

OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO GENDER AND TYPES OF SCHOOL

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ABSTRACT

The present study is related to occupational stress of secondary school teachers in relation to gender and types of school. A sample of 200 secondary school teachers was selected on the basis of stratified random sampling techniques. Descriptive Survey Method was used to conduct the study. Occupational Stress Index Srivastava and Singh was used to collect the data. The findings reveal that (i) No significant difference was found in occupational stress between male and female secondary school teachers; and (ii) Government secondary school teachers were found to have less occupational stress than private school teachers.

Key words: Occupational stress, secondary school teachers, gender, type of school.

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INTRODUCTION

Teaching is the most arduous and complex profession in our society, and also an important job. Yet teachers are often overworked, underpaid and under-appreciated. There is a common bond which unites all teachers, i.e. the desire to help students reach their maximum potentials as human beings. When they achieve this goal, when they see students grow as a result of their teaching, they know that all the training and hard work have been worth the effort. The effectiveness of teaching is the competency of a teacher, the attributes of instructional process and the teacher impact on pupil behaviour. The growth of all these dimensions of this broad and diverse discipline of teacher education is, like any other discipline, extensive research survey, in search of what really contributes to effective teaching.

OCCUPATIONAL STRESS:

In these days the life of an individual is full of stress and storms in the fast moving society at global level. There, in the society at every step, one after the other problem is taking place which make the life of an individual unhappy, tiring and filled with negative thoughts. The increasing frequency of rapes, thefts, murders and intolerance feeling made human life pathetic, horrible and caused the sense of committing sue side etc. Stress is a part of fabric of life. Nothing can isolate stress from human beings as is evident from various researches and studies. Stress can be managed but not simply done away with. Today, widely accepted ideas about stress are challenged by new research, and conclusions once firmly established may be turned completely around. Stress is involved in an environmental situation that perceived as presenting demand which threatens to exceed the person's capabilities and resources for meeting it, under conditions where he or she expects a substantial differential in the rewards and costs from meeting the demand versus not meeting it.

Occupational stress can be defined as the harmful physical and emotional responses that occur when the requirements of the occupation do not match the capabilities, resources, or needs of the worker. Occupational stress can lead to poor health and even injury. The concept of occupational stress is often confused with challenge, but these concepts are not the same. Challenge energizes us psychologically and physically, and it motivates us to learn new skills and master our Occupations. When a challenge is met, we feel relaxed adolescents and satisfied. Thus, challenge is an important ingredient

for healthy and productive work. The importance of challenge in our work lives is probably what people are referring to when they say, “a little bit of stress is good for you. Occupational stress is that which derives specifically from conditions in the work place. These may either cause stress initially or aggravate the stress already present from other sources,. In today’s typical workplace, stress is seen as becoming increasingly more common. People appear to be working longer hours, taking on higher level of responsibilities and exerting themselves even more strenuously to meet rising expectations about Occupational performance. Competition is sharp. There is always someone else ready to” step into one’s shoes” should one be found wanting.

Claxton (1989) indicated that teaching is an occupation which is always demanding and changing. Stress has physical and emotional effects on us and can create positive or negative feelings. As a positive influence, stress can compel us to action; it can result in a new awareness and an exciting new perspective. As a negative influence, it can result in feelings of distrust, rejection, anger, and depression, which in turn can lead to health problems such as headaches, upset stomach, rashes, insomnia, ulcers, high blood pressure, heart disease, and stroke. Stress is the “wear and tear” of our bodies experience as we adjust to our continually changing environment. Teachers are over burdened with regular teaching load. A uniform work load for all the teachers may not be a satisfactory solution but differential work generates discontent among teachers, occupational satisfaction is a necessary condition for a healthy growth of teacher’s personality. A teacher at present has a vulnerable position and has low self-esteem and that is the main reason for psychological stress.

Bharathi and Reddy (2002) found that government school teachers experienced low stress in the area of staff relationships and job security as their jobs are permanent; government school teachers experienced high job stress related to students, curriculum load, working environment, workload, time demand, administrative problems. **Rani and Singh (2012)** found that the teachers have moderate level of occupational stress. Male and female teachers did not differ in their levels of occupational stress. The teachers working in Govt. and Private schools were not found to differ in their level of occupational stress. **Reddy and Poornima (2012)** analysis showed strong support for the hypothesis that there is a positive relationship between the occupational stress and professional burnout of university teachers. **Jeyaraj (2013)** observed that there is a meaningful difference in the stress level points of Government and Aided Higher Secondary Teachers. **Nagra (2013)** reported no significant differences regarding occupational stress among teacher educators

in relation to gender, and subject streams. **Hasan (2014)** found the primary school teachers highly stressed. Moreover, the private primary school teachers had also found to be highly stressed in comparison to their government primary school teacher counterparts. **Rana (2014)** observed that less effective teachers were having high occupational stress and female teachers were found under more occupational stress. **Pathak (2015)** found significant differences in occupational stress and mental health with respect to male and female primary school teachers. **Rao (2016)** found that male and female upper primary school teachers differed significantly on overall occupational stress levels. It was also found that female upper primary school teachers had more occupational stress level than that of the male counterparts. **Sing and Katoch (2017)** found that the secondary school teachers generally had occupational stress having high, moderate and low levels. Further significant differences were found in the occupational stress of male and female secondary school teachers. **Bhuin (2017)** revealed that nearly one third of the respondents are exposed to high stress zone. Situation is alarming, not parlous though. ANOVA results show that age, experience and area of residence are most powerful endogenous factor in differentiating work-groups in respect to stress. Gender, income, job status and educational qualifications have comparatively lower influences. Interestingly, teachers and administrators do not differ themselves significantly so far work-related stress is concerned. **Jahan and Sharma (2017)** revealed that male teachers experienced more occupational stress than female teachers. Teachers with an experience of below 10 years face more occupational stress than those teachers with teaching experience of above than 10 years. There was no significant difference in the occupational stress between the rural and urban teachers.

