



Comparative Study of Stress of Teachers Teaching in Government and Non-Government Higher Secondary Schools

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Abstract

The aim of the present study was to conduct a comparative study of the stress of teachers teaching in government and non-government higher secondary schools of Durg district. For this study, teachers teaching in both government and non-government higher secondary schools of Durg district have been included. For sampling, it was kept in mind that the sample should represent the entire population. Stratified Random Sampling Technique was used for selection of the sample. 400 teachers, 200 teaching in government Schools and 200 teaching in non-government Schools were selected as sample for the present study. To measure stress, the Teacher Stress Questionnaire (revised version 2004) developed by Ransingh and Mohite was used. 't' test was used for statistical analysis. The result of the study indicated that the level of stress of teachers teaching in government higher secondary schools was significantly higher than the level of stress of teachers teaching in non-government higher secondary schools.

Keywords – Stress, Teachers Teaching, Higher Secondary Schools.

Introduction

The state of stress is the lack of harmony between a person's mental state and his surrounding environment. That is when such a problem or situation arises in front of a person and he feels that this problem or situation is beyond his control that is his ability to cope with this situation is decreasing. If a person finds himself weak and incapable he becomes stressed hence stress is not a mental disease but the root cause of mental diseases. Thus it can be said that the challenges that a person's body and

mind face from time to time which he considers himself helpless and incapable of facing, give rise to stress. In these situations our efficiency gets affected and our physical and mental development journey gets disrupted. Teachers work longer hours than many other positions, often leading to fatigue and stress. Some of the many contributing factors are lack of resources, work-life balance and political issues. Teachers are losing what little time they have for planning due to sub-crunch, which is causing them a lot of trouble. Students are returning to school with new behavioral challenges and teachers do not have the resources to support them. Concerns about personal safety have increased as these behavioral issues turn violent. Feeling that your personal safety is at risk is a major contributor to feeling stressed on a daily basis. Teachers also lack professional autonomy. For example, in many schools, teachers face random assessments and walk-throughs on a regular basis. Knowing that you could be evaluated at any moment can cause stress, especially in an environment where even something as small as sitting down can lead to a negative evaluation.

Variable

- 1 Stress (Dependent variable)
- 2 Schools (Independent variable)

Stress

Stress can be defined as a state of worry or mental tension caused by a difficult situation. Stress is a natural human response that motivates us to deal with challenges and threats in our lives. Every person experiences stress to some degree. However, the way we react to stress makes a big difference to our overall well-being.

School

School is an educational institution designed to provide learning spaces and learning environment to teach students under the direction of teachers. In these systems, students progress through a series of schools. Non-government schools also called private schools may be needed when the government does not supply sufficient or specific educational needs.

Objective of The Study

To study the difference in the mean stress levels of teachers teaching in government and non-government higher secondary schools.

Hypothesis

There will be no significant difference in the mean stress levels of teachers teaching in government and non-government higher secondary schools.

Methodology

Population

The population of the presented research includes all those teachers, male and female, who are teaching in various higher secondary schools located in the periphery of Chhattisgarh state.

Sample

The sample for the present research was selected from various higher secondary schools located in Durg district by random sampling method at the school level. The researcher first contacted the principals of various higher schools selected in sample and after introducing them to his research, obtained permission from them to collect the data of the teachers teaching in their schools. Thereafter the researcher met the teachers personally considering them as the objective of his research and requested their cooperation. After that the researcher collected the data for the stress variable.

Statistical Technique

To analyze the collected data related to the objective 't'- test statistical technique was used.

Analyses of data and Interpretation of Results

The objective of the presented research was to do a comparative study of the stress of teachers teaching in government and non-government higher secondary schools. The data related to this purpose was analyzed using 't'-test. The results of this analysis are presented in the table.

