

A STUDY ON OCCUPATIONAL STRESS OF HIGHER SECONDARY TEACHERS

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Abstract:

The aim of the study is to find out the occupational stress level of higher secondary teachers living in different environmental situations. The scale used in the study has been 280 higher secondary teachers have participated in the present study. Policy-makers are advised to analyse the teacher training and assessment system with the assumption that personal and social characteristics and working conditions may have an effect on teacher occupational stress. Sample teachers were selected by using simple random sampling from three segments by using lottery method because of easy accessibility and affordability analysed by using statistical package of simple percentage. It is found that the higher secondary teachers irrespective of their gender, locality of school, type of management, medium of instruction, teaching stream and teaching experience in years have average level of occupational stress. Further it is found that higher secondary teachers irrespective of their gender, locality of school, type of management, medium of instruction, teaching stream and teaching experience in years do not differ significantly in their occupational stress.

Introduction:

Occupational Stress has been a very famous research theme from the last few decades due to rapid organizational challenges like restructuring, downsizing, technological advancements, industrialization and government interventions. These changes have created new working styles and in response, Occupational Stress has become an integral part of almost all occupations in the globe. Many studies have discovered that an over stressed workforce may incur substantial costs to organizations and the community (Gillespie, M. W. (2001). Therefore, creating a better and encouraging work environment in order to actualize both individual and organizational objectives is a chronic challenge for all kinds of organizations in the world. According to Greenberg and Baron (2000), occupational stress results when an individual is confronted by an opportunity, a constraint, or a demand of which the outcome is uncertain, but for which a particular reaction is required. This response is only aroused if the outcome of the stimulus is deemed important to an individual. On the other hand, the authors surmise that stress is a complex pattern of emotional states, physiological reactions and related thoughts in response to external demands referred to as stressors. They further define strain as the accumulated effect of stress, which results primarily in deviations from the normal states or performance and exposure to stressful events. Occupational stress is defined as adaptive response to an external situation that results in physical, psychological and or behavioral deviations for organization participants. Stress is associated with constraints and demands. The former prevents an individual from doing what he or she desires. The latter refers to the loss of something desired. Constraints and demands can lead to potential stress. In organizations frequent causes of stress are task demands, role demands and interpersonal demands. Task demands are factors related to a person's job. They include the design of the individual's job working conditions and the physical work layout. Jobs where temperature, noise or other working conditions are dangerous or undesirable can increase anxiety.

Scope of the Study:

The present study is clearly an eye opener for the researchers in the field of education, social work, and other related fields like occupational stress, where the research has brought out the fact that teachers experienced moderate levels of stress. The institution concentrates and gives more importance to working environment the level of occupational stress will be reduced among teachers. Since the individual often get into stress due to organization changes, proper communication should be given to reduce such stress. The teachers can seek professional help when it is required to reduce the stress and improve quality of their job and life to lead a better life style. Even employees can exercise regularly and get enough sleep and make time to enjoy an activity outside the work place. The teachers should maintain a positive attitude; this will make it easier to life and job with others. They can be taught various relaxation methods to ease their daily tensions. They should be encouraged to do activities that help them to feel relaxed. The policy makers, social workers, educationists, psychologists and other significant ones can form strategies to improve the quality of life of teachers (special reference to women teachers) and thereby reducing their stress both job and life of personal to make them a prospective competent and efficient teacher.

Importance of the Study:

The uniqueness of a female teacher is that she has to attend house hold chores as well as the teaching assignment. Hence, the stress experienced by them will generally more than their counterparts. Further, a teacher at all level has to devote more time for preparation of classes and later delivering the

teaching assignment in an effective manner. For that the teacher has to devote some of their time even at home for her academic work. In course of this she may not be able to take care of the family issues as effectively as women who perform exclusively the role of a home maker. In the back drop of the above it would be of high importance and relevant from the point of view of social work profession to understand the life satisfaction of female teacher which may be either related directly or indirectly by them in discharging their duties as an effective teacher. Hence, a study to explore the above areas is important.

Method of the Study:

A stratified random sampling is that sample plan in which the researcher randomly takes subjects in his sample according to some known or specific characteristics of the population. In this method, the universe is divided into various homogenous subclass or strata according to one or more specific characteristics of the population. Each stratum consists of the members who are very much alike or homogenous. In the present study, the population of supervisors is split into a number of categories on the basis of three specific characteristics.

