



Mental Health Status of Senior Secondary School Teachers in Relation to Their Occupational Stress and Burnouts

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Abstract

The mental health of senior secondary school teachers is an important topic, as they often face high levels of stress and burnout due to the demands and pressures of their occupation. Teaching can be emotionally and mentally challenging, and teachers play a crucial role in the education and development of young people. Some of the most prominent issues faced by senior secondary school teachers which ultimately affect their mental as well as physical health: Stress and Work-Life Balance, Student Behavior along with the Classroom Management, Emotional Labor, Lack of Resources, Mental Health Stigma, Lack of Support Systems and so on. It is important that schools and society recognize the psychological issues that these teachers face and implement strategies that encourage effective work, provide support, and talk about the issues causing stress and anxiety. This may include professional development on stress management, promoting a supportive school culture, and increasing access to mental health resources. In this paper, we've encountered certain facts and instances which depicts the condition of senior secondary teachers while struggling with stress and the sour outcomes faced by the prolonged continuity which ultimately effects our society.

Keywords: Stress and Burnout, Mental and Physical Health Management, Senior Secondary Teachers, etc.

1. Introduction

The mental health of secondary school teachers is an important topic, as they often face high levels of stress and burnout due to the demands and pressures of their occupation. Teaching can be emotionally and mentally challenging, and teachers play a crucial role in the education and development of young people. In the 21st century, mental illnesses have increased as well as physical diseases. With the development of civilization, people's needs also change rapidly. A man cannot meet or reduce these needs. Therefore, failure, opposition, etc. experiences lead to stress and eventually mental or physical illness [1]. Nowadays, teaching is seen as a particularly difficult job. Teaching is an important and most valuable profession that contributes to the growth and development of a country. There are various roles that teachers play in society including educational professionals, technical educators,

behavioural educators, staff and community members, and lastly, tutors [2]. Here is some information on the mental health of senior secondary school teachers and its relation to their occupation, as well as the issues of stress and burnout they generally experience:

• Stress and Burnout

Teaching is considered as a high-stress profession, and teachers are often exposed to various stressors. These stressors can include heavy workloads, time constraints, and lack of resources, administrative pressures, challenging student behaviours, and meeting academic standards. Over time, these stressors can contribute to burnout, which is a state of physical, emotional, and mental exhaustion.

• Prevalence of Stress and Burnout



Research suggests that stress and burnout are prevalent among teachers. A study published in the Journal of Occupational Health indicated that teachers experience higher levels of burnout compared to professionals in other occupations. Another study published in the International Journal of Stress Management found that approximately 30-40% of teacher's experience high levels of occupational stress.

• **Impact on Mental Health**

The demanding nature of teaching and the experience of stress and burnout can have negative effects on the mental health of secondary school teachers. They may experience symptoms such as anxiety, depression, and emotional exhaustion, sleep disturbances, and reduced job satisfaction. Prolonged exposure to these conditions can increase the risk of more severe mental health issues.

• **Factors Contributing to Stress and Burnout**

Several factors contribute to stress and burnout among secondary school teachers. These factors can include excessive workload, lack of support from administrators and colleagues, disruptive student behavior, challenging parent interactions, inadequate work-life balance, and a lack of autonomy in decision-making. Additionally, societal and educational system pressures, such as high-stakes testing and accountability measures, can add to the stress teacher's face.

• **Coping Strategies and Support**

It is crucial to address the mental health challenges faced by secondary school teachers. Schools and educational institutions can implement strategies to support teacher well-being, such as providing access to mental health resources, promoting a positive school culture, encouraging self-care practices, and fostering supportive relationships among staff. Additionally, policies that address workload, professional development, and job satisfaction can contribute to reducing stress and burnout. The mental health of senior secondary school teachers is closely linked to their occupation. The demands and pressures of teaching can lead to high levels of stress and burnout, which,

in turn, can have adverse effects on their mental health. It is essential to recognize and address these challenges by implementing supportive measures and creating a conducive work environment for teachers' well-being.

