

# A comparative study on job stress of teachers of Government aided and self-financed B.Ed colleges.

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**Abstract:** *The modern world, which is said to be a world of achievements, is also a world of stress. Various studies have been reported in the field of medical, banking, corporative world, but the most emergent field teaching sector especially in India is still neglected. This paper concentrates on the job stress of teacher educators. This paper presents the difference of job stress levels between the teachers of government aided and self financed B.Ed colleges according to the gender differences. The major objectives of this study have been focused on the comparison of job stress level between male and female teachers of these two types of colleges and comparison of job stress level between male teachers of both colleges and between female teachers of both colleges. In this paper brief literature review regarding causes and effects of teacher's job stress is provided. Data have been collected from 100 teachers from government aided and self financed B.Ed colleges of Kolkata and north 24 parganas. From the study it was concluded that self financed B.Ed college teachers have more stress than government aided B.Ed colleges.*

**Key word:** *Job Stress, Teacher Educator, Work place Environment, Job satisfaction.*

## Introduction

Today's life is full of challenges. In everyday life we come across many situations. The work of a teacher is a physically and mentally challenging. A teacher needs to use a lot of energy to do his duties in the classroom coupled with his personal and family commitments. This trend which is a routine for a teacher forwards a lot of stress to a teacher. More than ever before work is not seen as the root of satisfaction and fulfilment, but rather a source of stress, discontentment and humiliation. This increase negative orientation to his work and with this negative aspects his personal and professional life become affected. There are both good and bad effect of job stress. At low level of stress, the employee will be alert to give a good performance. Now day's stress issues are discussed everywhere and also became a topic to study on. It is because of the dramatic changes that have taken place in society over the last decade or two that work and life stress have become more immediate focal points of interest. Stress is a term in psychology and biology, first introduced in the biological context in the 1930's, which has in more popular parlance. It refers to the consequences of the failure of an organism human or animal to respond appropriately to emotional or physical threats whether actual or imagined. Generally it is included of alarm and adrenaline production, short term resistance as a coping mechanism and depression as well as irritability, muscles tension, inability to concentration and a variety of psychological reaction such as headache and elevated heart rate. Organizational causes are like work load, working time, distance from home, job security, salary. Personality related like age, sex, emotion control power, decision making capacity, depression. Family related like family demands, flexibility of work, responsibility, support, healthy relations. Job 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 teacher educators is result of failure of school to meet the social needs and jobs demands of the teacher educators. The teacher must be aware of his clear role to build up the nation. Teachers are over burdened with regular teaching load. Occupational satisfaction is a necessary condition for a healthy growth of teacher's personality. A teacher educator at present has a vulnerable position. College teachers protest that they are not paid enough. The importance of pay or a factor in occupational has been greatly over emphasizes. Teacher educators are those who teach the particular job skill (teaching) needed for any particular job (teaching). Teacher educators train would be teachers or in service teachers. To be a teacher educator of any B.Ed college one should have masters in any subject, B.Ed, M.Ed or M.A in education.

Teacher educator must be a super effective multi- tasker with eyes both in the back and front. A teacher educator must be a facilitator that is the trainer should help learning to take place. This can happen if the trainer can create an atmosphere and environment the learning process to take place. If a teacher educator himself suffer from low confidence, dissatisfaction, isolated, anxious, stressed, fear, unmotivated, less interested in his profession, how he will able to maintain these duties of this job. They are not just a teacher but also a teacher educators, who teaches a would be teacher of an already teacher person, so it will be more difficult if his mental health is not go well if he become stresses in his work place. A teacher is the pillar of any society, future maker of the nation. The main duties of him to motivate, moralized his trainees. Inspire, motivate, enthusiasm, value, morality, sympathy, social, cultural, spontaneous, these are the words goes with a teacher educator, but the educator himself suffers from stress, he never can perform or justify with these words. So, we really need to think about it on the basis of the 21<sup>st</sup> century, in this socio economic scenario. There are also some issues regarding government aided B.Ed colleges and private B.Ed colleges. Sometimes those issues created stress and dissatisfactions so I decided to work with this topic to know the difference between job stress among government aided and private B.Ed college teachers. Occupational stress is treated as a state of tension which occurs when a person senses a disagreement between the working environment challenges and their possibilities of coping. Job stress is happened due to working conditions, workload, long hours, status, economic factors, bullying, narcissism and psychopathy, work place conflict, sexual harassment e.t.c. Mr. A. Sukumar and Dr. M. Kanagarathinam(2016), supported this matter, they studied Occupational stress among college teachers in self financing college in Coimbatore district to find out opinion about handling students and to find out the creators of stress, and to find out techniques applied by the teachers to managing stress. Fox and Stallworth(2010) also studied the factors that responses to violence, bullying and other stressors among teachers in the US. Grounded in Stressor Emotion Control / Support (SEC/S) theory. From the research work of fimián and santoro in 1983 we came to know that there are six strongest sings of job stress: no space for private life, decrease social life and professional performance, abnormal sleeping, unfriendly gesture, most of the days they get sick influenced by the

