ANALYSIS OF OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL TEACHERS

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Abstract

Today, in the changing educational context; teachers are experiencing expanded duties and expectations in a variety in educational settings. With the continuous increase of these responsibilities of the teachers, they become over-burdened and work under stress. Occupational stress has become increasingly common in teaching profession largely because of increased occupational complexities. A general knowledge of this behaviour in higher secondary school teachers increases the understanding of them and enables them to overcome the problem of occupational stress. In the present study, an attempt has been made to measure the occupational stress of secondary school teachers. The objectives of the study were, 1) To study occupational stress of secondary school teachers based on gender variation and 2) To study the significant difference in occupational stress of secondary school teachers based on the location of the school. A sample pool of 253 secondary school teachers from various schools was randomly taken. Normative survey method was adopted. The findings were, 1) The male and female higher secondary teachers does not show significant difference in the study of occupational stress based on gender variation.2). The secondary school teachers working in rural and urban locality does not show significant difference in the study of occupational stress based on the location of the school.

Introduction

Defining stress is a very complex matter, which is the subject of different analyses and continuous debate among experts. Beyond the details of this debate, a general consensus can be reached about a definition of stress, which is centred on the idea of a perceived imbalance in the interference between an individual, the environment and other individuals. When people are faced with demands from others or demands from the physical or psycho-social environment to which they feel unable to adequately respond, a reaction of the organism is activated to cope with the situation. The nature of this response depends upon a combination of different elements, including the extent of the demand, the personal characteristics and coping sources of the person, the constraints on the person in trying to cope and the support received from others. Occupational stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match

the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury. The concept of Occupational stress is often confused with challenge, but these concepts are not the same. Challenge energizes us psychologically and physically, and it motivates us to learn new skills and master our Occupations. When a challenge is met, we feel like relaxed adolescents and satisfied.

Significance of the Study

Occupational 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 teachers is result of failure of school to meet the social needs and jobs demands of the teachers. School teachers face high amounts of stress during teaching and handling students; Classroom in developing countries remain overcrowded and teacher face intensive verbal communications, prolonged standing, high volume of work load. Teachers are also over burdened with regular teaching work and non-teaching work as election duties, duty in census; populations counting etc. the teachers are often heard of complaining about. Because of the negative outcomes associated with occupational stress, many studies have attempted to better understand the phenomenon of occupational stress as it relates to education. The need for the study of occupational stress of teacher is not universally emphasized and is the formidable problem which teachers and educationists face in our country. The whole advancement of our civilization is based on advancement of our education and qualitative improvement of it. Teachers play a vital role in the educational process and in all round development of the students. It is well accepted fact that the quality of nation depends upon the quality of the education imparted to its students which in turn depends upon the quality of teachers. To meet the increasing needs of the students and to maximize the effectiveness of curriculum teachers need to develop and update their skills and competencies continuously. Today, in the changing educational context; teachers are experiencing expanded duties and expectations in a variety in educational settings. With the continuous increase of these responsibilities of the teachers, they become over-burdened and work under stress. The strategy for development of higher secondary education would have to take these trends in determining the future mission. A general knowledge of this behavior in higher secondary school teachers increases the understanding of individuals as well as of groups became, if furnishes one with certain principles. These principles help in recognition of the symptoms of distress and indicate the kind of behavior one may expect so that steps can be taken to deliberately shape the environment to elicit expected responses. But, in the education department such individual behavior cannot be easily identified, as individual performance cannot be quantitatively measured as precisely as in teaching field. Symptoms of stress take a long time to erupt. Once it erupts, it not only affects the individual concerned but also the co-workers through strained interpersonal

relations and ultimately affects the students' education which forms the very core for the success of education department. Hence occupational stress situations and their perceived impact on higher secondary school teachers are taken up for the present study. The researcher has made an attempt to study the occupational stress among higher secondary school teachers.

Statement of the Problem

The role of the teacher in the educational process is pivotal because in the educational process, the teachers occupy the key position and the effectiveness of the educational system depends largely on teachers among which secondary school teachers play a vital role in the pedagogical aspect. Nowadays when there is a fierce competition in every walk of life, the teachers are more prone to stress because dealing with the students and ensuring their better performance for facing the emerging challenges of global world is itself a challenging job. The main purpose of this study is to analyze the occupational stress among secondary school teachers in terms of their gender and location of the school.

Operational Definitions

Occupational Stress: Occupational stress can be defined as the harmful physical and emotional response that occurs to the higher secondary school teachers, when the requirements of their job do not match with the capabilities, resources, or needs of the teacher.
Secondary School Teachers: Secondary school teachers are those who are trained teachers teaching at secondary school level. In this study teachers teaching classes 9th and 10th are considered as secondary school teachers.

Review of Related Researches

Selvavinayagam and Kaviarasu (2019) conducted a research on the title, "A Study on Occupational Stress among the Teachers of the Primary Schools in Dharmapuri District." The objectives were 1. To analyze the factors influencing occupational stress among the Primary school teachers. 2. To study the demographic and academic characteristics among the Primary school teachers of Government and Aided Schools. 3. To measure the levels of occupational stress among the Primary teachers of Government and Aided Schools. Survey method of research has been used in the study. The findings of the study were: primary school teachers as a whole are found to be highly stressed. The next finding of this study revealed that on the basis of type of school private school teachers face more stress than the government teachers this may be due to low salary and more burden of work in the private schools. The next finding of this study revealed that there is no significant difference in the level of occupational stress of male and female primary school teachers. Further, from the result it is clear that no significant difference has been found in the level of occupational stress of government male and government female primary school teachers. Similarly, private

school, male and female primary school teachers have been found to differ non-significantly in the level of occupational stress. The private school male teachers have found to be significantly more stressed than their government school male teacher counterparts. Similarly, in case of private school male teachers, the private school female teachers have also found to be significantly highly stressed than their government school female counterparts.

