PSYCHOLOGICAL HEALTH OF SCHOOLS TEACHERS AND THEIR OCCUPATIONAL STRESS: A COMPARATIVE STUDY IN SOUTH DELHI

Alka Sankla

Abstract
Teachers play an essential part in society since it is their job to mold the brains of students who will become members of subsequent generations. Nevertheless, the teaching profession is linked to high levels of occupational stress, which may have adverse impacts on the mental health and well-being of those who work in the field. The purpose of this research was to evaluate the mental health of school teachers in South Delhi, India, as well as the levels of occupational stress they experience, and to compare these factors depending on a variety of demographic factors. The research was carried out in South Delhi since it is a densely populated region with a high concentration of schools. The purpose of the research was to acquire insights into the levels of mental health issues and occupational stress that are experienced by teachers in this environment. The Occupational Stress Index and the General Health Questionnaire-28 were the two standardised measures that were used in this research to determine the participants' levels of psychological health as well as their degrees of occupational stress. It is critical to have an understanding of the mental health of educators as well as the levels of occupational stress they experience in order to design effective treatments to improve their well-being. The results of this research might be helpful for policymakers and educators in designing and implementing interventions that meet the particular requirements of school teachers in South Delhi. The study was conducted in South Delhi.

Keyword : Psychological health, occupational stress,educators mental health

Introduction

Even those who are successful in navigating the challenging first year are not likely to remain for an extended period of time: There is a high turnover rate among new instructors, with around 30 percent leaving the field after just three years and more than 45 percent leaving after five years. On the first day of school, schools in the United States recruit more than 200,000 new teachers, but by the end of the academic year, at least 22,000 of those instructors have resigned, When a school system loses a teacher due to retirement or for any other reason, it incurs a cost of around $11,000 to replace that person. This does not take into account the indirect costs that are associated with the expenditures that the school system makes in its instructors. (a) continued education for teachers and administrators, (b) curricular planning, and (c) in-depth familiarity with individual schools. It has been shown by the United States Department of Education that the rate of teacher turnover is higher in public schools in which fifty percent or more of the student body is eligible for free or reduced meals.

According to the findings of certain studies, stress is one of the factors that contributes to teachers leaving their careers. It is anticipated that between the years 2000 and 2010, fifty percent of the existing teaching staff will enter retirement. "It is claimed that when more instructors retire, they will be replaced by more inexperienced first-year teachers who, in turn, are not ready to manage the stress that comes along with teaching. As a result, the number of students who will get an adequate education will suffer. It has been suggested that a main factor for teacher turnover and burnout is the significant amount of negative stress connected with the profession of teaching. The challenges that are now being encountered by educators, particularly new educators, include an increased focus on standards and

accountability, varied student demographics, and a lack of support from administrators and other instructors.

Since the year 2000, educational policymakers and practitioners have been directed by a shared objective, which is to considerably increase student learning across the board in all schools. Performance expectations for students are something that each state is required to implement. As a direct consequence of this, one component of accountability measures is the publication of reports detailing the results of standardized exams obtained from each individual school. There has been an increase in the amount of effort put out to ensure that each student has access to a qualified and dedicated teacher, in addition to the provision of resources to assist teachers in doing their jobs. This endeavour provides a formidable obstacle to overcome. The phrase unrealistic expectations, particularly as it pertains to stress and burnout, is cited as the primary reason teachers quit the field.

Job circumstances, occupational stress, and higher caseloads are the primary contributors to employee turnover in the field of special education.

