

A study on occupational stress of secondary school teachers

¹V. Annapurna, ²Dr. P K Naik

¹Research Scholar, ²Professor

¹Department of Education,

¹Dr. C V Raman University, Bilaspur, India

Abstract: Stress is the major cause of health disorders. Work place is the biggest source of stress in our day to day life activities. Hence the present study is related to occupational stress of secondary school teachers in the context of job location, gender, age, work hours, experience and category of school the teachers working. We conducted a detailed descriptive study on the secondary school teachers, Raipur in Chattisgarh. The descriptive Survey method is used to conduct this study. 400 hundred secondary school teachers of secondary schools of Raipur were taken into consideration on the basis random sampling techniques.

Occupational Stress Index (OSI) Hindi/English by Dr. A.K. Srivastava and A.P. Singh was used. The findings reveal that (i) Significant difference is found between urban and rural secondary school teachers on occupational stress.2) No Significant difference found between Male and Female secondary school. It shows that male and female teachers almost have same level of occupational stress. 5) Significant difference is found between Govt. & Pvt.Secondary teachers. It is found that the private school teachers have more occupational stress

IndexTerms - Occupational stress, secondary school teachers, gender, experience and type of school.

I. INTRODUCTION

The success in Secondary School Education is a process of interaction with the young students, and with other teachersth in the social environment. These three components are somewhere equally responsible for the success and failure of the total educational programme. Educationists have agreed that the betterment of an educational programme is mostly depend on the quality of learning process. The success of the learner mainly depends on the ability of the teacher as well students also. Teachers are the most powerful weapons of every invention. The whole educational system is important role for transmission and spreading the knowledge and intellectual power. Naturally they are the heart and soul of educational system. Teachers play the vital role in this transmission. Teachers are the real originator of a nation builder. Therefore, teacher's performance is crucial factor in the field of education. it is rightly said, "if a doctor commits a mistake, it is buried, if an engineer commits a mistake, it is cemented, if a lawyer commits a mistake it is filed; but when a teacher commits a mistake, it is reflected by the nation." (, 2013 george). According to Dr. Radhakrishnan (1949) "the teacher's place in the society is of vital importance. he acts as the pivot for the transmission of intellectual traditions and technical skills from generation and helps to keep the lamp of civilization burning." Mathur (2002) rightly said that "no system of education, no syllabus, no text books can rise above the level of its teachers. if a country wants to have quality education it must have quality teachers". if the teachers cannot adjust and not satisfy with their job properly, whole education system will suffer with numerous problems. Teachers have to play multiple roles i.e. an administrator, role models, friends, philosopher and counselor for the students which in turn increases stress in teachers. so, we can say that today's teachers perceive lot of stress in their occupation. Occupation is one of the important parts of our daily lives which cause a great deal of stress. occupational stress. it is the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his/her work as a teacher (kyriacou, 1987).

II. SIGNIFICANCE OF STUDY

Stress at work is an important area of investigation for the reasons being; most people spend a much amount of time at work, because work is important to fulfill basic needs of a human being and after that his aspirations and expectations. If educational systems fail to identify factors that contribute to teacher stress, the common masses would be unwilling towards teaching as a profession. The saddest fact is that stress is usually considered as a personal problem, for which those who are suffering have to find out their own remedies . Thus, it is deemed important for studies be conducted on this matter in order to enrich information and to produce a statistical evidence for the consideration of the persons that are concerned with the educational Systems.

III. PROBLEM STATEMENT

An investigation into the relationship among teacher's occupational stress, in relation to their location, gender, age, experience and types of school.

IV. OBJECTIVES OF THE STUDY

1. To study the mean difference of occupational stress between urban and rural secondary school teachers.
2. To study the mean difference of occupational stress between male and female secondary school teachers.
3. To study the mean difference of occupational stress of secondary school teachers having age below 30 years and above 30 years of age.
4. To study the mean difference of occupational stress of secondary school teachers with experience of below 5 years and above 5 years of experience.
5. To study the mean difference of occupational stress between govt. and private secondary school teachers.