stress related causes only. Kaur, Kaur, Kaur (2009) conducted a study on the Psychosocial Problems of Women Teachers due to Institution (school / college), area (rural/ urban), and age (below 35 years) in the state of Panjab. There is a strong relationship between job stress and job satisfaction. Those people are satisfied with their daily duties they are happier and stress free than a dissatisfied person. Sarbjit Kaur and Dinesh Kumar(2008) in their study a comparative study Of government and non government college teacher in relation to job stress and job satisfaction proved that the government college teachers are less stressed and more satisfied than non government teachers. Rajubhai M. Rana(Assistant professor of Government arts & commerce college, Gujrat), also supported this concept and they also studied job stress of government and private employees. According to his study the private employees are more job stress than the government employees, but there was no significant difference found between the experiences of employees. Parveen Ganapa and A. Sreedevi(2015), also studied on work related stress among government and private school teachers of Kurnool town. According to their study there is a significant difference between private and government teachers in relation to personality and system factor but no significant difference is seen in interpersonal factors, and also private teachers are more stressful. When educators discover new teaching strategies through professional development, they are able to back to classroom and make changes to their personality and it is effective to enhance their professional career and if they increase the qualification and experience they surely make a change of their occupational status. According to Rubel, Usher and Mcgrew (2011) Teacher self efficiency refers to the beliefs teachers hold regarding their capability to bring about desired instructional outcomes and may be helpful for understanding and addressing critical. Jennings and Greenberg (2008), also proposed a model of the pro social classroom that highlights the importance of teacher's social and emotional competence and well being in the development and maintenance of supportive teacher student relationships. According to Ansari and Singh (1991) ,there is a correlation exist between stress and qualification of teachers in different positions. There is a strong connection between workplace stress and workplace environment, sometimes people cannot cope with the demands of their work environment .In these conditions some are perform well, some are not. Jayashree nayak (2008), also researched on the level of job stress due to the age of teachers. It showed that there is a direct relation with the capacity to re learn, prospect cleverness and working proficiency and efficiency.The outsider stress of the workplace also effect on a person. In the same content European foundation for the improvement of living and working conditions (2007), carried out the study on work related stress, they said that if the knowledge, skills, or abilities do not match with the demands of workplace, any person may affected by stress. It may be quantitative or may be cognitive or emotional. There is a significant correlation between job stress and insecurity of promotion, ambiguity of supervisor's evaluation, too much work load and some others. Different occupation has different type of stress. In our world nothing is without stress and pressure. Our efficiency and experience make the situation easy. Johanson et.al (2005), have carried out the study on this context that the experience of work or type of work and work stress. From his point of view we get the idea there are three types of variables like: psychological well-being, health, job satisfaction and these are compared with 26 different occupations are like , Ambulance workers, Teachers, Social workers, Customer service, Doctors, Prison supervisor, Fire brigade and Police. The study showed that which occupation contains high emotional labour, also brings high level of job stress. Indian researcher Upadhyay and Singh in 1999 evaluated the level of job stress and examined 20 executives and 20 college teachers. From that study the conclusion was that the level of stress of teachers is higher than executives on inbuilt hardship and status factor. In present time teachers are very much needed a course on stress management and emotion control. Gardner, Sallie has undergone a study on this context among prospective teachers on student- teacher distress, impact on the individuals who are to become teachers, the professors and the education system. From the examination, review is that the future teachers do not have the knowledge of contemporary stress management approaches, so they become stressed about their present educational life and future professional life also, they need a holistic approach to understand contemporary strategies available, needs to provide stress management programmes also. Sometimes there are some specific problems with the female workers in our society due to their some extra responsibilities. An Indian researcher Ravinder Kaur, has undergone a study on this context that the psycho-social problems of women teachers working in school and colleges of Punjab. From this paper we got the conclusion that women teacher's face problems due to institutional, administrators, co-workers, local bodies, from their own family also. Policy makers and administrators should help to create a perfect work environment, facilities for women workers, that they may experience higher level of job satisfaction and also can enrich their family. The changing world and its effects on job stress. Everywhere is a competition to be globalized, with these socio-economic change individual needs to change his abilities and enriched by the new ones. This are brings a stress among teachers, they are affected by the rapid changes, cannot cope.