Sample of the Study:

The investigator had used for selecting the sample. The investigator randomly selected the teachers from higher secondary teachers. The selection was done on the basis of the gender, locality of school, type of management, medium of instruction, teaching stream, and teaching experience in years, From these schools 280 higher secondary teachers were randomly selected on the basis of the criteria. The sample has been described as follows:-

Objectives of the Study:

- The find out the level of occupational stress of higher secondary teachers belonging to following sub samples
 - Gender : Male/ Female
 - Locality of School : Rural / Urban
 - Type of Management : Government / Govt Aided / Private
 - Medium of Instruction : Tamil / English / Both
 - Teaching Stream : Science / Maths / Arts
 - Teaching Experience (Years) : Below 10/ 11 -20/ Above 21
- To find out, if there is any significant difference in occupational stress of higher secondary teachers with respect to gender.
- To find out, if there is any significant difference in occupational stress of higher secondary teachers with respect to locality of school.
- To find out whether the significant difference exists among sub samples of type of management with respect to their occupational stress of higher secondary teachers.
- To find out whether the significant difference exists among sub samples of medium of instruction with respect to their occupational stress of higher secondary teachers.
- To find out whether the significant difference exists among sub samples of teaching stream with respect to their occupational stress of higher secondary teachers.
- To find out whether the significant difference exists among sub samples of teaching experiences with respect to their occupational stress of higher secondary teachers.

Hypotheses of the Study:

- The levels of occupational stress of higher secondary teachers belonging to the following sub-samples is high
 - Gender : Male/ Female
 - Locality of School : Rural / Urban
 - Type of Management : Government / Govt Aided / Private
 - Medium of Instruction : Tamil / English / Both
 - Teaching Stream : Science / Maths / Arts
 - Teaching Experience (Years) : Below 10/ 11 -20/ Above 21
- There is no significant difference in occupational stress of higher secondary teachers with respect to gender.
- There is no significant difference in occupational stress of higher secondary teachers with respect to locality of school.
- There is no significant difference among sub samples of type of management with respect to their occupational stress of higher secondary teachers.
- There is no significant difference among sub samples of medium of instruction with respect to their occupational stress of higher secondary teachers.
- There is no significant difference among sub samples of teaching stream with respect to their occupational stress of higher secondary teachers.
- There is no significant difference among sub samples of teaching experience with respect to their occupational stress of higher secondary teachers.

Operational Definition of Key Term:

Occupational stress can occur when there is a discrepancy between the demands of the environment/workplace and an individual's ability to carry out and complete these demands It is Physical

or Psychological disorder associated with an occupational environment and manifested in Physical or Psychological symptoms.

Tool Used In the Present Study:

- Occupational Stress by Dr. A. K. Srivastava and Singh

Scoring procedure of the Tool:

The specially prepared scale developed by Dr. A. K. Srivastava and Singh was selected to know the occupational stress scale of the employee. It measures the occupational stress in a scientific manner. In these scale 46 different questions was to measure higher secondary school teachers employee. The respondent is required to answer the question in following options: Absolutely True, almost true, partially true, almost false and absolutely false. i.e 5 marks for absolutely false and 1 mark for absolutely true. Thus a respondent can obtain minimum 46 (46*1) score and maximum 230 (46*5) score. The interpretation of the scale was done on the basis of marks obtained; if the marks were high the level of occupational stress was high while lower marks represent low stress level.

Statistical Techniques Used:

The data thus obtained on a sample of 250 secondary students were consolidated, codified suitably and subjected to statistical treatment in order to achieve the objectives of the present investigation and also to test the hypotheses formulated for the present investigation. The data collected were descriptively analyzed by employing the following statistical techniques:

- Descriptive Analyses and
- Differential Analyses ('t' test and 'F' test)

Interpretation of Data:

Descriptive Analyses:

Table 1: Mean and S.D. Scores of Higher Secondary Teachers towards Occupational Stress

Variables	Sample	N	Mean	SD
Gender	Male	158	164.19	11.51
	Female	122	163.23	10.51
Locality of school	Rural	88	163.06	10.62
	Urban	192	164.10	11.29
Type of Management	Government	134	162.78	10.52
	Govt Aided	94	163.19	10.52
	Private	52	167.40	9.19
Medium of Instruction	Tamil	43	161.44	10.74
	English	187	163.93	11.29
	Both	50	165.20	10.44
Teaching Stream	Science	100	163.46	11.04
	Maths	127	163.64	11.48
	Arts	53	164.69	10.30
Teaching Experience Years	Below 10	101	131.86	11.31
	11 - 20	91	166.23	11.42
	Above 21	88	163.44	10.05

