



Chapter 1

INTRODUCTION

INTRODUCTION

In the complex network of social relationships that characterizes the present day societies, most of our activities are institutionally channeled. It is an elementary fact that the greater part of an individual's waking hours are spent in formal organizational settings like offices, banks, hospitals, schools and military units etc.

The emphasis in schools today is not only on the acquisition of basic learning skills and academic content, but also on helping to develop adaptive skill that may equip children to grow toward social, intellectual and emotional maturity. The prime duty of school teachers is therefore is to provide environments conducive to the preservation and enhancement of the physical, mental, spiritual and emotional health of their progeny. The job of teachers is complex as it has to meet the expectations of parents, teachers, policy makers and address their once needs. These twin concerns make the life of teachers demanding and stressful. This becomes an important problem in the context of diversity of school system operative in India. Against this backdrop this study was planned to investigate aspects of occupational stress, job satisfaction and mental health of school teachers.

It may be noted that the place of teacher or guru in the Indian society has been very important. The word guru means one who gets rid of ignorance. A guru is treated like god. As the following famous Sanskrit verse tells a guru epitomize all still very famous forms of god.

गुरुर्ब्रह्मा गुरुर्विष्णुः गुरुर्देवो महेश्वरः ।

गुरुः साक्षात्परं ब्रह्म तस्मै श्री गुरवे नमः ॥

The Bhakta poet Kabir also said:

गुरु गोविन्द दोऊ खड़े काके लागूं पाय ।

बलिहारी गुरु आपनो गोविन्द दियो बताय ॥

In general the status of guru was very high. He was treated as a role model and a source of inspiration for all. In the gurukul system the teachers provided all kinds of support and nurturance to the discipline. The gurukul was independent and autonomous and teacher enjoyed enormous respect and treated as epitome of values. Gradually the schools came under the control of government. They became dependent in various agencies. Today we have several types of schools (e.g. government, public, missionary, specialized schools like school board on sri Aurobindo, Chinmayanand, J.D. Krishnamoorthi Sanskrit pathshala, Madarasa, etc.). However, majority of children still go to

government run schools such schools suffer from problems of limited resources and other constraints. The teachers too are like other human beings and are influenced by various kinds of changes introduced by media, technology, inflation, rising aspiration. The older values of austerity and simple life are no more their ideals. They are becoming extrinsically motivated and guided by the same matrix of things that happen in the can of other professionals working in various fields. With this changing scenario the teacher is experiencing stress on account of social comparison and other contextual factors.

In the present educational scenario, the whole world is changing in global village. High individuality, selfishness, family dissatisfaction, corruption, high materialism have become the main features of the society. Since the teacher is also a part of the society. These factors also affect his mental health and adjustment. In changing times and advent of knowledge explosion the teachers have to keep themselves abreast of the expectation of their students. Teaching profession occupies important and prestigious place in the society. The teacher is a real maker of history therefore a good teacher must have a balanced personality because every time inside and outside of the classroom and school, his personality influences everyone. The teacher's personality

has great impact upon one's life. Sometimes students think about their teachers as their deal heroes of life, therefore the teachers have great responsibilities to maintain their status among the students. But in present time teaching profession has become more complicated and challenging. Family holds a special meaning in Indian context. Urbanization first broke the traditional joint Family in to nuclear families. The changing socio-economic conditions and unemployment are mainly responsible for occupational stress and Maladjustment with family heavy pressure of work load, occupational insecurity and lack of acceptance by autocratic administration are increased teacher's occupational stress, when influence their family and personal life.

This chapter tries to present a brief discussion of the key concepts involved in the present study.

Stress

Life is really about change. Every day each person faces some kind of challenge, big or small. Just deciding what to wear to work or school can be a challenge for some people, while other find the drive to the workplace or school the most challenging part of the day. There are decisions to be made and changes that will require adapting plans

already made. Sometimes there are actual threats to well-being an accident, a fight with the boss, a failed exam, or losing a job, to name a few. All of these challenges, threats and changes require people to respond in some way.

Stress in our society is not something invisible. A person whether a child, adult, men, women, employed, unemployed everyone is facing stress in his/her own way. In everyday life we often times come across many challenging situations. Some of them act as a source of inspiration while others cause challenge. Some people face the challenges boldly while others escape from it. All this varies from person to person. In board terms any challenge that exceeds the coping abilities of an individual becomes a source of stress. In psychological literature the concept of stress continues to be defined in different ways and numerous definitions of stress have been proposed.

Etymologically the term stress is derived from Latin word ‘stringer’ meaning to draw tight. It has been used in the English language since at least fifteenth century, when it referred to “pressure” or “physiological strain.” In the late 20th century, stress became a prominent concern for psychosomatic medicine and came to be considered as a cause of ill health or mental disease. Stress is an

unavoidable consequence of modern living. With the growth of industries, pressure in the urban areas, quantitative growth in population and various problems in day to day life are some of the reasons for increase in the amount of stress. It may, however, be started that stress is a condition of strain that has a direct bearing on emotions, thought processes and physical conditions of a person.