Teaching profession is generally considered as a Nobel profession with lot of expectations from society. These expectations may also contribute as a source of stress. If a teacher himself is suffering from the stress, he cannot eliminate the problems of the students. This study is important because the result of the study would help to interpret and understand the level of the stress of Government and Self financed B.Ed college teachers'.

### Objectives

1. To assess the job stress level of teachers of government aided B.Ed colleges.
2. To assess the job stress level of teachers of self finance B.Ed colleges.
3. To compare the job stress level of teachers between government and self- finance B.Ed colleges.
4. To compare job stress level between male teachers of govt. and self- finance B.Ed colleges.
5. To compare the job stress level between female teachers of govt. And self- finance B.Ed colleges.
6. To compare the job stress level of male and female teachers' of government aided B.Ed colleges.

### Hypotheses

1. There is no significant difference in job stress level between government aided B.Ed college teachers and self financed B.Ed college teachers.
2. There is no significant difference in job stress level between male and female teachers of government aided B.Ed colleges.

3. There is no significant difference in job stress level between male and female teachers of self financed B.Ed colleges.
4. There is no significant difference in job stress level among male teachers of government aided and self financed B.Ed colleges.
5. There is no significant difference in job stress level among female teachers of government aided and self financed B.Ed colleges.

### Delimitation

The present study was delimited on the following aspects:

1. The study was delimited to North 24 parganas and Kolkata.
2. The sample of the study consists of 100 Teacher Educators of Government aided and Self financed B.Ed colleges.

### Methodology

Survey: It is a brief interview or discussion with an individual about a specific topic. Interviewing people face to face or handing out questionnaires to fill out.

**Table 1-sample distribution**

VARIABLES	GENDER	NO.OF SAMPLE
GOVT. AIDED COLLEGE	MALE	25
	FEMALE	25
SELF FINANCED COLLEGE	MALE	25
	FEMALE	25
TOTAL		100

Variable: Major variable – Job stress

Categorical variable – Types of colleges (Govt. aided and Self financed).

Gender (Male and Female).

### Analysis of the data and results

Statistical Treatment:

Keeping in the different objectives of the study, the obtained data were analyzed.

#### Analysis and interpretation:

Analysis of Ho1 – There is no significant difference in job stress level between Government aided and self financed B.Ed college teachers.

**Table-2 Testing of Null Hypothesis Ho1**

LEVEL OF JOB STRESS	TYPE OF COLLEGES	NO	MEAN	S.D	df	t value	P value
	Govt. aided	50	101.54	7.037	95	-3.263*	0.002
	Self financed	50	106.6	8.410			

The mean and S.D of job stress level of government aided colleges are 101.54 and 7.037 and that of self financed B.Ed colleges teachers are 106.6 and 8.410 respectively, whether determine the difference in mean score is statistically significant or not further t- test was done, table no 2 shows that the p value is 0.002 ( $p < 0.05$ ). Hence, t is not significant. Therefore, HO1 is rejected. So it can be concluded that there is a significant difference in job stress level between Government aided and self financed B.Ed college teachers.

**Analysis of Ho2 – There is no significant difference in job stress level between Male and Female teachers of Government aided and self financed B.Ed college teachers.**

**Table-3 Testing of Null Hypothesis Ho2**

LEVEL OF JOB STRESS	gender of govt. aided college teachers	NO	MEAN	S.D	df	t value	P value
	Male	25	101.32	8.194	43	-0.219	0.828
	female	25	101.76	5.819			

The mean and S.D of job stress level of Male teachers are 101.32 and 8.194 and that of Female teachers are 101.76 and 5.819 respectively, whether determine the difference in mean score is statistically significant or not further t- test was done, table no 3 shows that the p value is 0.828 ( $p > 0.05$ ). Hence t is significant. Therefore HO2 is accepted. So it can be concluded that there is no significant difference in job stress level of male and female teachers of government aided colleges.