SIGNIFICANCE OF THE STUDY

Teachers play a vital role in the educational process and in all round development of the students. It is well accepted fact that the quality of nation depends upon the quality of the education imparted to its students which in turn depends upon the quality of teachers. To meet the increasing needs of the students and to maximize the effectiveness of curriculum teachers need to develop and update their skills and competencies continuously. Today, in the changing educational context; teachers are experiencing expanded duties and expectations in a variety in educational settings. With the continuous increase of these responsibilities of the teachers, they become over-burdened and to work

under stress. Occupational stress has become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals. A major source of distress among teachers is result of failure of school to meet the social needs and jobs demands of the teachers. In general, occupational stress arises from the working conditions/environment of a system, when we talk of stress among teachers. Many factors cause stress among teachers. School teachers face high amounts of stress during teaching and handling students; Classroom in developing countries remain overcrowded and teacher face intensive verbal communications, prolonged standing, high volume of work load. Teachers are also over burdened with regular teaching work and non-teaching work as election duties, duty in census; populations counting etc. the teachers are often heard of complaining about. Because of the negative outcomes associated with occupational stress, many studies have attempted to better understand the phenomenon of occupational stress as it relates to education. The need for the study of occupational stress of teacher is not universally emphasized and is the formidable problem which teachers and educationists face in our country. Hence, the investigator attempts to study the occupational stress of secondary school teachers of Rohtak district in relation to type of school and educational qualification.

STATEMENT OF THE PROBLEM

OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR TYPES OF SCHOOL AND EDUCATIONAL QUALIFICATION

OBJECTIVES OF THE STUDY

1. To compare the level of occupational stress between male and female secondary school teachers.
2. To compare the level of occupational stress between government and private secondary school teachers.

HYPOTHESES

1. There is no significant difference in level of occupational stress between male and female secondary school teachers.
2. There is no significant difference in the level of occupational stress between government and private secondary school teachers.

METHOD OF THE STUDY

Descriptive Survey Method was used to conduct the study.

SAMPLE

In the present investigation, secondary and senior secondary schools were the field of study. As per as population for this work, 200 teachers of secondary and senior secondary schools of Rohtak district were taken up on the basis of stratified random sampling techniques.

TOOL USED

Occupational Stress Index (OSI) Hindi/English by Dr. A.K. Srivastava and A.P. Singh was used to collect the data.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation and 't'-test were used to obtain the results.

RESULTS

The results of occupational stress in relation to gender and types of school are given in table 1 and 2.

Table 1
Mean, Standard Deviation and 't' value for means scores of occupational stress between male and female secondary school teachers

Variable	Group	N	Mean Score	S.D.'s	t-value
Occupational Stress	Male teachers	100	105.25	10.31	1.261 ^{NS}
	Female teachers	100	106.37	11.03	

The table reveals that t-value (1.261) for the mean scores of occupational stress between male and female secondary school teachers is less than the table value which is not significant at 0.05 level of significance. It means that there exists no significance difference in occupational stress between male and female secondary school teachers. Thus, earlier framed null hypothesis "There is no significant difference in occupational stress between male and female secondary school teachers," is retained. It may therefore be concluded that both male and female secondary school teachers almost have same type of occupational stress.

Table 2
Mean, Standard Deviation and ‘t’ value for means scores of occupational stress
between government and private school teachers

Variable	Group	N	Mean Score	S.D.’s	t-value
Occupational Stress	Government School teachers	112	102.25	9.71	6.731**
	Private Teachers	88	109.37	11.63	

The table reveals that t-value (6.731) for the mean scores of occupational stress between government and private secondary school teachers is more than the table value which is significant at 0.01 level of significance. It means that there exists significance difference in the occupational stress of government and private secondary school teachers. Thus, earlier framed null hypothesis “There is no significant difference in occupational stress between government and private secondary school teachers,” is not retained. It may therefore be concluded that government secondary school teachers have less occupational stress in comparison to private teachers.

FINDINGS

- 1) No significant difference was found in occupational stress between male and female secondary school teachers
- 2) Government secondary school teachers were found to have less occupational stress than private school teachers.

CONCLUSION AND IMPLICATIONS

Occupational stress has become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals. A major source of distress among teachers is result of failure of school to meet the social needs and jobs demands of the teachers. In general, occupational stress arises from the working conditions/environment of a system, when we talk of stress among teachers. In the present study, no gender difference was found in occupational stress, while private school teachers were found to have more occupational stress than government school teachers. Therefore, especially private school authorities, should facilitate supportive and collaborative culture; should provide training for stress and time

management, specific training to manage the behaviors of disruptive people; should provide leisure facilities to the faculty and should encourage involvement of faculty in decision-making. Lack of resources such as inadequate staff and lack of equipment must be advocated by the heads of the department or sections for the benefit of the staff. In order to prevent the teacher of adverse consequences the policy makers, stake holders, educationists and administrators must find ways to lessen their stress levels such as providing congenial working environments, less work load, job securities, maximum provision of facilities, etc.

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