In the late 1930s, Selye had observed that the concept of 'stress' refers to a characteristic non-specific physiological response differentiating it from 'stressor' or the agent which produces stress. Stress is generally conceptualized as an altered state of an organism, moderated by individual differences and produced by the agent in the social, psychological, cultural and/or physical environment. It is assumed that when this altered state goes unchecked it produces deleterious effects on the physical and/or mental well being of the affected individual (Selye, 1956). As far as physiology is concerned stress is said to chiefly operate via autonomic nervous system (ANS) and endocrine glands. Selye proposed a distinction between the cause of bodily disturbance and its effect. He referred to the external cause or stimulus as a "stressor" and the state of bodily disequilibrium as "stress". This distinction has been generally accepted by the

researchers. Some researchers treat stress as the result of interaction between the person and his or her environment that may be associated with psychological, physiological and behavioral outcomes. This perspective is anchored in the work of Lazarus (1996) and McGrath (1976). Another major variation of psychological perspective on stress is person-environment (P-E) fit theory.

Pestonjee (1987) has attempted to identify three important sectors of life in which stress originates. These are (a) jobs and the organization (b) the social sector and (c) intra psychic sector. The first namely, job and organization refers to the totality of the work environment (e.g. task, atmosphere, colleagues, compensations, policies etc.). The social sector refers to the social/cultural context of one's life. It may include religion, caste, language, dress and other such factors. The intra-psychic sector encompasses those things which are intimate and personal. They involve temperament, values, abilities and health. It is contended that the stresses can originate in any of these three sectors or in combinations thereof.

It is quite clear that stress refers to a relationship between an organism and the environment. Thus, a stimulus does not fall under the rubric of stress (that is, it is not a stressor) unless it produces certain

reactions in the organism presumably by creating psychological damage or threat. Likewise reactions taking place within the organism cannot be referred to as stress. Likewise reactions taking place within the organism cannot be referred to as stress unless they are produced by certain environmental agents.

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.

Stress up to moderate level is inevitable and leads to motivation but prolonged occupational stress in teaching results in both physiological and psychological ailments, which ultimately causes deleterious effects on teacher's efficacy (Kyriacou & Pratt, 1989). Kutty (2000) found reasons for stress at workplace as follows: work pressure, meeting deadlines, politics in the workplace, interpersonal relationships, job content or profile, promotion and growth opportunities, imbalance between personal and professional commitment, commuting time, especially, from long distance suburban

areas to the office. In teaching profession the sources of occupational stress may include daily interaction with the students, parents and co-workers (DeRabbio & Iwanicki, 1996; Brotheridge & Grandly, 2002; Antoniou & Polychroni, 2006), pressure due to reform efforts, inadequate administrative support, poor working conditions, lack of participation in decision making, the burden of paper work and lack of resources (Hammond & Onikama, 1997), and social and recreational activities (Singh, 2005).

Over the years, a large body of research has accumulated both from academic researches and practitioners, relating to employee's quality of working life. One of the main outcomes of this concern is the impetus for the explorations of employee's job stress (see Cooper & Smith, 1985; Newton, 1989; Levi, 1991; Thomas & Ganster, 1995).

Beehr and Newman (1986) define occupational stress as “a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning.”

National Institute of Occupational Safety and Health explains job stress as “the harmful physical and emotional responses that occur

when the requirements of the job do not match the capabilities, resources or needs of the worker.”

Occupational stress is an increasingly important occupational health problem and a significant cause of economic loss. An employee spends roughly one third of its life working in an organizational goal setting, employee mental health is of particular importance. Occupational stress may produce both overt psychological and physiological disabilities. However, it may also cause subtle morbidity that can affect personal well-being and productivity (Quick, Murphy, Hurrell & Orman, 1992). A job stressed individual is likely to have greater job dissatisfaction, increased absenteeism, and higher consumption of alcohol and smoking, increase in negative psychological symptoms reduced aspirations and self esteem (Jick & Payne, 1980).

Job stress is generally defined in terms of a relationship between the person and environment. It has been considered as person-environment misfit. French, Rodgers and Cobb (1974) presented the theory of P-E fit. Theory has reported two kinds of fit between the individual and the job environment. The first kind of fit refers to the extent to which a person's skill and abilities match the demands and

requirement of the job. The second kind of fit is the extent to which needs of the person are met by the job environment.

Thus, from the perspective of P-E fit theory, job stress signifies a poor fit between the demands of the work environment and what the individual is equipped to handle (French, 1963). As most of the employees are adverse to job stress (Gupta & Beehr, 1979), it seems likely that high level of job stress suggests person-job misfit, which in turn should lead to job dissatisfaction (Assouline & Meir, 1987). In fact, Jamal (1990) found that P-E misfit was associated with job stress and job dissatisfaction.

