



"PERCEIVED OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL TEACHERS"

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Abstract

*Human life always counters different kind of barriers, hindrances and problems; these factors may cause different degree of stress which a person experiences. In case of teachers, they also face many challenging situations and they experience of different degree of stress in their workplaces. **Objectives:** (i) to study the level of occupational stress among secondary school teachers (ii) to study the level of occupational stress experienced by male and female secondary school teachers and (iii) to find out the level of occupational stress experienced by government and private secondary school teachers. **Methodology:** Researcher employed survey method of descriptive research approach to collect the data. A total sample of 400 teachers was selected using stratified random sampling method from secondary level school located in Moradabad division of Uttar Pradesh state. Research used self made and standardised 'Stress Scale for Teachers' to collect the data. **Results:** (i) Secondary school teachers were found to have significant difference in the level of occupational stress as they experienced (ii) There was a significant difference in the level of occupational stress of male and female secondary school teachers (iii) The male teachers of secondary schools were found to be significantly more stressed than their female counterparts (iv) There was a significant difference in the level of occupational stress of government and private school teachers and (v) The private school teachers were found to have significantly more stressed than their government school counterparts.*

Key words: Occupational stress, Secondary school, Teachers.

Introduction

Human resources are the most important resources of a country and the aim of the education is to develop the human resource. The sound education system of a country plays a major role in developing a nation. Indian society is complex with various social group with diversified the backgrounds. It includes region, language, culture, social status, religion etc. These factors have put stress on school teachers. Stress is inevitable to the life of a teacher. It has positive functional and negative dysfunctional effects on the behavior of a teacher. It has significant implication on the health and effectiveness of a teacher in his teaching job. Hence it is necessary to examine some of the dimensions of stress on health for effective teaching performance.

Stress has become a major concern of the modern times as it can cause harm to employee's health and performance. Different psychologists and physiologists have defined stress differently. In simple words, stress refers to pressures or tensions people feel in life. As living human makes constant demands, so it produce

pressures, i.e., stress. Stress is, therefore, a natural and unavoidable feature of human life. However, stress beyond a particular level can cause psychological and physiological problems which in turn would affect the individual's performance in the organization. Thus, management of stress has become a challenging job for the modern organizations. Occupational Stress is the stress that one gets from working at his job. Major causes are unrealistic short-term goals, unexpected responsibility sharing, and high expectations. While the job itself might not be stress-inducing, the way it is done and the working environment are crucial factors in creating stress.

Kyriacou (2001) suggested that understanding teacher stress offers the possibility for prevention and remedial interventions, as stress is a less advanced condition compared to burnout. Therefore, while burnout is an important piece of the puzzle when examining the effects of stress, this study focused primarily on stress and how teachers cope with stress. Antoniou et al. (2006) observed that female teachers experienced significantly higher levels of occupational stress compared to their male counterparts. Quite contrary to this, female teachers tended to complain more of burnout than male teachers (Chan & Hui, 1995; Ravichandran & Rajendran, 2007; Bhadoria & Singh, 2010). Ravichandran & Rajendran (2007) reported that sex, age, educational levels, years of teaching and types of school play a significant role in the perception of various sources of stress related to the teaching profession. In this connection Siddiqui (2009) reported that age and job satisfactions are significantly correlated which the occupational stress of secondary teachers.

The quality of education depends upon the quality of teachers and their mental health as well. If any education system does not belong to quality teachers that cannot be a sound education system for society. Beside the quality of teachers, mental health of the teacher is equally important for a quality education system. If the teachers experience job stress at their work place, then the quality of their poor instruction will be affected the quality of education; which directly and indirectly may affect the national progress. Therefore it is very important to save our teachers from experiencing different level of occupational stress. In this regard such studies become important to carry out to know the job stress among teachers. Keeping in mind research planned this study to assess the stress of secondary school teachers.

Review of Literature

Suvitha et al. (2012) conducted a study “among the secondary school teachers”, and found that there is no significant difference in the level of stress with respect to government and private school teachers. Further, Bhuvaneshwari (2013) conducted a case study on “psychological and physical stress undergone by married working women working in different teaching institutions”. Researches revealed that stress in married working women is caused due to long working hours, various family and official commitments, harassments and improper work life balance. Such type of stress leads to various problems such as prolonged headaches, hypertension and obesity. The researcher cleverly concludes that stress can be relieved from institutional support, balancing work and life by spending some time with family, entertainments, yoga and rest.