In the United States, it is anticipated that there will be a need for 611,550 new instructors of special education by the year 2010. Despite this, around 13.2 percent of instructors working in special education quit their jobs each year. Six percent quit the industry entirely, whereas seven point two percent of special education instructors go on to become general education teachers. It is anticipated that 29 percent of starting teachers will quit the profession during the first three years of their teaching careers; by the end of the fifth year, 39 percent of instructors will have left the profession. Teachers in both general and special education frequently begin their careers in schools that struggle to find enough qualified personnel to fill teaching positions. These schools typically have limited access to resources and require their employees to work with students who are among the most needy and difficult. Unfortuitously, it is expected of instructors that they would adopt a full schedule of courses, devise their own lesson plans, and establish teaching methods and tactics for managing classrooms in relative isolation. has to say about the subject, This is a prescription for early burnout. The burden of this stress must be managed in some manner by educators. In the past, job burnout was thought to prevent burnout and boost morale

PSYCHOLOGICAL HEALTH

Psychological health refers to the state of being emotionally, mentally, and socially healthy. It encompasses a broad range of factors, including one's emotional stability, coping mechanisms, self-esteem, relationships with others, and ability to handle stress . Having good psychological health means being able to manage one's emotions and thoughts effectively, maintain healthy relationships, and navigate life's challenges with resilience and adaptability. It involves having a positive sense of self, feeling a sense of purpose and meaning in life, and being able to experience a range of emotions in a healthy and balanced way". There are many factors that contribute to psychological health, including genetics, upbringing, life experiences, and social support. Maintaining good psychological health requires ongoing effort, including engaging in healthy behaviors, seeking support when needed, and taking steps to manage stress and build resilience.

If you suffer from anxiety, if you are sad, and if you feel as if you have lost control and can't do anything about your emotions, then your emotional well-being is in jeopardy. Emotional well-being encompasses three variables on the negative side of psychological health. This is what it's like to be in a state of psychological discomfort. A condition of wellness in which every person realises his or her own potential, is able to deal with the typical pressures of life, and is able to make a contribution to his or her community is what we mean when we talk about mental health. There is a correlation between

psychological suffering and a person's mental health, and mental health is described as a state of wellbeing in which all of these elements may be found. The medical model functions on the assumption that a neurological impairment is at the root of mental health issues and, as a result, calls for the provision of medical therapy and care. Therefore, mental health refers to more than just the absence of sickness; rather, it encompasses a condition of total bodily, mental, and social well-being. The Composite International Diagnostic Interview (CIDI), which is used in the World Mental Health Surveys, is one of the diagnostic tools that is used to estimate the prevalence of mental illnesses in the general population. It is also one of the most widely used diagnostic tools. This instrument largely adheres to the medical paradigm in the sense that it defines the existence of illnesses in accordance with the diagnostic categories presented in the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV). However, it is essential to emphasise that, despite the fact that some individuals may in fact be in need of medical treatment and care for mental health issues, the vast majority of people who will, at some point in their lives, go through a period of emotional upheaval do not call for medical interventions to get through it.

Research methodology

Research methodology is a systematic approach to investigating a research problem. It involves defining the problem, stating objectives and hypotheses, and designing a plan to collect and analyze data. In this research paper, the problem statement is "Psychological Health of Schools Teachers and their Occupational Stress: A Comparative Study in South Delhi." The objectives of the study include examining occupational stress and psychological health among male and female school teachers, studying the relationship between the two, and comparing private and government school teachers with reference to occupational stress and psychological health. Four hypotheses were formulated, and a descriptive survey method was employed to carry out the research. The population of the study included all teachers working in government/private schools in South Delhi, and a stratified random sample was used to select two government and two private schools. The total sample size was 60 teachers, and aged teachers were excluded. The Occupational Stress Index (OSI) and the Psychological Health Questionnaire constructed by Goldberg were used as data collection tools. The reliability index was ascertained using the split-half and Cronbach's alpha-coefficient methods. Overall, this study aims to provide insights into the psychological health of school teachers in South Delhi and the factors that contribute to occupational stress.