According to Ivancevich and Matteson (1980) job stressors represent environmental conditions that may affect coping responses. Job stressors are directly associated with the role we play or the tasks we have to accomplish in the organization they include sources of stress associated with role ambiguity, role conflict, quantitative and qualitative role overload, career development, and/or physiological functioning if they are perceived as stressful

Role Stress

In a more comprehensive investigation Peterson et al., (1956) reported that role stress can originate either in stressful work events or in the role structure whose meanings are to allow the role incumbents to handle work events. The role theory constructs of role conflict and role ambiguity have assumed a prominent position in empirical work.

Parsons (1951) and Merton (1957) offered classic theoretical discussion of role theory. An early series of well recognized studies founded on role theory was that of Gross, Maason and McEachern (1958) who defined and operationalized several role concepts (including role conflict). The formal recognition for introducing role concepts into organizational research, however, is generally given to Kahn, Wolfe, Quinn, Snoeck and Rosenthal (1964) with the publication of their monograph titled *Organizational Stress: Studies in Role Conflict and Ambiguity*.

Recent years have seen an increased interest in the use of role theory, to describe and explain the stresses associated with membership in organizations. Within an organizational context, the term 'role' can be defined as a set of expectations applied to the incumbent of a particular position by the incumbent and by role sender within and

beyond organizational boundaries (see Banton, 1965; Neiman & Hughes, 1951). In many instances role incumbent personalizes the position (Graen, 1976) so that individuals in the same position will exhibit different forms of effective behaviour. It is this range of freedom in role performance which allows people to fill a role without experiencing role strain (Merton, 1966). Individuals frequently are confronted, however, with situations in which they may be required to play a role with conflicts with their value system or to play two or more roles which conflict with each other. Additionally, the single or multiple roles which confront an individual may not be clearly articulated in terms of behaviours or performance levels. The former situation is referred to as role conflict and later as role ambiguity (Kahn et al., 1964). More specifically, role conflict is defined as incongruity of the expectation associated with the role.

Role conflict exists when an individual in a particular role is torn by conflicting job demands or doing things he/she does not want to do or does not think as part of the job specification (Cooper & Marshal, 1975). Role conflict arises when an individual is faced with contradictory as well as competing roles of the contextual, task, and other variables to various stressors such as inter unit conflict, technical

problems, efficiency problem, role frustration, staff shortage and too many meetings in the work environment.

Job demands, constraints, and job related events or situations were not in themselves stressful but they may be capable of producing psychological stress and strain depending upon personal attributes and other factors. Several types of role conflict have been identified by researchers. These include intra-sender role conflict, Inter-sender role conflict, Person-role conflict, Inter-role conflict, Role overload.

It is important to note that four of the five role conflicts proposed by Kahn et al. (1964) describe the expectations associated with a single position or status. These manifestations are also termed as intra role conflict. In addition Kahn et al., (1964) included inter role conflict which results from incompatible demands made on an individual occupying multiple positions or several roles simultaneously. Hence, Kahn et al., (1964) conceptualized role conflict as being either intra-role or inter-role, yet because they were primarily concerned for the worker within the role, their role episode formation focused almost exclusively on the intra-role forms of role conflict.

The use of role concept suggested that job related stress is associated with individual, interpersonal, and structural variables.

Lichtman and Hunt (1973) proposed that role conflict and role ambiguity occur as a objective characteristics of a role and as perceptual reactions of the role incumbent which may or may not correspond with the objective characteristics of the role. Thus, both types of empirical indices-objective and subjective and their relationship need to be considered. Objective role conflict exists because two or more people are sending contradictory requests to the employee. Other role conflict is more subjective in nature and results from conflict between the formal requirements of the role and the individual's own desires, goals and values. It is apparent that virtually any type of conflict is a stressor. It is also true that much role conflict, particularly, objective conflict, results from dysfunctional organizational practices. Regardless of the source, however, the consequences tend to be disruptive of the achievement of organizational goals and injurious to the individual (Ivancevich & Matteson, 1987). As a result role conflict results in decreased job satisfaction (Kahn et al., 1964), contribute to elevate the risk of coronary heart disease (Warr & Perry, 1982), and bring physiological changes that have both personal and organizational costs.

Role ambiguity was seen as a deficit or uncertain information about organizational position. It appears to originate from both environmental sources and individual disposition. It occurs when an individual has insufficient information to carry out his or her job adequately (Keenan & McBain, 1979). It is the lack of clarity about the job objectives, the scope of responsibilities of one's job, about colleagues and expectations of work role. The temporary state of role ambiguity is the greatest threat to an individual's adaptive mechanisms. Role ambiguity emanates from task ambiguity which results from lack of information concerning the definition of the job, its goals and the accepted means for implementing them.

Work Overload

A more important stressor for any employee is work overload. It can be defined as too much to do in the time available have important implications for employee's health and quality of work. Overload does not only affect employee health, it can also affect the ways in which tasks are performed and the feelings employees have about themselves as well as about their jobs. In particular, overload may result in greater job dissatisfaction (Beehr, Walsh & Taber, 1976).

While in 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.