In this study, based on normal curve of higher secondary teachers secured scores in between 152.69 to 174.85 (-1σ to $+1\sigma$) are classified as average occupational stress.. In the table no 1 it was clear that the mean and standard deviation values. The calculated mean values are less than 174.85 more than 152.69. Therefore, it is found that the higher secondary teachers irrespective of their gender, locality of school, type of management, medium of instruction, teaching stream, and teaching experience in years have average level of occupational stress.

Differential Analysis:

Table 2: Mean, S.D and "t" Values of Male and Female Towards Occupational Stress

Gender	N	Mean	SD	"t" Value	Significant at 0.05 level
Male	158	164.19	11.51	0.717	NS
Female	122	163.23	10.51		

In order to find out the significant mean difference between male and female higher secondary teachers in their occupational stress score, the investigator calculated 't' value. It is given in the Table No 2, it is found to be 0.717, which is not significant at 0.05 levels. Hence, the framed null hypothesis is accepted. It is inferred that male and female higher secondary teachers do not differ significantly in their occupational stress.

Table 3: Mean, S.D and "t" Values of Rural and Urban Towards Occupational Stress

Gender	N	Mean	SD	"t" Value	Significant at 0.05 level
Rural	88	163.06	10.62	0.726	NS
Urban	192	164.10	11.29		

In order to find out the significant mean difference between rural and urban higher secondary teachers in their occupational stress score, the investigator calculated 't' value. It is given in the Table No 3, it is found to be 0.726, which is not significant at 0.05 levels. Hence, the framed null hypothesis is

accepted. It is inferred that rural and urban higher secondary teachers do not differ significantly in their occupational stress.

Table 4: "F" Values of Occupational Stress Scores of Type of Management towards Higher Secondary Teachers

Group	Sum of Squares	df	Mean Square	'F' Value	LS
Between Groups	848.475	2	424.238	3.517	NS
Within Groups	33415.796	277	120.635		
Total	34264.271	279			

In order to find out the significant mean difference among government, government aided and private type of management of higher secondary teachers in their occupational stress score, the investigator calculated 'F' value. It is given in the Table No- 4, it is found to be 3.517, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted. It is inferred that government, govt aided and private type of management higher secondary teachers do not differ significantly in their occupational stress.

Table 5: "F" Values of Occupational Stress Scores of Medium of Instruction towards Higher Secondary Teachers

Group	Sum of Squares	df	Mean Square	'F' Value	LS
Between Groups	340.437	2	170.218	1.390	NS
Within Groups	33923.835	277	122.469		
Total	34264.271	279			

In order to find out the significant mean difference among tamil, English and both of medium of instruction of higher secondary teachers in their occupational stress score, the investigator calculated 'F' value. It is given in the Table No- 5, it is found to be 1.390, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted. It is inferred that tamil, English and both medium of instruction of higher secondary teachers do not differ significantly in their occupational stress.

Table 6: "F" Values of Occupational Stress Scores of Teaching Stream towards Higher Secondary Teachers

Group	Sum of Squares	df	Mean Square	'F' Value	LS
Between Groups	57.206	2	28.603	0.232	NS
Within Groups	34207.65	277	123.491		
Total	34264.271	279			

In order to find out the significant mean difference among and science, maths and arts of teaching stream of higher secondary teachers in their occupational stress score, the investigator calculated 'F' value. It is given in the Table No- 4.6, it is found to be 0.232, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted. It is inferred that science, maths and arts of teaching stream of higher secondary teachers do not differ significantly in their occupational stress.

Table 7: "F" Values of Occupational Stress Scores of Teaching Experience towards Higher Secondary Teachers

Group	Sum of Squares	df	Mean Square	'F' Value	LS
Between Groups	928.342	2	464.171	3.857	NS
Within Groups	33335.929	277	120.346		
Total	34264.271	279			

In order to find out the significant mean difference among and below 10, 11-20 and above 21 years of teaching experience of higher secondary teachers in their occupational stress score, the investigator calculated 'F' value. It is given in the Table No- 7, it is found to be 3.857, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted. It is inferred that below 10, 11-20 and above 21 years of teaching stream of higher secondary teachers do not differ significantly in their occupational stress.