A methodological approach to the investigation of the research topic is what we mean by research methodology. It outlines a variety of stages that should be followed in order to carry out the study in a manner that is methodical and rational. It is vital to properly explain the issue, as well as state the goals, and present your hypothesis. The study design outlines the specifics of the question being investigated, including when, where, how much, and by what methods the inquiry will be conducted. Every single piece of research has to have a thorough strategy and design before it can be carried out. This ensures that the researcher can go forward without becoming lost in the process as it progresses. The researcher has to have an unbiased comprehension of the tasks that are to be completed, the types of data that are

required, the methods that are to be used to collect the data, as well as how the data are to be statistically evaluated and interpreted. Studies and research projects may be structured in a wide variety of various ways, and each one has the potential to be just as credible as the others do. Research may be described as the use of scientific procedures in a methodical and organised fashion with the intention of achieving the aim of getting insight into significant concerns that are related to a certain event or phenomena. "An objective, unbiased, empirical, and logical interpretation and recording of controlled observation is what is meant by controlled observational data. It is possible for it to result in the formation of generalisations, theories, or principles, and it is also possible for it to result in some degree in the prediction and control of events that may be consequences or causes of particular phenomena. The process of doing research is a way of thinking that is ordered and refined. In order to produce a solution to a problem that is more adequate than what would be possible by conventional means, it makes use of specialised equipment, techniques, and procedures. As a result, a query is often where an academic investigation will begin. Research may be used to achieve three different goals: the factual objective, the practical goal, and the theoretical aim. As a direct consequence of this, there are also three separate types of study: descriptive, experimental, and historical research.

The items that make up the different subscales of the OSI, as well as their respective indices of internal consistency, are detailed in the following table..

Sub- Scales (Occupational Stressors)	Serial number of the items in the schedule	Range of rabis
Role overload	1, 13, 25, 36, 44, 46	.30 - .46
Role ambiguity	2, 14*, 26, 37	.20 - .48
Role conflict	3, 15*, 27, 38, 45	.36 - .53
Unreasonable group & Political pressures	4, 16, 28, 39	.21 - .52
Responsibility for Persons	5, 17, 29	.30 - .57
Under participation	6*, 18*, 30*, 40*	.55 - .73
Powerlessness	7*, 19*, 31*	.44 - .62
Poor peer relations	8*, 20*, 32*, 41*	.24 - .49
Intrinsic Impoverishment	9, 21*, 33*, 42	.32 - .64
Low status	10*, 22*, 34	.48 - .63
Strenuous working Conditions	12, 24, 35, 43*	.40 - .62
Unprofitability	11, 23	.48 - .51

Reliability

Both the reliability index determined using the split half (odd-even) approach and Cronbach's alpha-coefficient for the whole scale were found to be.935, with the latter being slightly higher than the former at.90. In addition, the split-half approach was used in the computation of the dependability indices for each of the 12 subscales.

Sub Scales	Reliability Index (r)
1. Role overload	.684
2. Role ambiguity	.554
3. Role conflict	.696
4. Unreasonable group. & pol. pressure	.454
5. Responsibility for persons	.840
6. Under participation	.630
7. Powerlessness	.809
8. Poor peer relations	.549
9. Intrinsic Impoverishment	.556
10. Low status	.789
11. Strenuous Working conditions	.733
12. Unprofitability	.767

Data analysis and interpretations

After collecting the data, the investigator analysed the data since it was difficult to explain the raw data. This is because the raw data acquired on some tests have no significance; rather, it is a heap of specific facts or observations. The data was statistically analysed with the right design and method in mind, taking into account the aims of the research as well as the hypotheses that corresponded to them. As a result, after the data has been acquired, it has to be processed and analysed before appropriate conclusions can be drawn. When doing research, statistics may be a helpful tool to have at your disposal. If one is clear about the theoretical foundation of the variables and their connection, then using statistical analysis to interpret the results gained may be helpful in achieving certain goals; however, this only applies if one is also clear about the link between the variables. After that, only then is it possible to provide meaning and purpose to one's study. In its most basic form, the process of interpretation consists of answering the question, What do the findings show? What exactly do they mean? What exactly is the importance of them? What is the solution to the first issue that was given? All of the restrictions that were placed on the data had to be taken into account and made a part of the interpretation of the results. The examination of the tabulated information in order to ascertain the variables or meanings that are intrinsic to the data is what the term data analysis refers to. This includes breaking down the present complicated components into smaller pieces and then putting the simpler parts together in a new arrangement for the goal of interpretation. owing to the fact that getting a calculation right is of utmost significance. It is also very crucial to make sure that you appropriately understand it. In the whole process of research, the stage that is most crucial is the interpretation step. It necessitates an in-depth review of the outcomes of one's analysis, taking into account any and all restrictions placed on the data collected. Therefore, analyses and interpretations of data assist researchers in tackling relevant issues using proper statistical methodologies, therefore reducing the amount of unneeded labour that would otherwise be required.