Stress mostly affects teacher's family life, their physical and mental health, job satisfaction and their students, academic achievement (Black,2003). Stress impacts greatly on teacher retention. A study reported by **Jarvis (2002)** found that 37% of secondary vacancies and 19% of nursing vacancies and 5% in banking and the pharmaceutical industry. Recruitment also appears to be affected by representations of stress. Schools face costs associated with recruiting and replacing burned-out teachers who opt to leave the profession altogether.

So, pupils of stressed teachers have less effective professional and personal attention with attendant negative educational consequences. There is also a general community cost. In the short term, work stress results in excessive sick leave and other forms of absenteeism. In the longer term it may mean less commitment to the organization, early retirement and resignations and thus, premature loss of expertise from the education system. Therefore, it is very important to know that how occupational stress and its various components affect the organizational commitment of the teachers and what preventive measures we must take so that the teachers may be more committed to their organizations.

Teacher stress is a much talked of phenomenon. However, there is little consensus between different professional groups regarding its etiology, or about the ways to mitigate it. Teacher stress however has been reported to be reliably associated with a range of causal factors, including those intrinsic to teaching, individual vulnerability and systemic influence.

When we talk of stress among teachers, then we note that many factors cause stress. The teachers as nation builder are expected to meet very diverse kinds of demands. Sometimes parents want their children

to be doctors, engineers or to perform extraordinarily in their lives. All these expectations are transferred on to the teachers. They face high level of stress during teaching and handling student problems. Classrooms in developing countries remain overcrowded and the teachers have to engage in intensive verbal communication, prolonged standing and high volume of workload. The environment of a school has great impact on the level of stress. In India the schools are being run by government as well as by some individuals or trusts. Let us examine the experience of stress among teachers in some detail.

Stress among Teachers

There are unquestionably a number of causal factors in teacher stress. Although stress always involves a transaction between the individual and their environment (Cox, 1978), for heuristic purposes we can divide the causal factors in teacher stress into three broad areas; factors intrinsic to teaching, cognitive factors affecting the individual vulnerability of teachers and systemic factor operating at institutional and political levels. 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

“If you plan for a year plant a seed. If for ten years, teach the people. When you sow a seed once, you will reap a single harvest. When you teach the people, you will reap hundred harvests.” (Kuan, 551-479B.C.).

It is in this context today a teacher occupies a unique and significant place in the society of modern world. The school teachers are supposed to play their role in shaping the destiny of a nation. Teachers are called the ‘torch – bearers’ of any society.

Historically, teachers played a vital role in shaping the destiny of society and promoting the case of peace in different classes. In ancient Indian teacher or ‘guru’ was called a spiritual leader and was looked upon as an ideal in the society. He was the leader of the society and even a ‘king’ used to come to him for guidance. In mediaeval times also “maulavi” enjoyed a high – esteem among masses.

Today that day have gone when, a teacher enjoyed a supreme position in the society and derived complete satisfaction from his job. Even though the teaching was oral in those days, but it was most effective. With the passage of time things have undergone a great

change particularly in regard to the values which play an important role in the society. More show in the matter of education. Now because of the fast development of science and technology everything is changing fast and has faced many problems almost in the branch of knowledge. Then how can a teacher remain unaffected by it. He lost his position in society due to various reasons and hard hit by the poor grades which ultimately resulted in his dissatisfaction with the job thus teaching become ineffective.

Concept of Job Satisfaction

The role of a teacher in the educational process is very vital and crucial because they are the genetic codes of the national growth and what not. A daval et. al. (1976) emphasized the importance of the role of teacher as an agent for social change and as a leader of children and guide to the community.

Teacher's role and responsibility is providing leadership to the most informed citizen of society can hardly be under mined especially in the context of developing nations.

The feeling of joy and pleasure that an individual derives from the work, individual does in psychological term is known as his job

satisfaction, job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet. The degree of satisfaction is determined by ratio between what we have and what we want.

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.

The psychologists who take the global view of the problems consider job satisfaction as general. They believe that job satisfaction is overall or total attitude possessed by an individual regarding his job. If attitude is favourable, the person is satisfied and if it is unfavourable the person is dissatisfied. But those psychologists, who consider job

satisfaction as specific, believe that satisfaction is not an overall feeling, rather it is a combination of feelings in several important areas. In spite of that a few psychologists, differ the above views and their approach is to study the relationship between the job and the individual. If a person finds that the outcome of several factors have a high satisfaction for the person, then his satisfaction is high. On the other hand if the balance of outcome concerning job related factors is low and there is a feeling of dissatisfaction.

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.

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

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

What is a teacher expected to do when he is in service? Further he has to understand and discharge various organizational and administrative duties of the school as and when required viz. frame the school time table, decide the implementation of courses, work set for

the different class groups, conduct examinations and prepare progress reports, arrange school functions, maintain records, attend and organize meetings and so on. For providing better education, teachers must be fully satisfied by their job.

