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MENTAL HEALTH OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO GENDER AND BURNOUT

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ABSTRACT

The present investigation was aim to study the mental health of secondary school teachers with respect to locality and occupational stress. In this study descriptive research under survey method was used. The data were gathered from the five districts of Himachal Pradesh by employing incidental sampling techniques. Total sample of 790 secondary school teachers comprised for the present study. The data were collected with the help of self administered tool i.e. mental health scale and Teacher Burnout Scale developed by Madhu Gupta and Surekha Rani (2017). The collected data were analyzed using the statistical method of analysis of variance (Two-way). The study revealed that secondary school teachers possessed similar level of mental health with respect to their gender. There existed no significant difference in the mental health of secondary school teachers possessing different level of burnout. Further, it was indicated that gender and level of burnout did not influenced mental health of secondary school teachers significantly. The educational implications have been discussed at the end of the paper.

Keywords: *Mental health, Burnout, Secondary school teachers.*

INTRODUCTION

In today's world, where population growth and challenging circumstances are prevalent, health remains a crucial area of focus. Health encompasses more than just physical well-being; it includes emotional regulation and mental clarity. This means that both the mind and body must function efficiently and harmoniously. Mental health broadly refers to a positive state of mind and the ability to maintain balanced personal and social relationships. A mentally healthy individual approaches life's realities with balance and courage. Mental health involves the effective and harmonious functioning of our overall personality and emotional well-being. For teachers, maintaining good mental health is crucial for their own well-being and for the social and emotional development of their students. High levels of work-related stress are associated with various physical and mental health issues, and teaching is frequently identified as one of the most stressful professions. Stress has both tangible and socio-emotional effects, which can range from mild to severe depending on the intensity of stressors and available resources such as public support, financial reserves, and health management. In severe cases, stress can be a significant contributor to both mental and physical health issues. Socio-emotional problems are often unfairly stigmatized as personal flaws or defects, yet they cause more limitations and lost workdays than many other conditions. Burnout occurs when the physical, mental, and psychological toll of stress significantly impacts both the body and mind. It can lead to feelings of fatigue, disconnection, and overall burnout. Beyond its effects on physical health, burnout often diminishes self-perception, resulting in reduced feelings of accomplishment and a sense of disassociation from one's identity. While burnout is not officially recognized as a medical condition, there are several signs that can help identify it. With increasing rates of burnout among adults, it is becoming increasingly important for organizations to recognize these symptoms and support individuals in recovering from burnout in a safe and effective manner.

Basu (2011) indicated that teachers who were more efficient exhibited significantly better mental health compared to their less efficient counterparts. When considering demographic factors such as gender, teaching experience, and locality, efficient teachers were found to have significantly better mental health than their less efficient colleagues. **Pachaiyappan and Raj (2014)** showed that government school teachers and higher secondary school teachers had better mental health compared to their counterparts. Additionally, female teachers were found to have better mental health than male teachers. **Puhan and Ranjan (2015)** indicated that a significant number of teachers in the district experience burnout, with private school teachers showing higher levels of emotional exhaustion compared to their government counterparts. The place of posting was found to be a contributing factor among government school teachers. **Dehal and Kumar (2017)** revealed that male teachers experienced higher levels of burnout compared to female teachers. The study also found that urban teachers had higher burnout levels than their rural counterparts, government teachers experienced more burnout than private teachers, and regular teachers had higher burnout levels than temporary teachers. **Chinzah et al. (2020)** found that no significant differences in burnout were found between male and female teachers. However, female teachers exhibited slightly higher burnout levels. Additionally, burnout levels were not significantly affected by marital status. **Rodriguez (2021)** showed that no significant difference in burnout or retention between districts with and without instructional coaching programs. These findings highlight the

challenges districts face in retaining teachers and providing necessary social-emotional support. **Kautsar and Nugroho (2024)** showed that workload regulation is one of the predictor variables of burnout. The higher the intensity of the workload, the higher the work stress, was resulting in burnout. The impact of burnout causes depression, anxiety mental decline, and emotional stability, to affect satisfaction at work. Individuals need to understand the burnout experienced so that it does not affect performance, motivation, and psychological well-being

Objectives of the Study:

1. To study the gender-wise difference among secondary school teachers with regard to their mental health.
2. To study to study the difference in mental health among secondary school teachers with regard to their level of burnout.
3. To study the interaction effect of gender and level of burnout on mental health among secondary school teachers.

Hypotheses of the Study:

1. There will be no significant gender-wise difference among secondary school teachers with regard to their mental health.
2. There will be no significant difference in mental health among secondary school teachers with regard to their level of burnout.
3. There will be no significant interaction effect of gender and level of burnout on mental health among secondary school teachers

Methodology

In the present study, survey technique under descriptive method was employed for achieving the objectives of the study.

Sampling

The data were gathered from the five districts of Himachal Pradesh i.e. Mandi, Kullu, Hamirpur, Bilaspur and Shimla. A total of by 790 secondary school teachers comprised for the study.

Research Tools Used

In the present investigator, the data were collected with the help of self administered tool i.e. mental health

scale and occupational stress scale. The collected data were analyzed using the statistical method of analysis of variance (Two-way).