4.1 Hypothesis of the study

The Following Hypotheses Were Established:

- Ho1: There is No Significant Mean Difference Of Occupational Stress Between Urban And Rural Secondary School Teachers
- Ho2: There is No Significant Mean Difference Of Occupational Stress Between Between Male And Female Secondary School Teachers
- Ho3: There is No Significant Mean Difference Of Occupational Stress Between Below 30 Years Age And Above 30 Years Age Of Secondary School Teachers.
- Ho4: There is No Significant Mean Difference of Occupational Stress between below Five Years Experiences and above Five Years Experiences of Secondary School Teachers.
- Ho5: There is No Significant Mean Difference of Occupational Stress between Private and Government Secondary School Teachers.

4.2 Teacher's occupational stress evaluation

Teacher stress has been viewed as an interactive process which occurs between teachers and their wholesome teaching environment which leads to excessive demands being placed on them and resulting in some physiological and psychological disorder. In our research, two terms namely population and sample are involved to each other so we define the population as total collection of elements and sample as a part of such population that is selected according to some rules and statistics. The evaluation process considers the demographic parameters, gender, age, experience of the teacher and category of the school whether it's a private or govt school to evaluate the occupational stress of the teacher. The sample was selected keeping in view the needs and objectives of the study. It should be mentioned that these teachers' have been chosen from different govt. and private secondary school of Raipur. random sampling techniques. SAMPLE Are values of qualitative or quantitative variables, belonging to a set of items. Data are the fundamental base in any statistical investigation and they may be collected either through 'Census' or 'Sampling' method. The statistical techniques mean, standard deviation and 't'-test applied to calculate the results of this study.

Table II: Mean, Standard Deviation, t-test value and Significance Level of the data scored of Occupational stress in relation to urban & Rural secondary school teachers.

Variable	Demographic Variable	N	Mean	S.D	S_{ED}	T	d.f	S.L	Result
Occupational Stress	Rural area teachers	80	131	21.95	3.698	4	158	0.05=1.98	HO1: Rejected
	Urban area teachers	80	146	24.75				0.01=2.34	

HO1: "There is No Significant Mean Difference of Occupational Stress between Urban and Rural Secondary School Teachers" is rejected. is rejected as the t-value is more than its significant level value at.05 and .010 level. We can conclude as the mean score value of rural areas teacher is less than urban areas teacher i.e 131<146 so we can conclude that rural areas teachers have less occupational stress compare to urban areas teachers.

Table II: Mean, Standard Deviation, t-test value and Significance Level of the data scored of Occupational stress in relation to male Female teachers of secondary school.

Variable	Demographic Variable	Sample size	Mean	S.D	S_{ED}	t	d.f	S.L	Result
Occupational Stress	Male teachers	80	141	21.94	3.472	1.152	1.58	0.05=1.98	HO2: Accepted
	Female teachers	80	145	2.63				0.01=2.34	

HO2: There is No Significant Mean Difference of Occupational Stress between Male and Female Secondary School Teachers is accepted as we can see in the graph also the value of t at both the level is not significant. means t-value is less than significant value. The t-value (1.152)at significance level of 0.05 and 0.01 level is not significant. It means there is no significant difference in occupational stress between male and female secondary school teachers, thus the hypothesis is 'accepted'.

Table III: Mean, Standard Deviation, t-test value and Significance Level of the data scored of Occupational stress between below 30 years of age and above 30 years age of secondary school teachers.

Variable	Demographic Variable	N	Mean	S.D	S_{ED}	t	d.f	S.L	Result
Occupational Stress	Below 30 yrs. age	40	141	23	4.652	4	78	0.05= 1.98	Rejected
	Above 30yrs age	40	135	18.34				0.01= 2.34	

HO3: There is No Significant Mean Difference of Occupational Stress between below 30 years of age and above 30 years age of secondary school teachers is 'rejected' as the t-value is found more than its significant values at both the levels Mean value of below 30yrs age of teachers is found more than the mean value of above 30years of age teachers i.e(141>135). So the hypothesis is being 'rejected'. Below 30years age of teachers found to be more stressed.