2. Purpose of the Study

The present study is based on the nature of the stress and burnouts of male and female teachers at the senior secondary school level. It has now been established that the teacher's job in school is a big problem. Due to the changes in the economic society, teachers' values and concerns about their work have changed a lot, and this has affected their psychology. As a teacher, the researcher found that teachers in the world of education have many social, emotional and physical problems. However, teachers need to be active in their work and also manage mental health effectively. We have seen that healthy teachers in the area of health, body and mind not only increase their growth and development performance but also improve their behavior [3].

3. Review of Literature

All the teachers play an important role in public education. It helps to gain recognition and lay the foundations of self. He contributes to the development of the country, ensuring that the country laid a solid foundation for peace and prosperity. A teacher works in a job where human capital is a commodity. She/he knows that the economy of a country along with the development and progress of knowledge depend on the quality of its citizens and the quality of its citizens depend upon the teacher. This means that the role of teachers is vital for the holistic development of any country. Good education develops the country and eliminates all forms of corruption in society. If teachers fail to see their role in society, this could be disastrous for any country. It is uncommon for teachers to feel stressed or burnt out due to the pressures of their jobs and careers. In mental health prevention, teachers appear to be the most vulnerable group in need of mental health interventions. This research is necessary to find out which health teachers are most affected by this situation. Here is an attempt to collect research on



this topic. Although there are no direct research researchers have tried to collect existing information in this field:

Mohanty (1992) conducted a comparative study on the job stress and mental health in public and private chief. The results showed that managers in the private sector generally experienced more job stress, mental health problems, and received more organizational support compared to public sector managers.

Kamau (1992) examined the psychological problems of management. The results showed that male teachers have negative emotions, internal control, and anxiety, do not care about students and have personal achievement, but their capital nature is not good at building relationships, but they can with stand stress more than female teachers.

Anand (1986) spirit published a study on the health of school teachers using health testing and found that 59% of teachers had a healthy brain. While working conditions have no relationship with mental health, social culture has a positive relationship with health teachers and ill- will results.

Anand (1996-97) studied the impact of mental health on the work pressure of high school teachers. The results showed that when mental health improved, mental illness decreased.

Galgotra, M. (2013) investigated the health status of high school teachers according to gender & job satisfaction. School teachers were found to have better mental health compared to private teachers.

Nandoliya, H. (2013) "The relationship between gender and psychological well- being of high school teachers researched the topics of address, school document types and teachers.

The results showed a significant difference in the health of male and female teachers a difference in mental health between urban and remote teachers, and a significant difference in the psychology of liberal arts, business, and science teachers. Teachers' gender and school type influence each other's health.

Pachaiyappan, P. (2014) conducted a study on the psychology of secondary and high school teachers. Research shows that public school teachers and high

schoolteachers have higher mental health than their peers [4].

When the relevant documents were examined, it was determined that there was no direct study on the mental health of secondary school teachers. Thus, the researcher chose the research topic.

4. Methodology

Examining the mental health of senior secondary teachers requires a comprehensive approach that takes into account of many factors affecting their health. Here are the instructions:

- **Ethical Decision Making:** Obtain ethical approval from the organization's board of directors to ensure the protection and welfare of participating individuals.
- **Participant Selection:** Select a diverse sample of school teachers from different schools. Show willingness to participate and express consensus.
- **Survey Development:** Create a survey that includes metrics that can be used to measure mental health, stress levels, and job satisfaction. Includes demographic questions to collect information on age, years of teaching experience, and skills.
- **Interviews or Focus Groups:** Conduct in-depth interviews or focus groups to collect qualitative data about teachers' experiences, challenges they face, and problem-solving strategies. Contains open-ended questions that allow participants to express their thoughts and feelings.
- **Quantitative Data Collection:** Evaluation of participants. Provide anonymity and confidentiality to encourage honest responses.
- **Qualitative Data Collection:** Analyze interviews or focus group data to gain insight into teachers' experiences.
- **Data Analysis:** Analyze quantitative data using statistical tools such as descriptive statistics and factor analysis to identify patterns and relationships. Use thematic analysis of qualitative data to identify themes and patterns.
- **Comparisons and Correlations:** Explore the relationship between different demographic characteristics and psycho-logical

indicators. Compare studies from different schools to identify differences in content.