Apart from these many additional factors are also considerable for job satisfaction – such as the employee's age, health, temperament desire and level of aspiration. Further his family relationship social status, recreational outlets, activity in organizations like labour, political and purely social organizations also play an important role in achieving the job satisfaction.

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

1- Intrinsic

2- Extrinsic

1- Usually have pay, job security participation, personal recognition, working hour's conditions and teaching condition or status.

2- Usually have perception about supervision, behavior, age, level of intelligence, length of service and personal adjustment.

It is very hard to rank these factors included in job satisfaction because they vary not only from individual to individual but also in the same individual from time to time an employee may be dissatisfied with his job at a time but after sometime he may be satisfied due to

increase in salary change in attitude better working condition, self respect, social status etc. and due to some other reasons.

Traditionally, job satisfaction has been defined as an emotional reaction to the work situation (e.g., Cranny, Smith, & Stone, 1992). Perhaps the best-known definition of job satisfaction is Locke's contention that "job satisfaction is a pleasurable or positive emotional state resulting from an appraisal of one's job or job experiences" (Locke, 1976).

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job, an affective reaction to one's job; and an attitude towards one's job. The definition further suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs, and our behaviors (Eryaman & Sonmezer, 2008). It is the representation of how happy a worker is with his job. Job satisfaction is a concept where an individual is evaluated from her point of view, and this concept includes the worker's feelings and emotions about the job (Weiss, 2002). Thus job satisfaction is workers' positive emotional expressions towards their jobs and work experience. In simple terms, the realization of workers' physical and psychological expectations constitutes job satisfaction.

An individual joins an organization with certain expectations and when these expectations come true the individual becomes pleased with her organization and job. This increases her efficiency and performance (Nelson & Quick, 1995). However, when these expectations do not meet with work conditions, job satisfaction does not occur, and as a result; the worker loses performance and efficiency and might even sabotage the job or quit it. It is important to prevent workers from feeling disappointed and maximize their efficiency and performance by identifying and regulating the factors that affect job satisfaction (Eryaman & Sonmezer, 2008).

Considering all the preceding definitions job satisfaction may be defined as follows: Job satisfaction is all a worker's emotional responses towards his organization and his job, when his expectations and realization of these expectations are considered. Job satisfaction is primarily constituted by the worker's behaviors, and positive and negative feelings in her organizational environment. Thus then feelings pertaining to job satisfaction are formed by internal and external sources. Internal source of satisfaction is internal rewards and external source is the motivators in the organization (Galbraith, 1997). It is a worker's sense of achievement and success, and is generally perceived

to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job with enjoy, doing it well, and being suitably rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work.

Job satisfaction has been defined as the extent to which a staff member has favourable or positive feelings about work or the work environment (De Nobile, 2003). It involves positive attitudes or emotional dispositions people may gain from work or through aspects of work (Furnham, 1997). In contrast, job dissatisfaction implies unhappy or negative feelings about work or the work environment.

Thierry and Koopman-Iwema (1984) defined job satisfaction as the degree of well-being experienced in the work setting. Furthermore, they distinguish four perspectives on job satisfaction: First, satisfaction may be regarded as the results of behavioural cycle, reflecting the individual's way of aiming at attractive outcomes. It represents what he has achieved and gained. Second, satisfaction may cause changes to occur in the behavioural cycle, partly in the short run (e.g., role perceptions), partly in the long run (e.g., greater capacity deemed to be required by the individual). Third, satisfaction may refer to the individual's cognitions of outcomes, e.g., to what he or she intends to

achieve or avoid in future. Fourth and final, satisfaction may have certain effects, such as concerned with absenteeism, health, turnover, complaints.

Drenth et al. (1998) consider satisfaction to be a dynamic concept referring to past, present and future aspects. Besides, satisfaction may be regarded as valuable in itself. **Bullock (1952)** has been defined job satisfaction as an attitude which results from a balancing and summation of many likes and dislikes experienced in connection with jobs.

Blum and Naylor (1968) and Bass and Barrett (1972) have defined job satisfaction as an attitude towards one's job. **Wexley and Yukl (1977)** suggest that job satisfaction is the way as the employee feels about his job. It is generalized attitude toward the job based on evaluation of different aspects of the job.

Viewing job satisfaction as summation of the employee's feeling in the four important areas namely job, management, personal adjustment and social relations; the following factors were identified as the key constituents of job satisfaction (**Pestonjee, 1973**).

- **Job:** Nature of work, hours of work, fellow workers, opportunities on the job, etc.
- **Management:** supervisory treatment, participation, rewards and punishment praises and blames, etc.
- **Personal adjustment:** emotionality, health, home and living conditions, etc.
- **Social relations:** neighbours, friends and associates, attitude towards people in community, etc.

The first two factors are called on-the-job factors while later two are called as off-the-job factors.

The **Indian Education Commission (1964-66)** also states that nothing is more important than providing teacher's best professional preparation and creating satisfactory conditions of work in which they carefully are effective. Sand Frankiewicz (1979) found a positive relationship between job satisfaction and effective teacher behaviour. In the light of the above the theoretical framework of teacher job satisfaction may be considered as one of the important factors, which can enhance teaching competency.

