



A STUDY OF OCCUPATIONAL STRESS AMONG SCHOOL TEACHERS OF RUDRAPUR CITY, UTTARAKHAND

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Abstract:

Introduction: "Occupational Stress" is an unavoidable phenomenon in human life in today's world of rapid industrialization and increasing urbanization. It is a psychophysical condition which affects an individual's productivity, effectiveness, personal health and quality of work. Teacher stress is a specific type of occupational stress. Teaching profession can be identified as a stressful occupation in this modern challenging world which can adversely affect the health of the teachers which in turn affects the students and the learning environment. In India, the average strength of class is about 60-70 students. This might make teachers feel stress. As they have to cater the needs of each & every child, fulfilling the learning needs of 70 students simultaneously can be a daunting task for a teacher. **Objective:** In this paper, attempts have been made to study the level of stress among male and female teachers working in government, semi-government and private schools. **Methodology:** Three government, semi-government and private schools were selected to draw the sample randomly. Approximately 10 school teachers were selected from every school using stratified random sampling, this makes a total of 90 school teachers. Data was collected through Teacher Stress Scale by Dr. Tinku De. Frequency, percentage, mean, standard deviation and t-test were done using SPSS version 20.0. **Results:** Findings revealed that the highest number of male teachers is in average stress level whereas maximum female teachers were under above average level of stress. In comparison to government school teachers; semi government and private school teachers were under more stress. Thus, it can be concluded that male and female teachers working in government, semi government and private schools lies under almost the similar level of stress. To help teachers to manage stress, authorities and policy makers should facilitate supportive and collaborative culture; should provide training for stress and time management, specific training to manage the behaviours of disruptive people; should provide leisure facilities to the faculty and should encourage involvement of faculty in decision-making.

Keywords: Stress, Occupational Stress, School Teacher Stress

I. INTRODUCTION:

Teaching profession has traditionally been regarded as low stress occupation but during the past two decades the situation is somersaulted (Olivier & Venter, 2003). Teaching is becoming a more challenging profession worldwide. Surveys conducted worldwide revealed widespread concern about the effects of stress on teachers' sense of well-being and their willingness to stay in the profession. Cotton and Hart (2003), had reported that Occupational Stress is a growing problem worldwide, which results in substantial loss both to employees and organizations. Further, Stress related with a job or occupation is called occupational stress and stress is a universal phenomenon, excess of which results in intense and distressing experience. Stress is defined as "a state of psychological and physiological imbalance resulting from between situational demand and the individual's ability and motivation to meet those needs" (Hans Seyle, 1956).

Job stress is most common psychological phenomena that are prevalent among people who are in different jobs and professions. To believe that stress may be especially prevalent among human service profession, particularly the teaching profession various researchers has worked in this area. (Kjyiacou & Sutcliffe, 1977-78; Pettegrew & Wolf, 1982; Cherniss, 1980; Cooper & Marshall, 1978). As a teaching is a human service profession, stress within the teaching profession is considerable and may have far-reaching consequences on the entire education system. Teaching is a complex process wherein teacher is expected to exhibit many skills (Griffith, Steptoe & Cropley, 1999). This makes a teacher to experiences stress in the profession.

Education is a process by which the personality of the child is developed and this is possible by the interaction between the child and his environment, and teachers are considered to be the most powerful environment for child development. Thus, the role of a teacher does not limit itself to imparting

knowledge alone, but in broadening the national outlook enhancing a sense of efficacy and competency among the future citizens, and preparing individuals for the right type of profession.

Effects of stress among school teachers: Stress among teachers impedes teacher's performance in teaching, in reality it is assumed that mild stress can even enhance performance but high level of stress can create physical (Schultz & Schultz, 2002), psychological burnout (Fisher, M. H., 2011) and behavioral problems among teachers (Mead 2000). For centuries, teaching has been characterized as a profession that is "emotionally taxing and potentially frustrating" (Lambert, O'Donnell, Kusherman, & McCarthy, 2006). The rate at which teachers leave the profession is significantly higher than the departure rate in other professions (Minarik, Thornton, & Perreault, 2003).