- **Reports and Recommendations:** Document findings in an overall report. Provide recommendations for interventions, policies, or support systems that'd improve the mental health of high school teachers.
- **Dissemination:** Share results with schools, policy makers and stakeholders to raise awareness and advocate for positive change.

- **Longitudinal Study:** Consider a longitudinal study to track changes in mental health over time and evaluate the long-term effects of interventions.

Through these methodologies, one can understand the health of senior secondary school teachers & gain a better understanding of the field, as shown in Figure 1.

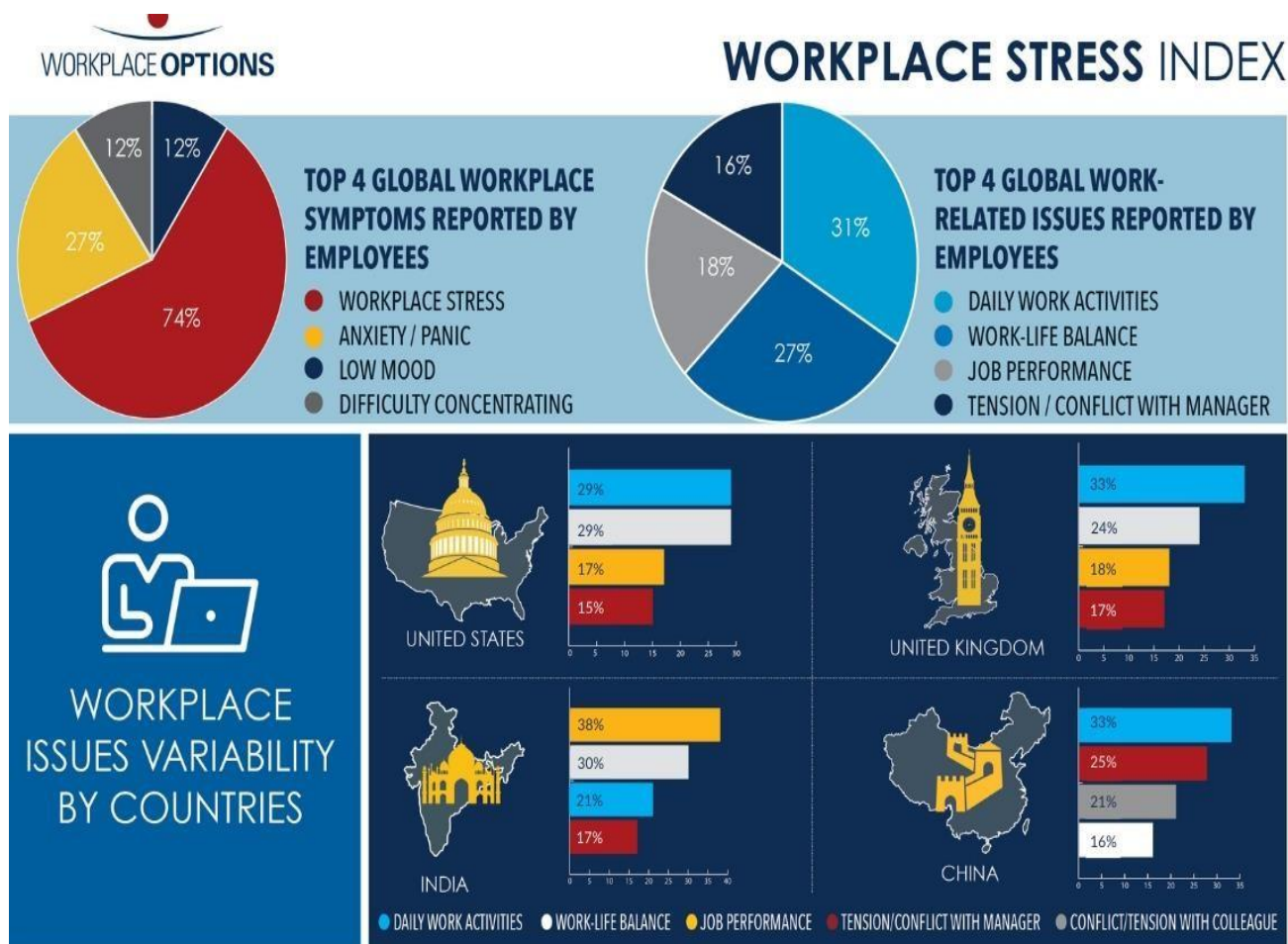


Figure 1 Causes & Consequences

4.1 Due to High Stress

- According to research conducted in the United States by the American Federation of Teachers (AFT), the majority of teachers report high levels of stress. In the 2017 Teacher Performance Survey, 78% of teachers said they were “physically and mentally tired”.

- In the UK, the National Foundation for Educational Research (NFER) published in 2019, 76% of survey respondents Teachers said their teachers take their work into consideration. But it gets too stressful sometimes; 67% believe their work has a negative impact on their health.



4.2 Due to Excessive Workload

- A 2019 study published in the Journal of School Psychology found that stress was reported to be more common in American teachers and that work was considered important. This study highlights the importance of addressing work-related issues to prevent burnout.