Major Findings of the Study:

The major findings drawn from the present study are given below:

- It is found that the higher secondary teachers irrespective of their gender, locality of school, type of management, medium of instruction, teaching stream and teaching experience in years have average level of occupational stress.
- It is inferred that male and female higher secondary teachers do not differ significantly in their occupational stress.
- It is inferred that rural and urban higher secondary teachers do not differ significantly in their occupational stress.
- It is inferred that government, govt aided and private type of management higher secondary teachers do not differ significantly in their occupational stress.
- It is inferred that tamil, English and both medium of instruction of higher secondary teachers do not differ significantly in their occupational stress.
- It is inferred that science, maths and arts of teaching stream of higher secondary teachers do not differ significantly in their occupational stress.
- It is inferred that below 10, 11-20 and above 21 years of teaching stream of higher secondary teachers do not differ significantly in their occupational stress.

Educational Implications:

The Teachers should be awarded merit certificates, better returns may be a monetary benefit for those Teachers who sincerely doing their duties and are committed to their profession.

The development of rural areas will contribute to the development of Indian economy and rural education plays pivotal role here. The rural Teachers should be trained, guided regularly through Government sponsored workshops and seminars.

The key implication of the study is to know the impact of gender, type of management etc., on the occupational stress of higher secondary teachers. Hence the results of this research can be implemented in order to advance our knowledge regarding teachers' occupational stress satisfaction which have social importance or practical usefulness in academics institution.

As the present study is undertaken to address occupational stress of higher secondary teachers which will be helpful to draw up further program and policy in the field of education on the related fields and also act as a secondary data for further research.

Limitations and Suggestions:

Following limitation and related suggestions of the present investigation are;

- In the present investigation, only teacher were taken as a sample. Further investigation can be done on employees of other organization.
- The present research considered only teacher gender, type of management etc., as determinant factors for teachers' occupational stress thus other variable can also be taken in further research.
- This research covers only the higher secondary teachers. Research in future can include teachers of mediate, intermediate etc. to support the findings, making the research more supportive. Further the future study with same objectives should be repeated at regular time intervals with additional groupings of teachers and educators.
- Because of time limitation sample size taken is small but large sample can be taken into consideration so that generalization quality of research can be increased.
- Local of the study was restricted to vellore district only. It can be spread into other areas also.

Suggestions for the Further Research:

The following suggestions are given for further research

- Future researchers can focus on various strategies adapted to teachers.
- The study can be extended to quality of life, subjective and Psychological wellbeing of working all levels of teachers.
- Teachers at primary, secondary level can be studies in depth as they have to spend a lot of time.
- Teachers in urban and metro areas can be involved in future studies as their life style are different from teachers in sub urban and rural areas.
- In terms of further research, it is recommended that the same study may be replicated in other regions of the country to validate findings of the present research or to explore and evaluate the other variables or factors that may affect the stress experiences of the teachers.

Conclusion:

Occupational stress is a real challenge for higher secondary teachers and their employing institution. As institution and their working environment transform, so do the kinds of stress problems that they may face. It is important that the workplace is being continuously monitored for stress problems. Further, it is not only important to identify stress problems and to deal with them but to promote healthy work and reduced harmful aspects of work to improve quality of job and life. Work in itself can be a self-promoting activity as long as it takes place in a safe, development and health- promoting environment.

When a teachers starts working outside they bears dual responsibility that requires double labour. In this situation, if they cannot discharge her duties equally efficiently, they feel tense and continuous tension creates stress that in turn may affect her life satisfaction. With growing stress, problems may also grow. However, in the present study occupational stress had significant positive influence over some of the job satisfaction. Now, dual role responsibility may generate irritation, frustration, anxiety, depression etc. This is quite understandable in the sense that temporary job brings a kind of insecurity, present day selection processes; uncertainty over getting jobs, uncertainty over present job itself may reduce the life cohesion to some extent, which in turn brings down the life satisfaction. There is a need to improve life satisfaction by self and by the working members also. Programmed interventions like, meditation, relaxation and other sensitization programs may reduce occupational stress enhance the quality of life to their years resulting in healthy life satisfaction.

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