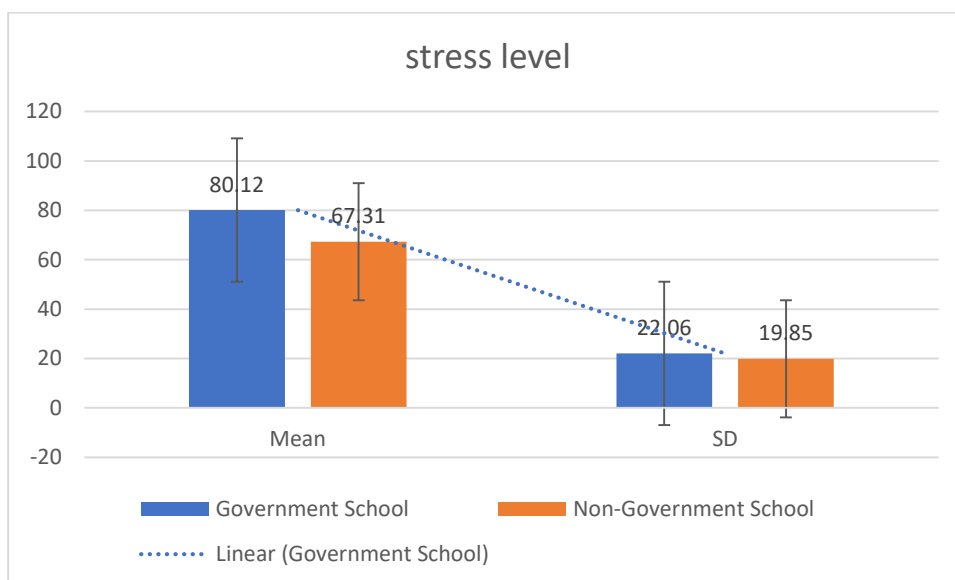
Table 1**Mean, S.D., S.E., df and 't'-Value for Stress**

Types of Schools	N	M	S.D	S.E.	df	't'-Value	Significance
Government School	200	80.125	22.06567	1.56028	398	6.106	0.00
Non-Government School	200	67.3100	19.85029	1.40363			
Total	400						

Result and Discussion

It is clear from the table that the 't'-value of stress of teachers teaching in government and non-government higher secondary schools was found to be 6.10 which is significant at 0.01 level. The meaning of this analysis is that there is a significant difference between the mean values of stress of teachers teaching in government higher secondary schools and the mean values of stress of teachers teaching in non-government higher secondary schools, hence the null hypothesis that 'There is a significant difference between the stress of teachers teaching in government higher secondary schools and the mean stress of teachers teaching in non-government higher secondary schools. The statement 'There will be no significant difference in the mean stress levels of teachers teaching in government and non-government higher secondary schools' is rejected. In other words a significant difference has been found between the mean stress levels of teachers teaching in government higher secondary schools and the stress levels of teachers teaching in non-government higher secondary schools. The mean stress of teachers teaching in government higher secondary schools is 80.12 whereas the mean stress of teachers teaching in non-

government higher secondary schools is 67.31 There is a significant difference between the two mean values.



On the basis of this analysis, it was concluded that the level of stress of teachers teaching in government higher secondary schools is significantly higher than the level of stress of teachers teaching in non-government higher secondary schools.

Conclusion

It is clear from the provided analysis that the average value of stress of teachers teaching in government schools was 80.12 and the average value of stress of teachers teaching in non-government schools was 67.31, that is, the stress level of teachers teaching in government higher secondary schools was less than the stress level of teachers teaching in non-government higher secondary schools. exceeds the level, it may have the following reasons -

- Teachers teaching in government schools have the burden of non-teaching work apart from teaching.
- In most of the government schools, there is a decrease in the number of teachers compared to the number of children.
- There is pressure to produce better results with fewer resources.
- Constant pressure of implementing new government schemes and following government orders.
- Reporting overload is also a major cause of stress.
- There is always a fear of action if information is not given within the stipulated time, which is the main cause of stress.

Implications and Suggestions of the Study

- Teachers teaching in government schools have the burden of non-teaching work apart from teaching. Which should be reduced.
- In most of the government schools, there is a decrease in the number of teachers compared to the number of children. The student-teacher ratio should be corrected.
- There is pressure to produce better results with fewer resources. Appropriate resources should be provided in the school by the government.
- The pressure of implementing new government schemes and following government orders should be reduced.
- Overload of reporting should be reduced.
- There is always a fear of action if information is not given within the stipulated time, which is the main cause of stress. This can be reduced by creating a good working environment.
- Teachers should be given professional training from time to time so that they can do their work efficiently.
- Teachers should adopt the policy of proper management of their emotional maturity so that the teaching work can be conducted smoothly even in stressful situations.
- Teachers should adopt modern ideology as per the times so that their teaching effectiveness can improve.
- Teachers should increase their own educational efficiency by using the currently prevalent teaching learning material.
- Teachers should try to avoid stress and adopt a policy of rest after work.
- Teachers should avoid negative emotions like anger, jealousy and helplessness, so that the classroom environment does not deteriorate and teacher effectiveness is not adversely affected.
- Teachers should be given priority to do only teaching work and should be kept free from non-teaching work.
- There should not be pressure on them to complete the syllabus because there are students of every level in the class.

- A similar curriculum should be envisioned in the entire country so that the knowledge of teachers can be shared.
- Open forums should be organized from time to time for teachers where they can showcase their talent.

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