- A 2018 report from the **UK Education Support Partnership** found that 75% of education professionals experience work-related symptoms, with work being the main cause. More than half of those surveyed decided to quit their job due to excessive work stress.

4.3 Due to Impact of Mental Health in The Work Place

The **National Institute of Health and Welfare (NCBI)** published a 2019 study exploring the relationship between mental health and Teacher health and work. Research has shown a negative relationship between teachers' health and performance; this suggests that addressing mental health issues may have a positive impact on teaching performance.

4.4 Due to Emotional Exhaustion

A **meta-analysis** published in Teacher Review, the 2019 issue of Educational Research, examines the relationship between teachers' job stress and emotional exhaustion. The study found significant relationships, highlighting the role of employee stress as a cause of teacher stress.

4.5 Due to Global consensus

The **Organization for Economic Co-operation and Development (OECD)** mentioned this in its report "TALIS 2018 Results impact"; this shows that the majority of teachers in many countries report high levels of stress. The report underlines the need for policies on teacher well-being to ensure good education for all.

4.6 Due to Effects of COVID-19

The **COVID-19** pandemic has put more pressure on teachers. A 2020 report by the UK Education Support Partnership found that 74% of education professionals say increased work pressures due to the pandemic, concerns about their own health and the health of family members, and switching to a new way of teaching have made work harder than before [6-9].

5. Graphical Data of Last Five Years

The graphical data for the last five years been statistically viewed in Figure 2, 3 &4.