Similarly, Reddy & Anuradha (2013) investigated occupational stress of teachers working at higher secondary level. They revealed that around 88 percent of higher secondary teachers are experiencing moderate and high levels of occupational stress. Jeyaraj (2013) in a study entitled “occupational stress among the teachers of the higher secondary schools in Madurai district, Tamil Nadu”, 185 Aided school teachers and 120 Government teachers have participated in this study and was found that Aided school teachers have more occupational stress levels than Government school teachers.

Kousar and Sohail (2014) conducted the research on occupational role stress (ORS) and health related quality of life among secondary school teachers (SST). They attempted to find out the role stressors among secondary school teachers and the relationship of occupational role stress to the health related quality of life of the teachers. They concluded that men S.S.T.s experienced more ORS than women S.S.T.s and also revealed that men S.S.T.s had poor physical health as compared to women S.S.T.s.

Hasan (2014) studied the occupational stress of primary school teachers of primary government and private school teachers. The findings revealed that primary school teachers have found to be highly stressed. Findings also revealed that the private primary school teachers have also found to be highly stressed in comparison

to their government primary school teacher counterparts. Nobile (2014) investigated the relationships between biographical variables of gender, age, experience, and employment position and occupational stress of staff members in catholic primary schools. They found that age, gender and position were related to three out of the four identified domains of occupational stress as well as overall occupational stress. In addition, male staff experience higher levels of general occupational stress than their female colleague overall.

Demjaha, Minov, Stoleski, & Zafirova (2015) investigated the stress causing factors among teachers in elementary schools and their relationship with demographic and job characteristics. The results of the study depicted that the highest levels of perceived teachers' work-related stress were caused by changes in terms and conditions without consultation and given responsibility without the authority to take decisions. Further, Singh, B.P. (2015) conducted a study on organisational role stress among government and private school principals. In this study with the help of stratified sampling, 200 govt. and private school principals were selected. From the study the results revealed that private school principals experienced higher organisational stress than the Government school principals.

Kavita Dua and Veena Sangwan (2017) carried out a research work on 'Stress among Female High School Teachers of Haryana'. In this study the researcher observed that the female high school teacher is usually burdened with multiple roles and responsibilities. The main objective of this paper was to work out stress among female high school teachers of Haryana. The researcher found that more the use of stress management mechanisms, lesser was the stress.

Need and Significance of the Study

Teaching profession is a very complex because it has to meet the expectations of parents, teachers, policy makers and community. These concerns make the life of teachers demanding and stressful. The end result of teacher stress is that many talented teachers with high expectations of achievement are dispirited and disillusioned. Some leave the profession while others stay but are plagued by a multitude of physical, emotional and behavioral stress related manifestations. This study was aimed to assess the occurrence of stress and its level among teachers in secondary school teachers. The researcher hopes that the findings of the study will help in formulation of some useful programmes which will help in preventing stress among school teachers. It's important to realize that government spends a substantial amount of money on teachers' salaries among other investments and hence the need for effective service delivery by emotionally healthy teachers. The study may be utmost value for administrators and professionals who are concerned with the prospective teachers so that suitable training programmes may be developed in their respective training institutions and to incorporate measures to train and develop the unique and desired characteristics of the teachers. Further the findings of the study would provide a guideline for the future research investigation in concerned field.

Objectives

1. To study the level of occupational stress among secondary school teachers.
2. To study the level of occupational stress experienced by male and female secondary school teachers.
3. To find out the level of occupational stress experienced by government and private secondary school teachers.

Hypotheses

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

Research Methodology

Keeping in view the nature of the study researcher employed survey method of descriptive research approach to collect the data.

Sample and Sampling Technique

Stratified Simple Random Sampling technique was used to select the sample for this study. First of all, researcher selected two Tehsils using lottery method from each district of Moradabad division which includes five districts. Total 10 Tehsils were chosen and out of these 10 Tehsils, 10 secondary level schools (five government and five private schools) from each Tehsil were selected using lottery method to draw the sample of secondary level teachers. From these 100 schools secondary level schools (4 teachers from each school); a total sample of 400 teachers was selected from the whole population of secondary level school teachers of Moradabad division of Uttar Pradesh state.