Table IV: Mean, Standard Deviation, t-test value and Significance Level of the data scored of Occupational stress between below Five Years Experiences and above Five years experiences of secondary school teachers

Variable	Demographic Variable	N	Mean	S.D	S_{ED}	t	d.f	S.L	Result
Occupational Stress	Below 5 yrs. experience	40	138.4	22.34	5.49	0.36	78	0.05= 1.98	Rejected
	Above 5 yrs. experience	40	140.13	26.60				0.01= 2.34	

HO4 : There is No Significant Mean Difference of Occupational Stress between below Five Years Experiences and above Five years experiences of secondary school teachers is being 'accepted' at both significant levels because the t-value (.36) is not found significant it is very far away from it significance level at .05 and at .01 level. Table IV reveals that t-value (.36) for the mean scores of occupational stress between below Five Years Experiences and above Five years of experience. Thus, the hypothesis is 'accepted'. In Both the experience level the stress found to be the same.

.Variable	Demographic Variable	N	Mean	S.D	S_{ED}	t	d.f	S.L	Result
Occupational Stress	Govt.teachers	80	130	22.36	3.73	4.29	158	0.05= 1.98	Rejected
	Private teachers	80	146	24.75				0.01= 2.34	

HO5 : The hypothesis there isno Significant Mean Difference of Occupational Stress between Private and Government Secondary School Teachers is being 'rejected'. The table 5 shows that t-value (4.29) for the mean scores of occupational stress between government and private secondary school teachers is more than its Significant level at .05 and 0.01 level of significance. The private teachers have more stress than the govt. teachers. The mean score (146>130) reveals this . Thus there is significant difference exist between Govt and private school teachers. So the hypothesis is being 'rejected'

4.3 Findings:

1. Significant difference is found between urban and rural secondary school teachers on occupational stress .Urban teachers have got to be more stressed may be due to more students pressure or management pressures on the teachers.
2. No Significant difference found between Male and Female secondary school.It shows that male and female teachers almost have same level of occupational stress. It shows there is no gender discrimination found in occupation.
3. Significant difference was found between below 30yrs.age and above 30 yrs. Age of teachers . It may be due to the age factors . may be small is not be able to handle all the work situation and get more and prompt stress or may be lack of concentration regarding their occupation be reason of more stress level.
4. Significant difference was found in the experience levels those having more than 5 yrs. Of experience having less stress may be due to they are use to the work and the system and may be due to the practices of work they can perform work smoothly, those having less years experience having more stress may be due to the less knowledge of work and less practices of work
5. Significant difference is found between Govt.& Pvt. Secondary teachers. It is found that the private school teachers have more occupational stress because now days in private school apart from academic givng their student many more activities in the school and all these ultimately done by the teachers only .Thus all these extra work pressure also be part a of teachers duty

4.4 Conclusion

From the aforesaid study and analysis, we can see that in some factors there is a occupational stress and in some factors it is not due to one or more reasons. Occupational stress plays a vital role in every human being. In relation to the profession teaching, where a teacher is viewed as dispensers of knowledge; teachers are increasingly perceived as facilitators or managers of knowledge. They work in a constant socially isolated environments surrounded by hostile views and sometimes threat of physical abuse, and at the same time under a constant fear and threat of accountability for each and every action of both own self and that of the pupil. It is the responsivity of institutions and policy makers to look at these problems and frame smooth policies for the teacher's occupations for their betterment and a healthy life so that the stress doesn't hampers to teachers as well as students life as the students are directly connected to the teachers.



V. Acknowledgement

Mrs Annapurna V, Presently doing her M.Phil in Education in the dept of Education at Dr C.V Raman University, Bilaspur , Chhattisgarh, India. She completed her M.Ed and has more than 15 years of teaching experience as a PGT. Her research interests include stress management , occupational stress in higher secondary school children and teachers. Author is very much thankful to Dr. P K Naik , Pro VC , Dr C V Raman University for his valuable guidance. She also thankful to Dr C V Raman University management for their support to carry out her research work.

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