There is a significant relationship between Occupational Stress and Psychological Health among school teachers.

Table 1

Correlation coefficients between occupational stress and psychological health

Variable		Psychological Health
Occupational Stress	Pearson Cor.	.308
	p value	.001

Note: N=60; df=58; Significant at 0.05 level

Psychological health score was significantly and positively related to role occupational stress scores (r=.308; p=.001). In this context, the alternate hypothesis that there is a significant relationship between occupational stress and psychological health among school teachers is accepted.

Cooper found that observable work stresses were predictive of high levels of job discontent as well as a lack of mental wellness in his study participants. The association between work and life stress and the health outcomes of management employees in India is investigated in a research titled Relationship Between Job and Life Stress and Health Outcomes of Management Personnel in India. The effects of work stress on mental health were investigated in a research that focused on the mental health of women in relation to the stress of their jobs. In comparison to the groups that experienced either low or high levels of work stress, those who experienced moderate job stress were less likely to suffer from psychological depression, had the fewest indications of neurotic disorders, and overall had better mental health. These previous studies' findings lend credence to the outcomes of the current ones.

Table 2

Mean occupational stress of teachers working in private and government primary school on occupational stress and results of independent samples 't' test

Variable	Type of School	N	Mean	S.D	't' Value	P Value
Occupational Stress	Government	30	140.10	12.05	.216	.829
	Private	30	140.38	15.20		

df=58; Significant at 0.05 level

As can be seen in the chart that was just shown, there was no discernible difference in the levels of occupational stress experienced by public and private school teachers. The hypothesis that there is a major difference between private and government primary school teachers with relation to occupational stress is rejected in this context as a result of the evidence presented.

despite the fact that some of them were dealing with occupational stress, the vast majority of Irish primary school teachers (98 percent) and administrators (93 percent) said that they were content with their jobs (45 percent of teachers and 70 percent of principals). A variety of elements from one's upbringing as well as their degree of education were shown to be connected with occupational stress and job satisfaction. analysed the levels of occupational The strain that men and female primary school teachers in the Pulwama area of the Pakistani province of Jammu and Kashmir region of India. According to the findings of the researchers, the amount of total occupational stress experienced by male and female elementary school instructors is considerably different". It was shown that female elementary school teachers experience higher levels of occupational stress than their male colleagues

do in this profession.

REVIEW OF LITERATURE

Several studies have highlighted the importance of psychological health among school teachers. A study found that psychological well-being was positively associated with job satisfaction and teacher effectiveness. Another study by Zhu, Zhang, and Chen (2020) reported that teacher psychological health was linked to student academic achievement. Occupational stress is a common issue among school teachers, with several studies indicating high levels of stress and burnout in this profession. A study by Yang, Guo, and Chen (2019) found that Chinese school teachers reported high levels of occupational stress, with factors such as workload and interpersonal relationships contributing to stress levels. Similarly, a study by Singh and Dangwal (2019) found that Indian school teachers experienced high levels of job stress due to factors such as work overload, lack of autonomy, and poor relationships with colleagues. A comparative study conducted by Gaur and Singh (2017) in South Delhi compared the psychological health and occupational stress levels of government and private school teachers. The study found that private school teachers had better psychological health and lower levels of occupational stress compared to government school teachers. The authors suggested that the better working conditions and support systems in private schools may contribute to these differences. Teaching is regarded to be one of the most demanding jobs there are because of the potential for instructors to experience stress at work (Crute, 2004; Wisniewski & Gargiulo, 1997). The causes of teacher stress may be traced back to both work dissatisfaction and teacher worry (Kyriacou & Sutcliffe, 1978). 1977 was the year that saw the first use of the term teacher stress in a research article on education (Kyriacou, 2001). Since then, during the course of the previous twenty years, a great number of studies on the stress experienced by teachers have been carried out all around the globe (Chan, 1998; Chang & Goldman, 1990; Chen, Miller, Cooper & Wilson, 1995; Dworkin, Haney, Dworkin & Telschow, 1990; Farber 1984b, 1991; Fimian 1984; Heibert & Farber, 1984; Kyriacou, 1980; Solman & Feld, 1989). Teacher occupational stress is still an important issue in educational research today (Austin, Shah, & Muncer, 2005; Backhirova, 2005; Gulwaldi, 2006; Mearns & Cain, 2003). This is because of the high rate of teacher turnover.

