



A STUDY OF OCCUPATIONAL STRESS IN RELATION TO SECONDARY SCHOOL TEACHER

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Abstract

The feature of teaching is absolutely impacted by the occupational stress experienced by teachers. When teachers contend with in their professional lives, their ability to fully focus on their teaching tasks in compromised. Adaptation, in this context, emerges as a crucial predictor of teachers' effectiveness within the classroom. The main objective of this study was to evaluate the levels of occupational stress among secondary school teachers. Teachers' Occupational Stress Scale (TOSS) was used for the study and it is developed by Sajid Jamal and Abdul Raheem (2012). The findings reveal that no significant difference was found between Male and Female Secondary School Teachers on Occupational Stress.

Keywords: *Occupation, Stress, Class Resource, Secondary School Teachers*

INTRODUCTION

Today the life of individuals is full of stress. Being increasing job complexities and economic pressure on the individual the occupational stress has also become an increasingly common in teaching profession. A major source of distress among teachers is the failure of the school to meet the social needs and jobs demands of the teachers. Stress has physical and emotional effects on teachers and can create positive and negative feelings. India, no doubt has been witnessing the tremendous growth of education particularly since the independence. Various commissions as well as the committees have been set up for the educational development and hundreds of institutions of research, science and technology, universities providing the specialization in respective fields as well as thousands of degree colleges have been set up for providing the higher education. It is all evident fact that the Indian parliament (both the houses)

have passed a bill that believes in providing the free and compulsory education for the children in the age group of 6-14 year. This bill has been envisaged to implement the right to education as enshrined in the Article 21A of the Constitution of India. The visionary statement reflects the importance of secondary education in our country.

REVIEW OF RELATED LITERATURE

Akhtar (2018) studied "Occupational Stress and Mental and Musculoskeletal Health" Occupational stress arises due to conditions in the workplace that adversely impact employees' physical and mental health, skills, and performance. Teachers are generally thought to suffer more general mental health issues such as anxiety, depression, somatization disorders, and burnout than individuals in other occupation. Reasons listed for the threat of mental health concerns from teachers include a heavy workload, lack of power, low pay, and pressure to perform.

Meng, (2018) Studied "A research on sources of university faculty occupational stress: a Chinese case study" Accordingly to the scientific study of mental processes occupational stress become famous in the form of feedback in opposition to irritating behavior in a job, leading to negative effects for individuals exposed to these stimuli. As a result of this, job efficiency and satisfaction saw a substantial decrement, which will ultimately increase tension and worry.

Saravanan & Muthu, (2017) studied "A Study on Occupational Stress among Teachers of Higher Secondary Schools" Stress is simply the undermined feedback of body in opposition to command imposed on it. This shows negative effect on the way of teaching and on the educational aim. In the present study, the level of occupational attempt is to study the level of occupational stress secondary school teachers. That's why it is decided to investigate the occupational stress among secondary school teachers to compare on the basis of gender.

Objectives of the study

- To compare overall level of occupational stress of male and female secondary school teachers.

DELIMITATIONS OF THE STUDY

The study was restricted only to the geographical location of Mandi. The government and private secondary school teachers only taken.

Methodology

Survey Method was used.

Tool used

Teachers' Occupational Stress Scale (TOSS) was used for the study and it is developed by Sajid Jamal and Abdul Raheem (2012).

Sample

Population selected for the present study was confined to district Mandi of Himachal Pradesh. The sample of the study was consisted of 100 teachers.

Statistical technique used

Mean, Standard Deviation and 't' ratio was employed to study the occupational stress of secondary school teachers in relation to gender.