**Analysis of Ho3 – There is no significant difference in job stress level between Male and Female teachers of self financed B.Ed colleges.**

**Table – 4 Testing of Null Hypothesis Ho3**

LEVEL OF JOB STRESS	gender of self financed college teachers	NO	MEAN	S.D	df	t value	P value
	Male	25	105.8	9.119	47	-0.669	0.507
	female	25	107.4	7.741			

The mean and S.D of job stress level of Male teachers are 105.8 and 9.119 and that of Female teachers are 107.4 and 7.741 respectively, whether determine the difference in mean score is statistically significant or not further t- test was done, table no 4 shows that the p value is 0.507( $p>0.05$ ). Hence t is significant. Therefore HO3 is accepted. So it can be concluded that there is no significant difference in job stress level of male and female teachers of self financed colleges.

**Analysis of Ho4 – There is no significant difference in job stress level among Male teachers of government aided and self financed B.Ed colleges.**

**Table- 5 t-test: Testing of Null Hypothesis Ho4**

LEVEL OF JOB STRESS	Gender	NO	MEAN	S.D	df	t value	P value
	Govt. Male	25	101.32	8.194	47	-1.827	0.074
	Self finance Male	25	105.8	9.119			

The mean and S.D of job stress level of Male teachers of government aided colleges are 101.32 and 8.194 and that of Male teachers of self financed colleges are 105.8 and 9.119 respectively, whether determine the difference in mean score is statistically significant or not further t- test was done, table no 5 shows that the p value is 0.074 ( $p>0.05$ ). Hence t is significant. Therefore HO4 is accepted. So it can be concluded that there is no significant difference in job stress level among Male teachers of government aided and self financed colleges.

**Analysis of Ho5 – There is no significant difference in job stress level among Female teachers of government aided and self financed B.Ed colleges.**

**Table – 6 Testing of Null Hypothesis Ho5**

LEVEL OF JOB STRESS	Gender	NO	MEAN	S.D	df	t value	P value
	Govt. aided Female	25	101.76	5.891	45	-2.912	0.006
	Self finance Female	25	107.4	7.741			

The mean and S.D of job stress level of Female teachers of government aided colleges are 101.76 and 5.891 and that of Female teachers of self financed colleges are 107.4 and 7.741 respectively, whether determine the difference in mean score is statistically significant or not further t- test was done, table no 6 shows that the p value is 0.006 ( $p<0.05$ ). Hence t is not significant. Therefore HO5 is rejected. So it can be concluded that there is a significant difference in job stress level among Female teachers of government aided and self financed colleges.

#### MAJOR FINDINGS OF THE STUDY

1. From the study it is clear that self financed B.Ed college teachers have more job stress than government aided B.Ed college teachers.
2. Job stress among Male and Female teachers of government aided colleges is more, or less same.
3. Job stress among Male and Female teachers of self financed B.Ed colleges is more, or less same.
4. From the study it was clear that there is overall same situation of Male teachers of government aided and self financed B.Ed colleges but self financed college Male teachers are little more stressful than government aided college.
5. From the study it was clear that self financed college Female teachers are more stressful than Female teachers of government aided B.Ed colleges.

#### CONCLUSION

This study reveals that job related stress prevails in alarming stage among self financed B.Ed college teachers. Over responsibilities, low security, low income, not desirable socio economic status, competition, area of residence or work place, authority pressure, interpersonal relationships are the important stress factors of teachers. So in this situation teachers need to take help of stress management processes. Primarily sharing of feelings and emotions contribute to relieve stress also provide them to enjoy from their professional and personal life. Being able to share feelings with co workers and family gives different perspective about the proper way to tackle a problem besides having a sense of companionship leads to comfortable workplace.

To some up, many teachers struggle with stress but if they can follow several personal awareness in coping skills like, time management, assertiveness, ways to higher up self confidence they definitely can cope with job related stress.

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