found to be 43.49 and 5.73 respectively. The mean score for the entire sample is 43.49 it is also inferred that the mental health of school teachers is high. Also the calculated mean and S.D of professional life stress of women school teachers are found to be 126.74 and 10.79 respectively. The mean score for the entire sample is 126.74. It is also inferred that the professional life stress of women school teachers is high.

Table 4: Correlation Co-Efficient (r) between Mental health and Professional Life Stress in women Teachers

Variables	r value	Remarks
Mental health	0.330	Significant at 0.01 level
Professional Life Stress		

It is seen from table – 4 that the correlation co efficient among mental health and professional life stress of teachers is positive and significant at 0.01 level.

III. CONCLUSION

Mentalhealth andprofessional life stress of women school teachers is high.Typesof Institution, Income, Medium of instruction and Designation do not cause any difference in the mental health of the teachers. Type of Institution and Designationdo not causethe professional life stress of the teachers.There is low and positive correlation between mental health and professional life stress of women teachers.So the teachers must trained in stress management techniques and mental health improvement programmes.

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