1.1 COMPARISON OF OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL TEACHERS WITH REGARD TO GENDER

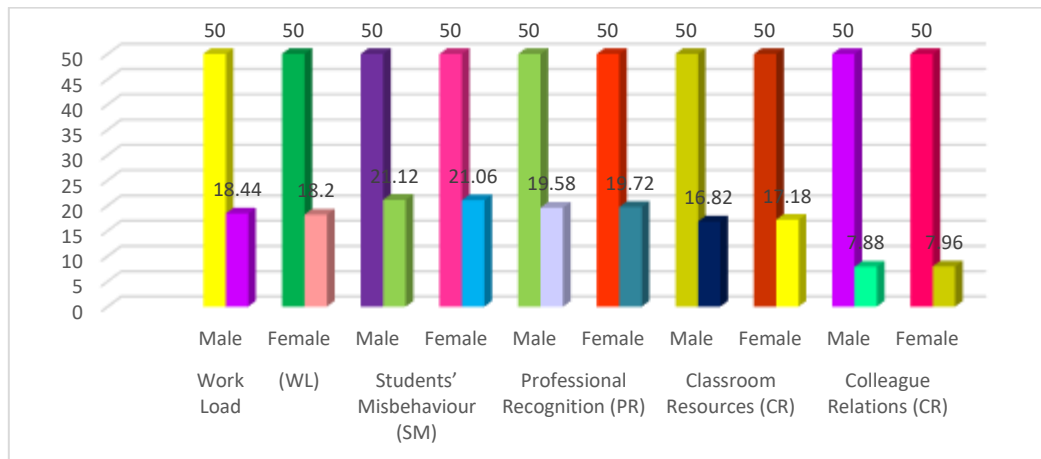
Table 1

Mean, S.D. and 't' ratio between male and female secondary school teachers computed on the basis of their dimensions of occupational stress (N =100)

Group Statistics							
Dimensions	Gender	N	Mean	Std. Deviation	Std. Error Mean	t-value	p-value (sig. value)
Work Load (WL)	Male	50	18.44	1.752	.248	.662	.51 ^{NS}
	Female	50	18.20	1.874	.265		
Students' Misbehaviour (SM)	Male	50	21.12	.824	.117	.39	.698 ^{NS}
	Female	50	21.06	.712	.101		
Professional Recognition (PR)	Male	50	19.58	1.263	.179	-.607	.545 ^{NS}
	Female	50	19.72	1.031	.146		
Classroom Resources (CR)	Male	50	16.82	1.410	.199	1.297	.198 ^{NS}
	Female	50	17.18	1.366	.193		
Colleague Relations (CR)	Male	50	7.88	1.304	.184	-.312	.756 ^{NS}
	Female	50	7.96	1.261	.178		
Overall Occupational stress	Male	50	83.56	3.052	.432	1.428	.157 ^{NS}
	Female	50	84.40	2.828	.400		

NS=Insignificant at 0.05 level of significance

The distribution of occupational stress between male and female secondary school teacher is shown in the figure 1

Figure 1**Mean difference in dimensions of occupational stress among male and female secondary school teachers**

The table above, in case of dimension work load of occupational stress, shows that the calculated p-value (0.51) is higher than significant level ($\alpha = 0.05$) and 't' value .662 with df (98) is not significant at 0.05 level. The mean values of male secondary school teachers (18.44) higher than female secondary school teachers (18.2) with regard to dimension work load of occupational stress but not differ significantly. Thus, hypothesis which is stated that "There is no significant difference between male and female teachers with regard to workload dimension on occupational stress" is accepted.

In case of dimension students' misbehavior of occupation stress, it was found that the calculated p-value (0.698) is higher than significant level ($\alpha = 0.05$) and 't' value .39 with df (98) is not significant at 0.05 level. The mean values of male secondary school teachers (21.12) higher than female secondary school teachers (21.06) with regard to dimension students' misbehavior of occupation stress but not differ significantly. Thus, hypothesis which is stated that "There is no significant difference between male and female teachers with regard to students' misbehavior dimension on occupational stress" is accepted.

In case of dimension professional recognition of occupation stress, it was found that the calculated p-value (0.545) is higher than significant level ($\alpha = 0.05$) and 't' value -.607 with df (98) is not significant at 0.05 level. The mean values of male secondary school teachers (19.58) less than female secondary school teachers (19.72) with regard to dimension professional recognition of occupation stress but not differ significantly. Thus, hypothesis which is stated that "There is no significant difference between male and female teachers with

regard to professional recognition dimension on occupational stress” is accepted.

