



Effect of Area on Mental Stress of High School Teachers

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Abstract:

Mental stress may be different according to area, urbanization and rural. The people of urban area live with high life style, busy schedule, achieving more education etc, so there is stress according to this situation. The people of rural area mostly live with normal life, though they also suffer from mental stress like, illiteracy, unemployed, sort of schools, their education system etc. so stress has its own part according to situation, no one can escape from stress. According to this condition, the researcher has studied about mental stress of teacher by which they may overcome their mental stress and adjust themselves with their situation.

Keywords: *High school, Mental stress, Teachers*

1. Introduction

Stress is a natural and anticipated feature of the experience of work and life and not all stress results in negative consequences. Stress is involved in an environment situation that perceived as presenting demand which threatens to exceed the person's capabilities and resources for meeting it under conditions where he/she expects a substantial differential in the rewards and costs from meeting the demand versus not meeting it. Most of the people experience stress at one time or another. People often work well under certain stress leading to increase productivity. Many times they don't know in advance and the stress periods may be sudden. The situation may not be under control. They should know their level of stress that flows them to perform optimally in their life. Finally, stress can be defined as a state of that result from a transaction between them and the things around them.

2. Reviews of Past Researches

DAS, M. J. (1989), examined mental health of primary school children. The teachers (50) relationship between teacher and the authority was not satisfactory. Teachers (60%) were well respect by the students. Different pay seals were perceived as major factors creating friction. The teachers perceived that they are neglected by the society. It was opened that a more supportive more social environmental is needed for good mental health of teachers.

DAS, M.J. (1989) noted that different aspects of burn-out, i.e. emotional exhaustion, depersonalization and personal accomplishment, were related to demographic background factors. The teachers viewed their work as joy, and rewarding. They experience burn-out due to physical and emotional strain.

KAMAU, C.W. (1992), has examined burn out and mental health among the teachers. Male teachers were found to be emotionally overextended, exhausted, internally controlled, anxiety ridden, callous towards students, more personally accomplished, and less capable of establishing constructive relationships. They were more capable of coping with ordinary demands and stresses of life as compared to females. Urban high school teachers were less emotionally over

extended, less satisfied, more internally controlled, anxious, and had poor mental health than rural teachers. Government school teachers, trained, married and those with internal controlled were more concerned with their well-being. Less anxious less emotionally overextended, more completed, more internally controlled than their counterparts.

MISHRA, K.N. and PANDYA, K.C.(1992) found that internally controlled teachers sorted out difference with headmasters even at the cost of neglecting their own concerns. There were obliging and avoided complications. Externally controlled teachers ignore the experimental or concern of their seniors and subordinates.

PANDA, R. (1990) observed that the working life does not influence the perception of the family. Sub cultural difference emerged in certain aspects of family environment. Work and sub cultural groups interacted to influence the degree of independence and control. Working housewives felt emotionally more exhausted than non working housewives. The non working housewives experienced greater degree of depersonalization but had less stress than working housewives.

PANDA B.N., PRDHAN, NITYANANDA AND SENAPATY, H.K. (1996), "Job satisfaction of secondary school teachers in relation to their mental health, age sex and management of school." (1) To study the effect of mental health on job satisfaction of secondary school teachers. (2) To study the interactive effect repetition health and age on job satisfaction of secondary school teachers. (3) To study the effect of sex on mental health of secondary school teachers. Methodology: The sample of the study consisted of 102 teachers (72 males and 28 females) working in 12 secondary schools in Koraput district of Orissa. The tools used to collect the data were Job Satisfaction Scale by Anand and RCE mental health scale by Anand. The collected data were treated with mean and ANOVA.

1. Mentally healthy secondary school teachers were significantly more satisfied with their job as compared to mentally unhealthy teachers.
2. Mental health and age had significant interaction effect on secondary school teachers' job satisfaction.

3. Objective of the Study

The entire objective of this study is to study the effect of area on the mental stress of high school teachers of Ahmedabad.

4. Variables of the Study

In the present study, mental stress is the dependent variable, whereas area is an independent variable.

5. Hypothesis of the Study

The Null Hypotheses of the study is as follows.

Ho₁ There will be no significant difference between mean score of mental stress of area of High School.

6. Importance of the Study

Every human being passes through mental stress in different situation, so the teachers also pass through mental stress. As the present time value of education has been raising to an extent level, so the work, responsibility and performance of the teachers have also raised. Many times they are unable to manage with their work as well as with themselves. They become on the verge of

exhaustion. There must be some remedies or step of relaxation, so teachers may handle themselves by relaxation. According to this situation of mental stress as per the demand of relaxation the study of the mental stress is necessary.

7. Limitations

The Limitations of the study are as follows.

1. This Study is limited to the High School Teachers of Granted and Non- Granted GSEB Schools.
2. This Study is limited to the High School Teachers of the Ahmedabad City.

8. Tool of Research

The researcher used Mental Stress Rating Scale developed by Dr. Ganpatsinh Patel as a tool of the research study. In the tool, Mental stress Rating Scale has included 7 factors related mental stress. There are 35 statements included in it, and it is of 3 point scale Rating Scale.

9. Reliability and Validity

The reliability and validity of the mental stress Rating Scale can be checked through half- split method, the reliability of this Rating Scale is 0.87, and where as the Validity of the Rating Scale is 0.76.

This Rating Scale is very useful to check the mental stress of teachers in Gujarat state. The researcher use this Mental stress Rating Scale for the main cause as, it becomes difficult to understand the English language Questionnaire for the Gujarati medium school teachers, and they cannot give their response comfortably and with satisfaction. So the researcher used this 'Gujarati version' Rating Scale for the research work.

10. Data Collection

The investigator collected the score by using Rating Scale from the school. After the collection of data from the different teachers, the researcher calculated the score according to their respective scoring keys.

11. Analysis and Interpretation

An analysis of the data is the most skilled task of all the stages of the research. An analysis of the data that have been collected is equally important. A careful planning of the analytical framework should, therefore, be envisaged by the researcher. Mean, Standard Deviation and t-test was used.

Ho₁ There will be no significant difference between mean score of mental stress of high school teachers of rural and urban area.

Table 1 Effect of Area on Mental Stress of High School Teachers

Area	Mean	S.D	t-value
Rural	111.7	12.05	1.56
Urban	106.5	20.22	

From the table 1 it is significant that t-value is 1.56 which is less than the t- table value at 0.05 level which is 1.96. It reflects that the mean scores of mental stress of high school teachers of rural and urban area do not differ significantly. So the null hypothesis that 'There will be no significant difference between mean score of mental stress of high school teachers of rural and

urban area.’ is not rejected at 0.05 level. Thus it may be concluded that teachers of both the area possess equal mental stress.

12. Findings of the Study

In the backdrop of analysis and interpretation of the results of the present investigation, the findings are as follows.

12.1 Effect of Area on Mental Stress of Teachers

The researcher finds that the null Hypothesis that “There is no significant difference between mean score of mental stress of high school teachers of rural and urban area” is not rejected. Thus, the Researcher has concluded that the teachers of both rural and urban area possess equal mental stress.

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