# Study on Organizational Health, Self-efficacy and Emotion Work on Life Skills and Mental Health of Rural and Urban Primary School Teachers

**Dr.Hema Kumari Mehar\* & Jyoti Yadav**

## Introduction

In the current educational environment, where schools are trying to increase student attainment with a diminishing budget, teacher wellbeing may be overlooked as a 'nice to have' rather than as essential. But, from an organisational perspective, employee wellbeing is an important factor in quality, performance and productivity. Wellbeing is strongly related to work stress, a key player in employee absence. Demotivated staffs are often disengaged, do not enjoy their jobs and eventually leave. Many teachers feel overworked, under-appreciated and stressed.

Teachers working within the elementary and secondary school system confront multiple stressors on a daily basis that result in varying levels of occupational stress. The consequences of occupational stress not only affect teachers psychologically, physiologically, and socially, but are also detrimental to those they interact with during their work day. There is evidence to suggest that teachers perceive their jobs as more stressful than other comparable professionals like nurses, and studies have shown that up to one third of teachers report experiencing high levels of stress (Travers, 2001).

Teaching tends to be a very emotionally and physically exhausting profession (Travers, 2001). Teachers are responsible for the planning, teaching, and marking of course material, in addition to meeting with parents and writing reports. They deal with time pressures and heavy workloads. Teacher efficacy research is roughly a quarter of a century old now. Early work suggested powerful effect from the simple idea that a teacher's

beliefs in his or her ability to positively impact student learning are critical in actual success for failure in a teacher's behavior. The advancement of teacher efficacy into the next stage of its developmental life would be fostered by empirical evaluation of the sources of efficacy building information, collective teacher efficacy, and methods for impacting efficacy change in teachers. Given recent substantive theoretical advances and new, better founded, attempts at measuring this elusive construct, it seems apparent that teacher efficacy is ready to move beyond the adolescent angst it has been submitted to over the last few years. Assuming continued efforts are made to seek congruence between theory and measurement integrity, study of teacher efficacy just may be ready for a move into adulthood.

Kiran, Shashi et.al (2007) emphasized in their study Development of a Life Skills Program for Educationalists Using Experiential Methodologies that history shows that education cannot be its own vehicle. It has to depend on the hinterland formed by its users—students, teachers and parents. Critical evaluation throughout history, however, has shown that it is these very users who are least consulted in the structuring of education.

A study conducted by Mauoux (2011) to understand the implication of staff self-efficacy in stressful situation of challenging behaviours, its inscription in transactional stress process investigated the relationship through a quantitative design. Finding highlighted the importance of adequate measures of self-efficacy regarding its insertion in particular contexts.

**Objectives**

1. To investigate the main effect of Organizational Health (Task Orientation and Growth Dimension), Self-efficacy (High and Low) and Emotion Work (High and Low) on Life Skills and Mental Health in Rural and Urban Primary School Teachers.

  **Hypotheses**

1. Organizational Health (Task Orientation and Growth Dimension) will have no significant main effect on Life Skills in Rural and Urban Primary School Teachers.

2. Organizational Health (Task Orientation and Growth Dimension) will have no significant main effect on Mental Health in Rural and Urban Primary School Teachers.

## Sample

A sample of 200 Primary School Teachers (age range 30 to 55 years) irrespective of Gender was selected for the present study. Out of these Primary School Teachers; 100 were from Rural area schools and 100 were from Urban area schools. These Primary School Teachers were sampled from schools located in Jaipur, Rajasthan.Measures

1  Organizational Health Description Questionnaire (Haseen Taj,   2002)

2  Teachers' Self-Efficacy Scale (Tschannen-Moran, N & Woolfolk Hoy, A., 2001)

3  Emotion Work Scale (Sheerha, A., 2017)

4  Life Skills Scale (Sheerha, A., 2017)

5  Mental Health Inventory (Jagdish and Srivastava, A.K., 1983)

## Variables

## Independent Variables

1. Organizational Health

2. Self-Efficacy

3. Emotion Work

## Dependent Variables

1. Life Skills

2. Mental Health

## Procedure

After selecting the sample, the data was collected personally by the researcher by administering the selected tools on the sample in a group setting. Prior to administration of research instruments, heads and teachers of the concerned schools were contacted and their co-operation in the task of data collection was solicited.

Subjects were also taken into confidence by explaining the purpose of the study and procedure of recording the responses on response sheet. Subjects were asked to record their responses according to the procedure as laid down in the manual of the respective test. They were urged for giving objective responses without any discussion with other respondents. If any of the subjects experienced any type of problem, immediate clarification was provided to him/her. Hence, the data was collected with great care and sense of responsibility. After completion, the tools were collected and scored as per the guidelines given by their author in the respective manuals.

**Research Design**

A 2 X 2 X 2 factorial design was used in the present research.

| | | Organizational Health | | | |
|---|---|---|---|---|---|
| | | Task Orientation | | Growth Dimension | |
| | | Self-efficacy | | Self-efficacy | |
| | | High | Low | High | Low |
| Emotion Work | High | Life Skills | | | |
| | Low | Mental Health | | | |

**Statistical Analysis**

Descriptive Statistics (Mean and Standard Deviation) of all the groups were computed through SPSS-21 software. For analysis and interpretation of the obtained data 'Analysis of Variance', 2x2x2 factorial design involving two levels of Organizational Health i.e., Task Orientation and Growth Orientation, two levels of Self Efficacy i.e., High and Low and two levels of Emotion Work i.e., High and Low were used by the researcher. The obtained values of 'F' ratios were interpreted by comparing them with the 'F' Table values at 0.05 and 0.01 levels of significance. Further,'t' values were also computed and compared with the't' Table values at 0.05 and 0.01 levels of significance.