Analysis of Data

In order to study the main and interactional effects of gender and level of burnout on the mental health of secondary school teachers, secondary school teachers, Two-Way analysis of variance (2x3 factor design) involving two types of gender i.e. male and female and three levels of burnout i.e. high, average and low was applied on mean mental health scores. The mean mental health scores of secondary school teachers at various levels are given in Table 1.

TABLE 1

MEANS AND STANDARD DEVIATIONS OF MENTAL HEALTH OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO GENDER AND LEVEL OF BURNOUT

Sr. No.	Level of Burnout Gender		Mean Mental Health scores			
			High Level	Moderate Level	Low Level	Total
1	Male	Mean	145.495	144.457	143.11	144.634
		S.D.	8.043	9.559	8.684	9.097
		N	93	219	27	339
2	Female	Mean	141.914	144.141	143.833	143.661
		S.D.	9.512	9.342	8.478	9.346
		N	93	328	30	451
3	Total	Mean	143.704	144.267	143.491	144.078
		S.D.	8.966	9.423	8.507	9.246
		N	186	547	57	790

After wards, from the mean mental health scores of male and female secondary school teachers possessing high, average and low level of burnout, the 'F' values were calculated the results so obtained are given in Table 2.

TABLE 2

SUMMARY OF ANALYSIS OF VARIANCE FOR MENTAL HEALTH OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO GENDER AND BURNOUT

Sr. No.	Source of Variation	Sum of Squares	Df	Mean Square (Variance)	F- Ratio
1.	Gender (A)	101.309	1	101.309	1.189
2.	Burnout(B)	72.175	2	36.088	.424
3.	Gender \times Burnout (A \times B)	413.025	2	206.513	2.425
4.	Error Variance	66773.279	784	85.170	
5.	Total sum of squares	67455.134	789		

MAIN EFFECTS

(a) Gender (A)

It may be noted from the Table 2 that the calculated value of 'F' for the main effect of gender on mental health of secondary school teachers irrespective of their burnout, came out to be 1.189 which is less than the table value (3.85) even at 0.05 level of significance, for the df 1 784. This is indicative of the fact that secondary school teachers possessed similar level of mental health with respect to their gender. Although, male secondary school teachers had shown higher mean mental health score (144.63) as compare to female secondary school teachers. Further, the calculated value of eta-squared (0.00150) indicated that gender has a very small effect on mental health of secondary school teachers. In other words, it may be said that gender contributes only about 0.15% towards mental health of secondary school teachers.

(b) Burnout (B)

The obtained value of 'F' for the main effect of level of burnout on mental health of secondary school teachers, irrespective of their gender was found to be 0.424 which is less than the table value (3.00) even at 0.05 level of significance, for df 2 and 784. Hence, Hypothesis no. 8 "there will be no significance difference in

mental health of secondary school teachers with regard to their level of burnout” was accepted. Therefore, it may be interpreted that there did not exist significant difference in the mental health of secondary school teachers possessing different level of burnout. However, on the bases of mean scores it was found that secondary school teachers with average level of burnout (144.267) had shown higher level of mental health as compared to secondary school teachers with high level (143.704) and low level of burnout (143.491). Further, the computed value of eta-squared (0.00107) indicated that burnout has a very small effect on mental health of secondary school teachers. In other words, it may be said that burnout contributes only about 0.11% towards mental health of secondary school teachers.

Interactional Effect (A x B)

The calculated value of ‘F’ for the interactional effect of gender and burnout with respect to mental health of secondary school teachers, for df 2 and 784, came out to be 2.425 which is less than the table value (3.00) even at 0.05 level of significance. Hence, Hypothesis no. 9 that “there will be no significant interaction effect of gender and level of burnout on mental health of secondary school teachers” was retained. This showed that gender and level of burnout (in combination with each other) did not influence mental health of secondary school teachers significantly. Further, the computed value of eta-squared (0.00612) indicated that gender and level of burnout (in combination with each other) has a very small combined effect on mental health of secondary school teachers. In other words, it may be said that gender and level of burnout (in combined manner) contributes only about 0.61% towards mental health of secondary school teachers.

DISCUSSION OF FINDINGS AND IMPLICATIONS

The study revealed that secondary school teachers possessed similar level of mental health with respect to their gender. There existed no significant difference in the mental health of secondary school teachers possessing different level of burnout. The absence of a significant difference in the mental health of secondary school teachers across different levels of burnout suggests that other underlying factors may be influencing their psychological well-being. To improve the study, future research could explore additional variables such as coping strategies, workplace support, job satisfaction, and personal resilience, which may moderate the relationship between burnout and mental health. A more detailed analysis of burnout dimensions emotional exhaustion, depersonalization, and reduced personal accomplishment could also provide deeper insights. Additionally, using qualitative methods like interviews or focus groups may help uncover hidden stressors and coping mechanisms that quantitative measures might not capture. Further, the findings indicate that gender and level of burnout did not significantly influence the mental health of secondary school teachers, suggesting that other factors may play a more crucial role in determining their psychological well-being. This implies that mental health challenges among teachers might be shaped by variables such as workload, social support, coping strategies, or institutional policies rather than burnout levels or gender differences alone. The results highlight

the need for a broader investigation into workplace stressors, resilience mechanisms, and environmental factors that may contribute to teachers' mental health outcomes.

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