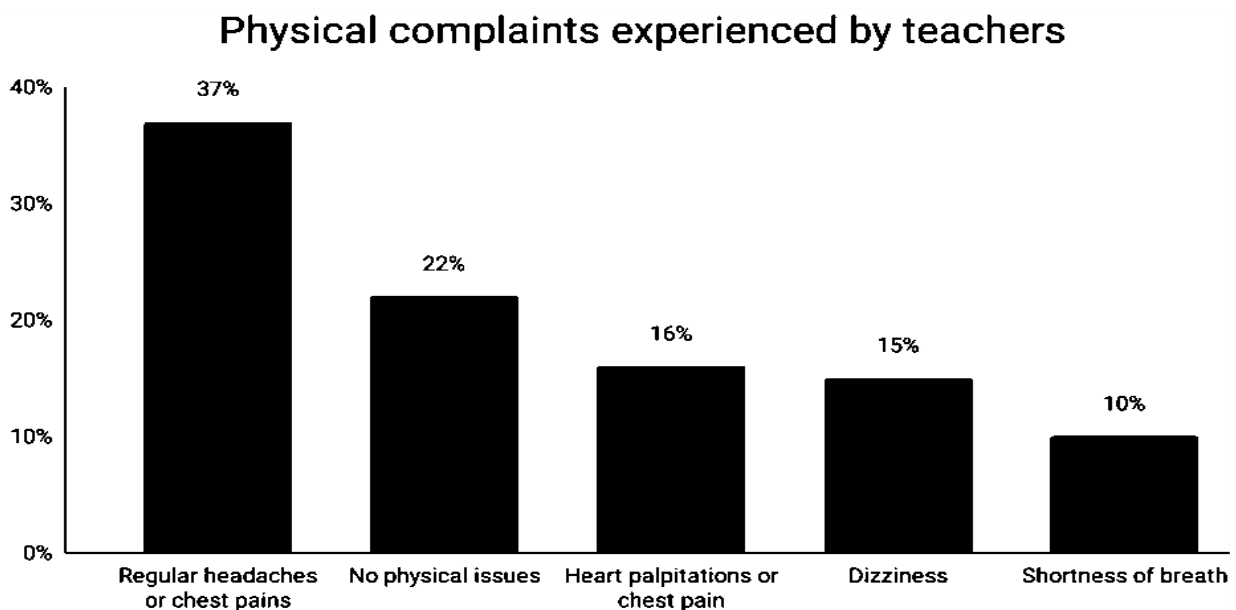


Figure 2 Physical Complaints Experienced by Teachers.

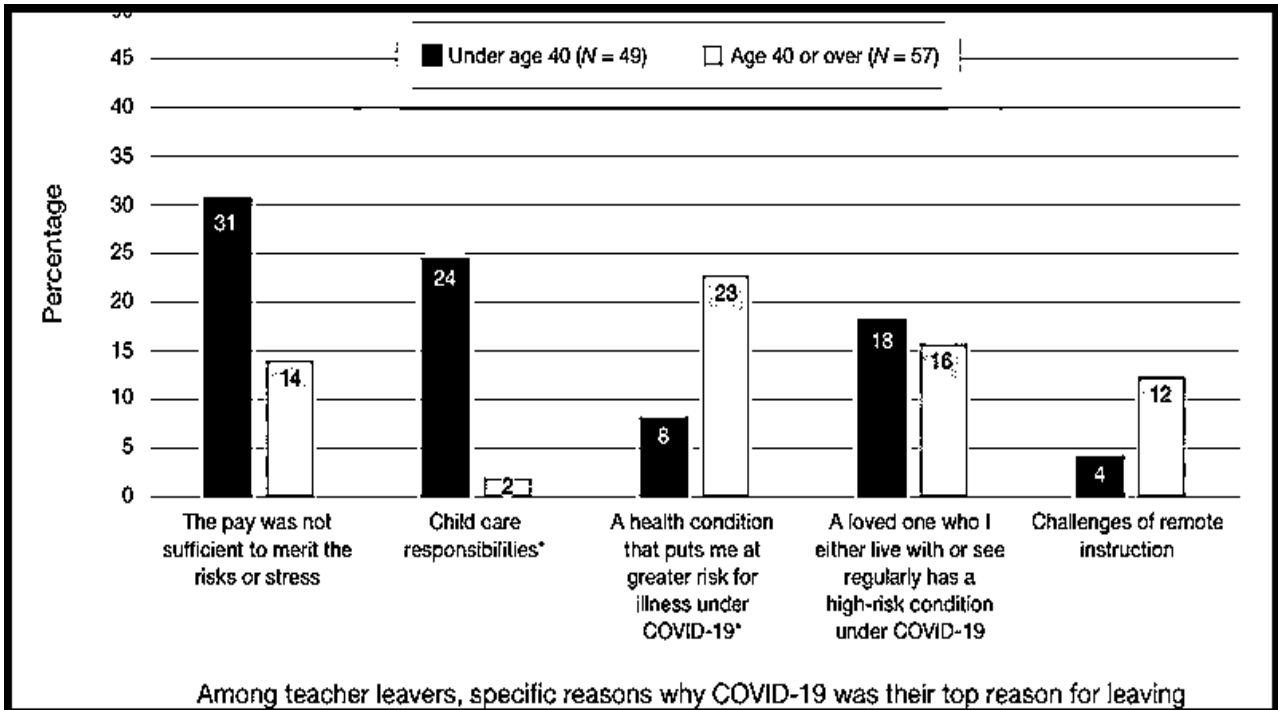


Figure 3 Among teacher leavers, specific reasons why COVID-19 was their top reason for leaving