## Demography of the subjects

| Residence of Subjects | |
|---|---|
| Total N (Primary School Teachers) | 200 |
| Particular | Percentage |
| Urban | 50 |
| Rural | 50 |

As shown in table, overall 200 primary school teachers have participated in the current study half of which were from urban vicinity and half were from rural.

**Hypothesis 1:**

**Organizational Health (Task Orientation and Growth Dimension) will have no significant main effect on Life Skills in Rural and Urban Primary School Teachers.**

**Table 1 : Main Effect of Organizational Health (Task Orientation and Growth Dimension) on Life Skills.**

| Source of Variance | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Main Effects | 22966.903 | 1 | 22966.903 | 9.87 | .01 |
| Within Groups | 1451597.177 | 198 | 2326.941 | | |

Above table shows that the F ratio calculated for main effect for organizational health (task orientation and growth dimension) on life skills is 9.87, that is significantly drawn at .01 level. Thus, organizational health creates a significant main effect on life skills.

So, the null hypothesis is rejected as there is a significant main effect of Organizational Health (Task Orientation and Growth Dimension) on Life Skills in Rural and Urban Primary School Teachers.

We can say that in today's changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been

matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, we need new life skills such as the ability to deal with stress and frustration. As the work place has seen changes in terms of the environment and technology one has to develop new skills to cope with the pressure that is associated with the working condition and needs to have flexibility to the condition (Bernard,1990).

If the individual develops appropriate life skills, he/she will be able to work well as a part of a team, will know how to manage time and people, will have agility and adaptability to different roles and flexible working environment, will have self-management, problem solving and understanding of the environment Jackson and Clements (2016).

**Hypothesis 2:**

**Organizational Health (Task Orientation and Growth Dimension) will have no significant main effect on Mental Health in Rural and Urban Primary School Teachers.**

**Table 2 : Main Effect of Organizational Health (Task Orientation and Growth Dimension) on Mental Health**.

| Source of Variance | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Main Effects | 18112.159 | 1 | 18112.159 | 7.95 | .05 |
| Within Groups | 450883.283 | 198 | 2277.191 | | |

Above table shows that the F ratio calculated for main effect for organizational health (task orientation and growth dimension) on mental health is 7.95, that is significantly drawn at .05 level. As the result has shown a significant main effect the null hypothesis is rejected at 0.05 level. Thus, organizational health creates a significant main effect on mental health of rural and urban primary school teachers.

The workplace is one of the key environments that affect our mental well-being and health. There is acknowledgement and growing awareness of the role of work in promoting or hindering mental wellness and

its corollary – mental illness. Although it is difficult to quantify the impact of work alone on personal identity, self-esteem and social recognition, most mental health professionals agree that the workplace environment can have a significant impact on an individual's mental well-being. Some potential causes of work-related stress are overwork, lack of clear instructions, unrealistic deadlines, lack of decision-making, job insecurity, isolated working conditions, surveillance, and inadequate child-care arrangements (Baro and Panda, 2014).

Gregg et. al, (2002) found that there is a relationship between mental health and achievement. Srivastava (1999) inferred that there is significant difference between the mental health of Hindi and English medium students.

Sivaguru (2002)found that the mental health of students studying in government and private, rural and urban schools do not differ significantly. Sivaguru (2002) observed that the attitude towards teaching and their mental health is significantly related to each other.

Clavos and Bedregal (2002) conducted a study on mental health status of teachers. The result revealed that the number of working hours was directly related to mental health problems. 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, 2016; Srivastava, 1991).

**Main Findings**

The hypothesis that Organizational Health (Task Orientation and Growth Dimension) will have no significant main effect on Life Skills in Rural and Urban Primary School Teachers is rejected here.

The hypothesis that Organizational Health (Task Orientation and Growth Dimension) will have no significant main effect on Mental Health in Rural and Urban Primary School Teachers is rejected here.

**Conclusion**

The prosperity of a nation is also reflected in its educational system however; the fact remains that the most important factor in the educational process is the teacher. The teaching behavior of a teacher is more or less

guided by his attitude towards different dimensions and inner urges. In a teaching situation the teaching behavior of a teacher may be directly influenced by his/her self-efficacy, organization health and emotion work. The present study is expected to throw some light on these issues. As a researcher I wished to see if these variables had any impact on the teacher's mental health and life skills. Thus, the result of the research show that all of the variables do have a significant impact on the mental health and life skills of the teacher which further lead to reject the null hypothesis.

**Limitations**

1. Study was limited to only one state.

2. Study was also limited to the primary school teachers.

**Suggestions**

1. More cities should be added to see the differences in demographics.

2. Variety of school teachers can also be included to see the comparison; like secondary and senior secondary schools teachers.

3. Various age groups can be included to get the clear view of age on certain variables.

4. A comparison of sex of participants can be included to see the difference in responses.

5. Education wise break-up can also be done to see the effect of education on certain variables.

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