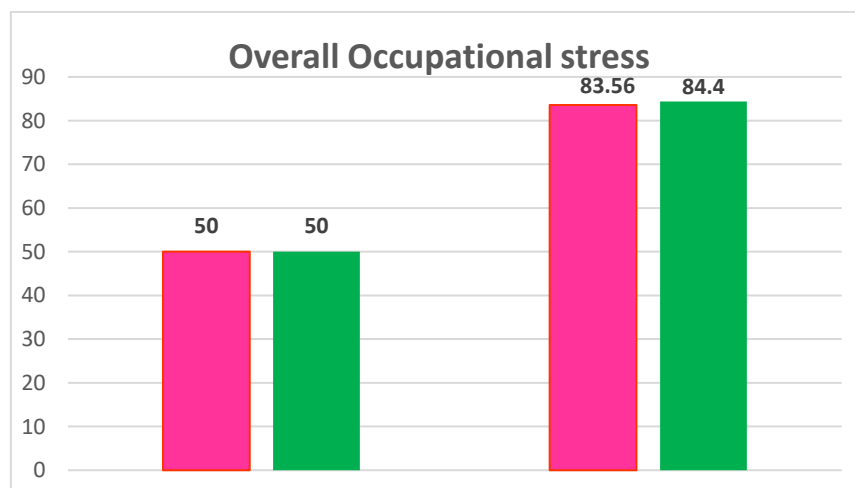
In case of dimension classroom resources of occupation stress, it was found that the calculated p-value (0.198) is higher than significant level ($\alpha = 0.05$) and ‘t’ value -1.297 with df (98) is not significant at 0.05 level. The mean values of male secondary school teachers (16.82) less than female secondary school teachers (17.18) with regard to dimension classroom resources of occupation stress but not differ significantly. Thus, hypothesis which is stated that “There is no significant difference between male and female teachers with regard to classroom resources dimension on occupational stress” is accepted.

In case of dimension colleague relations of occupation stress, it was found that the calculated p-value (0.756) is higher than significant level ($\alpha = 0.05$) and ‘t’ value -.312 with df (98) is not significant at 0.05 level. The mean values of male secondary school teachers (7.96) higher than female secondary school teachers (7.88) with regard to dimension colleague relations of occupation stress but not differ significantly. Thus, hypothesis which is stated that “There is no significant difference between male and female teachers with regard to colleague relations dimension on occupational stress” is accepted.

The distribution of overall occupational stress of secondary school teacher is shown in the figure 2

Figure 2

Mean of overall occupational stress among secondary school teachers



In case of overall occupation stress from the table 1, it was found that the calculated p-value (0.157) is higher than significant level ($\alpha = 0.05$) and ‘t’ value -1.428 with df (98) is not significant at 0.05 level. The mean values of male and secondary school teachers (83.56) less than female secondary school teachers (84.4) with regard to overall occupation stress but not differ significantly. Thus, hypothesis which is stated that “There is no significant difference

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between male and female teachers with regard to overall occupational stress” is accepted. Gender-wise analysis shows that both gender of teachers are more stressed and have no significant gender difference with regard to overall occupational stress and its dimensions. The lesser degree of job satisfaction among male teachers can be attributed to the perceptions of female teachers to shoulder the responsibilities same as males in this competitive world, along with their aspiration level, social acceptability, challenges, job responsibilities and career development. Moreover, it is a widely accepted fact that secondary schools are heading towards the work environments that are non-masculinized. The finding is contradicted by Byrne (1998) and Bhagawan (1997) who emphasized that the causes leading to burnout/stress affect male teachers more than the female teachers who have higher motivation. Whatever the underlying explanation, the results reported here in line with those of other studies that reported higher stress in female primary and secondary staff (Antoniou et al., 2006; Laughlin, 1984; McCormick & Solman, 1992b; Timms et al. 2006; Abdul Majid, 1998), and no difference between the gender in the three Burnout.

Findings of the study

Based on the findings, it was concluded that there is no significant difference between male and female teachers with regard to workload dimension, students’ misbehavior dimension, professional recognition dimensions, classroom resources dimension, colleague relations dimension on occupational stress. This indicate that both male and female have same occupational stress level on secondary school teachers.

Educational implications

The study has its implication for the organizers of educational institutions, administrations and planners of educational policies. Secondary School Teachers nations have explicitly expressed the role of effective teachers and their teaching strategies for proper growth of future generations. There is a pressing need that the work of the teachers should be objectively assessed.

Among other programs to shape out quality teachers and their teaching procedures, the first and foremost need is to identify factors that reduce stress related to work by administrating scale. If definite predictors of teaching effectiveness are known precisely, it may be possible to help school administrators in their work.

The secondary school teachers having high level of job stress possessed average level of job-satisfaction Thus; teacher job-satisfaction affects the stress level of senior secondary school teachers.

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