According to **Robbins and sanghi (2006)** "Job satisfaction is collection of feelings that an individual holds toward his or her job."

The same was contributed by **Masud Ibn Rahman (2008)** “Job satisfaction is defined as a general attitude toward one’s job. It is in regard to one’s feelings or state-of-mind regarding the nature of their work.”

Job Satisfaction among Teachers

Of many dimensions, the researcher considered the following dimensions for measuring teacher job satisfaction. They are (1) professional (2) Teaching-learning (3) innovation and (4) interpersonal relations.

Problems related to job security and social prestige, moulding the young minds, getting appreciation from others, reaching problems of the students are important factors. Teaching-learning refers to the problems of students, new situations, successfully managing the classes, student’s active participation in the classes, and innovative technique in teaching, systematic plan of the work.

Innovation relates to creativity, innovative technique in teaching, participation of cultural activities, co-curricular and social welfare activities. Inter-personal relations refer to relations with colleagues,

parents, students, higher authorities or any personnel confined to school.

There is little doubt that teaching has become a more demanding and intense job. The last decade and a half has seen the role of primary school teachers become more complex due to curriculum changes, new directions in pedagogy, new child protection legislation, raised community expectations and recent moves towards quality assurance just to name a few factors (Committee for the Review of Teaching and Teacher Education, 2003; Dinham, 2004; Ministerial Advisory Council on the Quality of Teaching, 1997). Not surprisingly, teaching has been identified as one of the professions associated with high to very high levels of occupational stress (Acirrt, 2002; Punch & Tuetteman, 1996). Teacher job satisfaction has also been the subject of considerable research (for example, Dinham & Scott, 2000; Woods & Weasmer, 2004). The relationship of job satisfaction to job stress and other negative factors such as intention to leave teaching has been studied in various contexts.

Despite the wealth of research on teacher job satisfaction and stress, job attrition and absenteeism the rates and stress related issues continue to be a cause for concern in the profession (Dwyer, 2005;

Rosenblatt & Shirom, 2005; Towson, 2005). Given the increased demands of the job, the reported attrition rates and issues related to occupational stress should not be surprising.

Many theories of job satisfaction have been proposed, but one of the most widely utilised in educational settings has been that of Herzberg (1968). Herzberg's two-factor theory posits that job satisfaction comes from one set of job variables (called motivator needs or satisfiers) and job dissatisfaction from another set of variables (hygiene factors or dissatisfiers). Satisfiers include, for example, recognition, responsibility for ones work, personal growth, achievement and advancement, while dissatisfiers include many aspects of work external to the self such as pay, relationships with colleagues and supervisors, work conditions and security.

The mechanisms of the two-factor theory have been described in more detail elsewhere (Gruneberg, 1979; Herzberg, 1968). According to this theory, job satisfaction and job dissatisfaction are separate constructs. The absence of hygiene factors was believed to lead to job dissatisfaction, but their fulfilment did not lead to job satisfaction. Similarly, the presence of motivator needs led to job satisfaction, but their absence did not lead to dissatisfaction.

Despite its wide use, the two-factor theory has been criticised for being too dependent on a particular methodology and limited in its conceptualization of satisfiers and dissatisfies (Gruneberg, 1979; McKenna, 1987). Some of the hygiene factors, for example, have been identified as the sources of job satisfaction. For example, Moriarty, Edmonds, Blatchford and Martin (2001) found working environment to be a significant source of job satisfaction for the teachers. Similarly, Menon and Christou (2002) identified headmaster relationship with teachers as a significant source of job satisfaction for primary school teachers. Interestingly the job dimensions of the two-factor theory have been used with much success in investigations of teacher job satisfaction (Dinham & Scott, 2000; Lester, 1987; McCormick & Solman, 1992a; 1992b; Scott & Dinham, 2003).

It has long been established that job satisfaction can be categorized according to dimensions of work (see, for example, Locke, 1976; Vroom, 1964) as well as construed as one-dimensional or general (Scott, Cox & Dinham, 1999). Exploration of job satisfaction in terms of job dimensions has the advantage of being more specific about what aspects of work might be leading to satisfaction or dissatisfaction and allowing for a better-focussed process of

remediation (Furnham, 1997). The dimensions of work that have been identified from studies of schools have included teachers principal relationships, recognition, relations with colleagues, relations with students, participation in decision-making, pay, work conditions, school culture, communication, responsibility, feedback from others, and the work itself (Chaplain, 1995; Scott & Dinham, 2003).