Tool Used

Research used a self made and standardised Stress Scale for Teachers to collect the data. The scale consists of 36 items that are rated on a 5-points Likert scale. The dimensions are role ambiguity; role stress; organizational management; job satisfaction; life satisfaction; task stress; and supervisory support. Reliability of the tool was established by test-retest method and it was found .85.

Delimitation of the study

- This study was delimited to the Moradabad division of Uttar Pradesh state.
- Further this study was delimited to the teachers who were teaching in government and private secondary schools located in the territory of five districts of Moradabad division of Uttar Pradesh state.

Analysis and Interpretation Data

After data collection researcher analysed the data manually and verified the hypotheses as follows-

H₀₁ There is no significant difference in the level of occupational stress among secondary school teachers.

Table 1: The level of occupational stress among secondary level school teachers

Level of Occupational Stress	No. of Teachers	Percentages
Highly Stressed	243	60.75%
Moderately Stressed	119	29.75%
Low level of Stress	38	09.50%
Total (100)	400	100%

It is observed from Table 1 that the number of highly stressed secondary level school teachers comes out to be 243. This reveals that 60.75% of the secondary school teachers were found to be highly stressed. Beside, 119 (29.75%) secondary level school teachers were found to be moderately stressed. Only 38 secondary school teachers (9.5%) were found to have low level of stress. Thus the null hypothesis that, “there is no significant difference in the level of occupational stress among secondary school teachers” is rejected. This shows that Secondary school teachers were found to have significant difference in the level of occupational stress as they experienced.

H₀₂ There is no significant difference in the level of occupational stress among male and female secondary school teachers.

Table 2: The occupational stress of government and private school male teachers

Groups	Number	Mean	Standard deviation	df	‘t’-value	Level of significance
Male	200	59.51	3.93	398	3.41* (Significant)	0.05
Female	200	43.47	2.12			

From the Table 2 it can be observed that mean (59.51) and SD (3.39) value of male teachers is comparatively higher than that of mean (43.47) and SD value (2.12) of female teachers. This shows that male and

female teachers experience a very different level of stress. Further, to compare the two means, t-value calculated manually and 't-value' is found 3.41 at $df=398$, which is greater than the table 't-value' i.e. 1.962. Therefore the differences between male and female teachers are found to be significant at 0.05 level. Thus, the null hypothesis, "There is no significant difference in the level of occupational stress of male and female teachers of secondary schools" is rejected. This shows that there was significant difference in the level of occupational stress of male and female secondary school teachers. The male teachers of secondary schools were found to be significantly more stressed than their female counterparts.

H₀₃ There is no significant difference in the level of occupational stress among government and private school teachers.

Table 3: The occupational stress of government and private school teachers

Groups	Number	Mean	Standard Deviation	df	't'-value	Level of significance
Private school teachers	200	58.26	3.56	398	2.15* (Significant)	0.05
Government School teachers	200	43.64	2.13			

From the Table 3 it can be seen that mean (58.26) and SD (3.56) of private school teachers is very high than mean (43.64) and SD (2.13) of government school teachers. This shows that private school teachers have more stress than their government counterparts. Further, to compare these two means 't-value' was calculated and 't-value' is found 2.14 at $df=398$, which is significant at 0.05 level because it is greater than the tabulated 't-value' 1.962. Thus the null hypothesis, "There is no significant difference in the level of occupational stress of government and private school teachers," is rejected. This shows that there was a significant difference in the level of occupational stress of government and private school teachers. The private school teachers were found to have significantly more stressed than their government school counterparts.

Results

1. Secondary school teachers were found to have significant difference in the level of occupational stress as they experienced.
2. There is a significant difference in the level of occupational stress of male and female secondary school teachers.
3. The male teachers of secondary schools were found to be significantly more stressed than their female counterparts.
4. There is a significant difference in the level of occupational stress of government and private school teachers.
5. The private school teachers were found to have significantly more stressed than their government school counterparts.

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