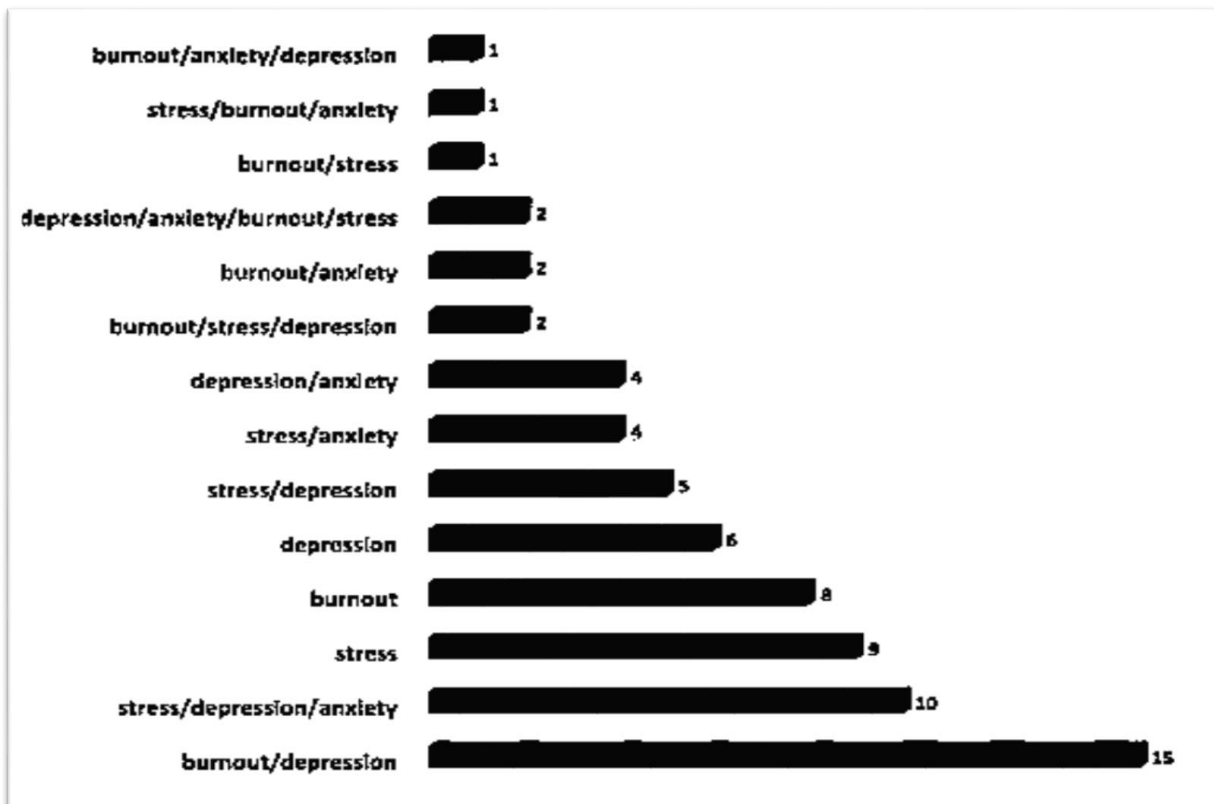


Figure 4 Range of Physical Complaints

6. Analytic Questions from Different Sources

A few Senior Secondary Colleges were surveyed and the following data had been obtained from the Western Uttar Pradesh Region: Hathras, Aligarh, Agra, Tundla, Mathura, as shown in Figure 5-9.