Reasons for stress among school teachers: Many researches have showed that the teachers have experienced stress under various circumstances, such as planning lessons, managing classroom's discipline (Chaplain, 2008; Kyriacou & Kunc, 2007), conducting and monitoring extracurricular activities (Brown, 2005), classroom demands and resources (McCarthy et al., 2009), handling difficult students and pressure of student's parents (Geving, 2007). Heavy workload, time pressure, education reforms, external school review, pursuing further education, and managing student's behaviour and learning were the most frequently reported sources of work stress (Chan, Chen & Chong, 2010). Other cited reasons for teacher stress are lack of administrative support (Blase, Blase, & Du, 2008; Lambert et al., 2006) and the excessive number of tasks that are required of new teachers who have not acquired successful task-management skills (Brown, 2005).

Past research shows that poor working conditions, poor relations with superordinates and late payment of teacher's salaries were major sources of stress among teachers (Ekundayo & Kolawole, 2013). Studies have shown that teaching is a stressful career and this can lead to teachers suffering from burnout (McCarthy, Lambert, O'Donnell, & Melendres, 2009), resulting in a national epidemic of teacher departures.

According to the most recent Teacher Follow-up Survey, 32% of teachers who changed schools cited "poor working conditions" as an important reason for their decision, and over 37% of teachers who left the profession stated they were leaving to "pursue a job outside of teaching" (Cox et al., 2007). Female teachers reported significantly higher levels of stress from workload and student misbehavior (Klassen, 2010). Pal (2011), in his study on job satisfaction and occupational stress among secondary school teachers found male teachers to be more satisfied and less stressed with their jobs as compared to their female counterparts. Rana (2014), observed that less effective teachers were having high occupational stress and female teachers were found under more occupational stress.

Private school teachers experienced high level of occupational stress as compared to government school teachers (Hasan, A., (2014). Jeyaraj (2013), indicated that aided school teachers had more occupational stress levels than government school teachers. Teachers who reported greater stress were less satisfied with teaching, they reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching (career intention), and less likely to take up a teaching career again (career commitment) (McCarthy et al., 2010).

Objectives: The main objective of this research is to investigate the level of occupational stress among school teachers of Rudrapur city, Uttarakhand. In specific, this research aims:

1. To study the level of stress among school teachers
2. To compare the stress level of male and female teachers
3. To compare the stress level of teachers working in government, semi government and private schools

Hypotheses: For this research, there were four hypotheses:

H₀ 1: There is no significant difference between the stress level of male and female teachers.

H₀ 2: There is no significant difference in the stress level of teachers working in government and semi government schools.

H₀ 3: There is no significant difference in the stress level of teachers working in government and private schools.

H₀ 4: There is no significant difference in the stress level of teachers working in private and semi government schools

II. METHODOLOGY:

This is a quantitative research and it involves descriptive and inferential analysis. The statistical analysis was done using SPSS version 20.0. Study was conducted on secondary school teachers of Rudrapur city, Uttarakhand. Three government, semi-government and private schools were selected to draw the sample randomly. Approximately 10 school teachers were selected from every school using stratified random sampling, this makes a total of 90 school teachers. Teacher Stress Scale by Dr. Tinku De was used to collect data. This scale has ten dimensions: pupil behavior and discipline; working conditions; workload; role in organization; responsibility for people and things; relationship at work; career development; organizational structure and climate; balance between home and school; and time pressures.

III. RESULT AND DISCUSSION:

Table 1 shows the stress level of male and female teachers of secondary and senior secondary schools. Maximum number of male teachers (48%) is in the category of average stress level whereas maximum female teachers (46%) are under above average stress level. A big number of male teachers (24%) are under high stress while 23% of female are under average stress.