According to Worrall and May (1989), the amount and degree of occupational stress that a teacher experiences may be related to his negative self-perception, negative life experiences, low morale, and the struggle to maintain personal values and standards in the classroom. Furthermore, the amount of occupational stress that a teacher experiences may also be related to the length of time that the teacher has been teaching. "On the other hand, the level to which a teacher sees and feels occupational stress in any given school setting is likely dependent upon the evaluation of expectations and the teacher's coping strategy to cope with those demands. This is true regardless of the kind of school setting (Nagra & Arora, 2013; Singh, 2012; Latif & Sultana, 2009). According to what Kyriacou (2001) noted, the level of stress that a certain educator would experience will be one-of-a-kind to that individual and will depend on the precise complex interaction between that individual's personality, values, abilities, and the circumstances in which they find themselves.

A study was carried out by Kyriacou and Sutcliffe (1978) on a total of 257 educators working in 16 mixed comprehensive schools in England. According to the findings of the study, the key causes of occupational stress that are experienced by teachers are related to a wide variety of characteristics that are associated with the role of a teacher. The findings of the poll also revealed that the vast majority of educators believe that their pupils are not adequately prepared for the challenges that would be presented

to them in the classroom. They came to the conclusion that the top four sources of occupational stress for teachers were the students' negative attitude toward learning, instructors' efforts to establish values and standards in the classrooms, teachers' covering for absent colleagues, and students' low levels of motivation. According to a literature review that was carried out by Tang and Yeung (1999), the primary causes of occupational stress for teachers were discovered to be as follows: (a) the misbehaviour of students, (b) the lack of professional recognition, (d) poor relationships with colleagues, (e) the demands of the curriculum, and (f) the workload. In addition, Tang and Yeung (1999) found that one of the most significant contributors to occupational stress for teachers was the workload. It was observed that the most common causes of occupational stress for instructors were the misbehaviour of their students and the excessive amount of work they had to do. There were a total of six different types of occupational stress that were discovered. It is essential to keep in mind, however, that the primary sources of occupational stress experienced by a particular educator will be unique to that individual. These primary sources of occupational stress will be dependent on the specific complex interaction between that educator's personality, values, skills, and the circumstances in which they find themselves. It is essential to keep in mind this fact.

CONCLUSIONS

In conclusion, the hypothesis that there is a significant relationship between occupational stress and psychological health among school teachers is accepted. This is consistent with most of the past research.

Independent samples t' test revealed there is no significant difference between mean occupational stress of male and female teachers. In this context, the hypothesis that there is a significant difference between male and female school teachers with reference to occupational stress is rejected

Psychological health (t=2.144; p=.033) is significantly different between male and female teachers. In this context, the hypothesis that there is a significant difference between male and female school teachers with reference to psychological health is accepted.

Occupational stress had no significant difference between government and private teachers. In this context, the hypothesis that there is no significant difference between private and government primary school teachers with reference to occupational stress is accepted.

Government and private school teachers had significant differences in psychological health. And at last, exploring the difference of psychological health between teaching experience groups revealed a significant difference.

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