Items: 8-10

Sample Size: 200



Figure 5 Resting on Normal Days

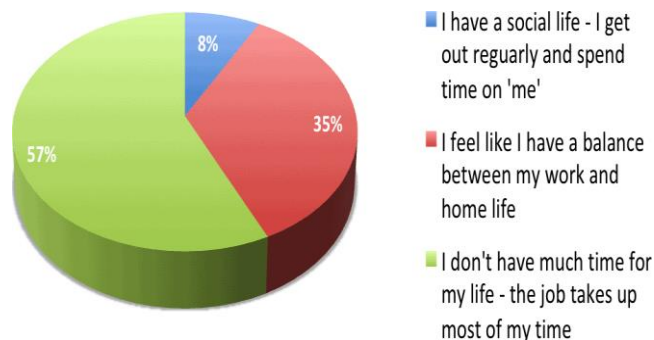


Figure 6 Kind of Social Life

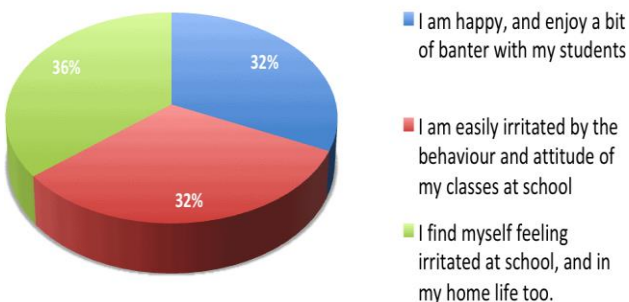


Figure 7 Disposition on Normal Days

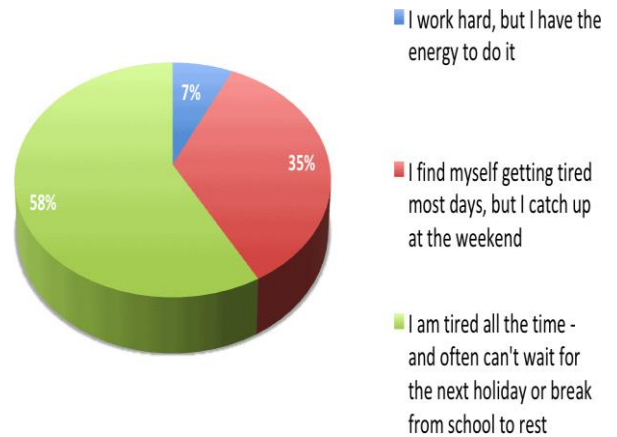


Figure 8 Tired Feeling on Most Days

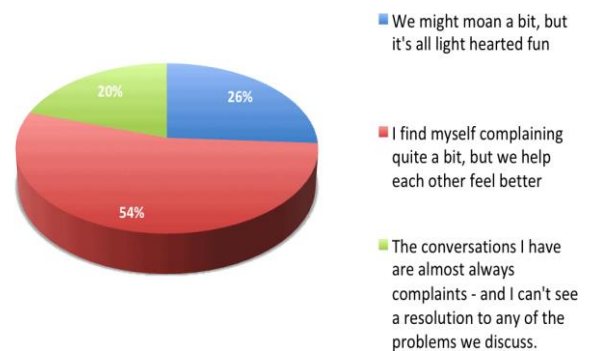


Figure 9 Discussions with Co-workers

Results & Conclusion

This overview was completed by the ones inquisitive about doing so - and as such then comes about might not precisely reflect suppositions of the overall teaching population. However, 150 reactions could be a critical number and the exceptionally slightest highlights under the instructions of the merit examination by those in charge. 65% of the instructors reacting distinguished signs were burning out in their occupations. 85% were analyzed as working 'unsustainably'. We can notice some expanded dangers to their wellbeing as a result. This research paper opens the door to be more vigilant and careful for the mental and physical wellbeing of a senior secondary teacher. The organizations need to be more



concerned with their employees' health conditions and emotions. We collaboratively need to work for mutual benefits.

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