Table 1: Frequency and Percentage of the stress level of male and female teachers

Levels of Stress	Gender of Teacher				Total
	Male N=25		Female N=65		
	F	%	F	%	N
Extremely Low Stress	0	0	1	2	1
Low Stress	1	4	4	6	5
Average Stress	12	48	15	23	27
Above Average Stress	5	20	30	46	35
High Stress	6	24	13	20	19
Extremely High Stress	1	4	2	3	3
Total	25	100	65	100	90

Table 2 illustrates the comparison among male and female teachers level of stress. The calculated value of t (-0.441) is higher than the p value (0.05), thus the null hypothesis is rejected that there is significant difference between the stress level of male and female teachers.

Table 2: Comparison among the male and female teachers level of stress

Gender of Teachers	N=90	Mean	Std. Deviation	t-value
Male	25	2.76	1.012	-0.441
Female	65	2.86	.966	

*P value: 0.05

Table 3 exemplify the stress level of teachers working in government, semi government and private school. Majority of government school teachers (50%) are under average level of stress. Thirty seven percent of semi government school teachers are under above average level of stress. Equal percent of private school teachers (37%) are under above average and high stress level. Twenty seven percent semi government school teachers are under average and high stress level respectively. Private school teachers exhibit more stress, 13% are under average stress and 10% are under extremely high stress level. From

the table it is evident that semi government and private school teachers experience more stress than government school teachers.

Table3: Frequency and Percentage of the level of stress among government, semi government and private school teachers

Levels	Institute						Total
	Government		Semi Government		Private		
Extremely Low Stress	F	%	F	%	F	%	N
	0	0	1	3	0	0	1
Low Stress	2	7	2	6	1	3	5
Average Stress	15	50	8	27	4	13	27
Above Average Stress	13	43	11	37	11	37	35
High Stress	0	0	8	27	11	37	19
Extremely High Stress	0	0	0	0	3	10	3
Total	30	100	30	100	30	100	90

Table 4 shows the comparison among the stress level of teachers working in government, semi government and private schools. It is evident from that table that the t-value of stress level of teachers working in government, semi government and private schools is greater than the significant value (0.05 level of significance). Thus, the null hypothesis is rejected that there is significant difference in the stress level of teachers working in all the type of schools: government schools, semi government schools and private schools.

Table 4: Comparison among the stress level of teachers working in government, semigovernment and private schools

Type of School	N	Mean	Std. Deviation	t-value
Government	30	2.37	.615	-1.813
Semi Government	30	2.77	1.040	
Government	30	2.37	.615	-4.789
Private	30	3.37	.964	
Semi Government	30	2.77	1.040	-2.317
Private	30	3.77	.964	

*P value: 0.05

IV. CONCLUSION:

In India, the average strength of class varies between 60-75 students. Teachers have to fulfill the learning needs of 60 students simultaneously. Planning and executing lessons, experimenting different style of teaching-learning process to cater the needs of every child and while executing lessons, teachers have to make sure that students are grasping whatever is being discussed in the class. Apart from these lessons teaching, they have other work, such as to check copies, answer sheets and to make report cards. And top of it, they are also accountable for the academic and social behaviour of students, while managing so many tasks simultaneously. These reasons might make teachers to feel stressed. From this present research, both male and female school teachers were under the above average level of stress. Findings revealed that highest number of male teachers is in average stress level whereas maximum female teachers were under above average level of stress. In comparison to government school teachers; semi government and private school teachers experienced more stress. Therefore, to prevent occupational stress following steps may be initiated at the level of school and administration:

- School authority should seek some help from counsellors to guide teachers in releasing their anger and frustration in productive manner.
- Teachers should make commitments only if they can complete them, this way they don't get stressed unnecessarily.
- Teachers should include yoga, meditation, exercises in their daily routine activities, it will help them in channelizing their pent-up energy.

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