Job dissatisfaction and reduced job satisfaction have been associated with several outcomes for employees and, in turn, organizations. For schools, these often lead to the added cost of disrupted learning for students. Among the most costly of these two organizations are absenteeism and turnover (which together can be classed as withdrawal), lowered commitment, lowered productivity (often a result of the preceding outcomes) and diminished health of staff members (Australian Teaching Council, 1995; Bruce & Cacciope, 1989; Muchinsky, 2000; Rosenblatt & Shirom, 2004; Singh & Billingsley, 1996; 2001; Spector, 2000; Starnaman & Miller, 1992). The studies suggest that keeping teachers satisfied with their work should be a priority for school systems and a goal for school leadership teams.

Mental Health

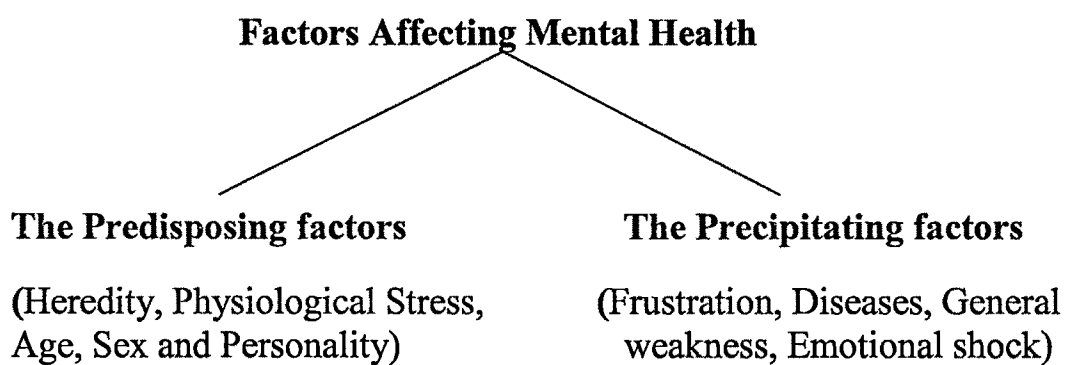
In the world of today everyone is threatened by increasing population and degraded circumstances. Health is and has been always one of the most important areas where we need to focus. Concept of health extends beyond the proper functioning of the body. It includes controlled emotions, a sound and efficient 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). For example, a person who is academically sound and also knows what is to be taught but at times is

not able to impart it due to certain factors of adjustment with his/her environment.

Mental health stands for the health of the mind, “The wholeness of mind”— analogous to the wholeness 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

Normal behavior or abnormal behaviour is the result of variety of psychological and social causes. (Singh and Walia, 2004) These psychological and social causes can be divided into the following two heads:



Health is and has been always one of the most important areas where we need to focus at. The 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.

Mental health in broadest sense suggests a degree of positive conformity and satisfaction under conditions that warrant a state of mind and a capacity for making balanced personal and social relationship. A mentally healthy person shows balanced behavior and faces the challenges of life boldly.

Traditionally the teaching job enjoyed a considerably high level of prestige and only dedicated and selected individuals joined this professions. The teachers were usually held very high esteem by the different sections of society. People were sensitive to take care of the needs of the teacher. With the changing socio-economic scenario the values of teacher and their professional concern with the job have forcibly undergone a change which adversely affects the life of teachers including their mental health. The level of mental health of a teacher can affect his working as well as his organizational climate. If teachers don't enjoy sound mental health, they cannot concentrate on teaching and impart adequately to the students. Also, he cannot have a proper and well adjusted personality. So, teacher's mental health plays an important role in teaching and learning process.

Indeed mental health concerns everyone. It affects our ability to cope with and manage change, life events and transitions such as bereavement or retirement. All human beings have mental health needs, no matter what the state of their psyche.

Mental health refers to a state of mind which is characterized by emotional well-being, relative freedom from anxiety and disabling

symptoms, and a capacity to establish constructive relationships and coping with ordinary demands and life stresses (Bhagi, 1992).

Mental health as defined by **Kornhauser (1995)** means those behaviours, perceptions and feelings that determine a person's overall level of personal effectiveness, success, happiness and excellence of functioning as the present also depends on the development and retention of goals that are neither too high nor too low to permit realistic successful maintenance of beliefs in one's self as a worthy and effective human being. He further states that since, employees spend roughly one third of their time in their workplace, mental health is of particular importance.

World Health Organization (WHO) defined health as “a state of complete physical, mental, social and spiritual well being and not merely the absence of disease or infirmity.” The concept of mental health includes subjective well being, perceived self-efficacy, autonomy, competence, and recognition of the ability to realize one's intellectual and emotional potential. It has been also defined as a state of well being whereby individuals recognize their abilities, or become capable to cope with their stresses of life, work productivity and fruitfully make a contribution to their communities (**Agarwal, 2007**).

The rise in magnitude of mental disorders, affecting millions of people all over the world has become a problem of grave-concern. **WHO in its world health report (2000-2001)** has stated that 20-25% of the world population is affected by mental problems at some time during their life. Prevalence rate of mental disorders in India is reported to be 58.2 per thousand populations (Reddy & Chandrasekhar, 1998). The incidence of mental disorders is on rise. In 1990, mental and neurological disorders accounted for 10% of the total patients of all disease and injuries which rose to 12% in 2000 and by 2020; it is projected that the burden of these disorders will increase to 15 percent. The factors associated with the prevalence, onset and course of mental and behavioral disorders include poverty, gender, age, conflicts, and disasters, major physical disease, and the family and social environment.

The present Century is not only a Century of human achievements and success but is also a world of stress. The present day human society, characterized by population explosion, onset of disease like Cancer, HIV/Aids, highly competitive market economy, family and social feuds, threat of attacks by the super-power, problems of refugees and their rehabilitation , rise of extremism and terrorism etc.

has exposed individuals to stressful situation which tend to produce adverse effects on their mental health. All segments of human society have been affected by the problems of mental health as well as stress (Jamal and Baba, 2000; Paul, 2008; Rai et. al., 1977; Singh and Dubey, 1977).

Stress can be defined as the condition or the situation that disturbs the normal functioning of physical and mental health of an individual. In present scenario, every person is bound to be affected by certain amount of stress. In extreme stress conditions which are harmful to human health but a moderate amount of stress is acceptable. It motivates individuals to undertake self care activities that promote health individual's success is achieved through well managed stresses (Lazarand & Folkman, 1984; Priya et. al., 2007).

The effect of perceived role of stress, resulting from role ambiguity, role conflict and role overload on mental health has been examined by several researchers (Beehr & Newman, 1987; Mittal et.al, 2000; Srivastava, 1991).

Psychological distress is to some extent necessary for people to function without the heightened awareness and sensitivity that psychological distress brings to social situations and life experiences

we may find ourselves risking our lives at one extreme and under performing at the other. However, there is a point at which psychological distress can topple over into what might be termed or diagnosed as a mental disorder. At what point health promoting and seemingly 'normal' responses can be defined and classified as mental illness is, as one might expect, debatable and highly contentious. Mental health and mental illness can be thought of as a continuum, rather than dichotomous category with people positioned at various points depending on life events (external factors), genetic inheritance and stages of development (internal factors).

There are many definitions of mental health, the majority of which are simplistic, partial and inevitably subjective. To locate and subscribe to one definition not only reinforces the belief that the concept of mental health can be pinpointed and concretized, but of course it is in itself also too simplistic and partial. Indeed those appointed to draft the *Diagnostic and Statistical Manual of Mental Disorders* (DMS-IV) (American Psychiatric Association, 1994) themselves argued that the term mental disorder could not be a more unfortunate term, preserving as it does an outdated mind-body duality

(Kendall, 1996). Tudor (2004) argued that it is more helpful to think in terms of concepts of mental health and illness.

Jahoda (1958) had identified categories within which concepts of mental health could be represented. He described these as follows:

- Mental health is indicated by the attitudes of the individual towards themselves.
- Mental health is expressed in the individual's style and degree of growth, development or self-actualization.
- Mental health is based on the individual's relation to reality in terms of autonomy, perception of reality, environmental mastery.
- Mental health is the ability of the individual to integrate developing and differing aspects of them over time.

Having ascertained that mental illness is not a neutral, value-free, scientifically precise term and as such cannot be clearly defined, we turn now to the issue of normal and abnormal, or as most commonly referred to the sane and the insane. It is not easy to distinguish the normal from the abnormal, indeed there is a great deal of conflicting evidence relating to the use of such terms as 'sanity, insanity, mental illness and schizophrenia, (Rosenhan, 2001).

Moreover, it is open to question as to whether the diagnoses of mental illness reside in the patients themselves or in the environment.

Perspectives of Mental Health

Mental Wellbeing

Mental health can be seen as a continuum, where an individual's mental health may assume many different values. Mental wellness is generally viewed as a positive attribute, such that a person can reach enhanced levels of mental health, even if they do not have any diagnosable mental health condition. This definition of mental health highlights emotional well-being, the capacity to live a full and creative life, and the flexibility to deal with life's inevitable challenges. Many therapeutic systems and self-help books offer methods and philosophies espousing strategies and techniques vaunted as effective for further improving the mental wellness of otherwise healthy people.

Absence of Mental Disorders

Mental health can also be defined as an absence of a major mental health condition though recent evidence stemming from positive psychology suggests mental health is more than the mere

absence of a mental disorder or illness. Therefore the impact of social, cultural, physical and education can all affect someone's mental health.

Cultural and Religious Considerations

Mental health is also socially constructed and socially defined; that is, different professions, communities, societies and cultures have very different ways of conceptualizing its nature and causes, determining what is mentally healthy, and deciding what interventions are appropriate. Thus, different professionals will have different cultural and religious backgrounds and experiences, which may impact the methodology applied during treatment.

Statement of the Problem

The job of teachers is complex as it has to meet the expectations of parents, teachers, policy makers and address their once needs. These twin concerns make the life of teachers demanding and stressful. This becomes an important problem in the context of diversity of school system operative in India.

Against this backdrop this study is stated as to the **“study of occupational stress, job satisfaction and mental health of teachers.”**

Objectives of the 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.