Ansarul and Hasan (2014) conducted the research on the title "A Study of Occupational Stress of Primary School Teachers". The objectives of the study were 1. To know the level of occupational stress among primary school teachers. 2. To compare the occupational stress of government and private primary school teachers. 3. To compare the occupational stress of male and female primary school teachers. 4. To compare the occupational stress of male and female teachers of government primary schools. 5. To compare the occupational stress of male and female teachers of private primary schools. 6. To compare the occupational stress of government and private primary school male teachers. 7. To compare the occupational stress of government and private primary school female teachers. The findings were i) the primary school teachers as a whole are found to be highly stressed. ii) The next finding of this study revealed that there is no significant difference in the level of occupational stress of male and female primary school teachers. iii) Private school, male and female primary school teachers have been found to differ non-significantly in the level of occupational stress. Present study is an empirical study and is exploratory in nature. To know the level of teachers' occupational stress in primary school teachers of Tehsil-Laksar, Teachers' Occupational Stress Scale developed by Dr.Sajid Jamal and Dr Abdul Raheem was administered.

Lokanadha Reddy and Anuradha (2013) conducted a research on the title, "Occupational Stress of Higher Secondary Teachers Working in Vellore District." The objectives were •to develop a tool to assess the level of Occupational Stress of higher secondary teachers. • To find out the significant difference, if any, in the Occupational Stress of teachers working at higher secondary level due to variations in their Gender (men / women), Age (up to 35 yrs / 36-45 yrs / 46 yrs and above), Community (OC / BC / MBC, SC & ST), Marital status (married / unmarried), Educational qualification (PG with B.Ed. & M.Ed. / PG with M.Ed. & M.Phil.), Nature of the subject the teachers handling i.e. Languages (English, Tamil, Hindi, French) / Science (Physics, Chemistry, Botany, Zoology) / Mathematics and Computer Science / Commerce, Salary received (up to Rs.10,000/-, Rs.10,001-Rs 15,000/-, Rs 15,001/-Rs. 20,000/-, Rs.20,001/- and above), Type of school they are working-in (government / private), Location of school the teachers are working in (rural / urban) and, Years of experience (up to 15 yrs / 16 yrs and above). • To study how far and to what extent the independent variables such as gender, age, community, marital status, educational qualification, nature of the subjects the teachers handling, salary they receive,

type of school they are working-in, nature of school the teachers are working-in, and years of experience influence the occupational stress. Survey method was used in the study. The findings of the study revealed that, men and women teachers are significantly differ in their occupational stress. In case of type of school the teachers are working-in, the t-value (2.65) indicates that there exists a significant difference between government and private higher secondary teachers. Also, the mean scores show that the government school teachers (147.06) are more stressed than the private school teachers (137.93). The variable nature of subjects the teachers teaching implies that there exists a significant difference in the occupational stress of teachers handling different subjects. Also, the mean values reflect that the teachers handling mathematics (154.39) are showing higher stress followed by the teachers teaching commerce (144.44), science (138.40) and languages (136.60) respectively. The teachers also significantly differ in their stress due to variations in the salary they receive. The variable-marital status (t-value: 1.18) of teachers is not influencing the occupational stress of teachers. The variation in the educational qualification of higher secondary teachers is not showing any influence on their occupational stress. The occupational stress of teachers due to variations in the location of the school does not differ significantly as its t value (0.70) is not significant at 0.05 level. With respect to years of experience, the t-value (0.09) indicates its non-influence on occupational stress of higher secondary teachers. The variable age (t value: 0.68) is also not influencing the occupational stress of higher secondary teachers.

Objectives of the Study

The following objectives have been framed to conduct the study

- To study the occupational stress of secondary school teachers based on gender
- To study the occupational stress of secondary school teachers based on location of the school

Hypothesis of the Study

The following null hypotheses have been set up for the study.

1. There is no significant difference in occupational stress of secondary school teachers based on gender variation.
2. There is no significant difference in occupational stress of secondary school teachers based on the location of the school.

Research Method

Descriptive Survey Method was used to conduct the study.

Population and Sample

Higher Secondary school teachers constitute the population of the study. A sample of 253 secondary school teachers was selected by simple random sampling method.

Limitations

- The Higher Secondary school teachers of only fourteen schools were considered for the research.
- The samples were collected only in Tamil Nadu.
- The study was delimited to in terms of area, objectives, hypotheses, design, variables and samples
- The study is limited only to the Higher Secondary school teachers.
- It was also limited to urban and rural secondary school teachers only.

Scope of the Research

The purpose of teaching profession itself is for the all-round development of the students and teacher. So teachers are now in a position to understand stress related aspects. This research will help the higher secondary teachers to avoid stress and it will help them to make teaching as a noble profession.

Tool

The tool consisted of 50 items. Out of these 34 are positive items and 16 are negative items. Each statement had five responses such as strongly agree, agree, partially agree, disagree, and strongly disagree. The tool was constructed and validated by the researcher.

Statistical Technique Used: Through SPSS Package 't' test and ANOVA test were used for descriptive analysis

Data Analysis: Hypotheses were tested one by one.

Testing of Hypothesis 1

Hypothesis 1: There is no significant difference in occupational stress of secondary school teachers based on gender variation

Table 1 Mean Score Analysis of Occupational Stress Based on Gender

Variable	Sub Variable	N	Mean	S.D	"t" value	Remark
Gender	Male	72	149.778	16.08711	1.242	Not Significant
	Female	181	146.227	22.02571		

Interpretation for Table – 1

The calculated value 1.242 is lesser than the table value 1.96 at 0.05 level of significance. So the hypothesis – 1 is accepted.

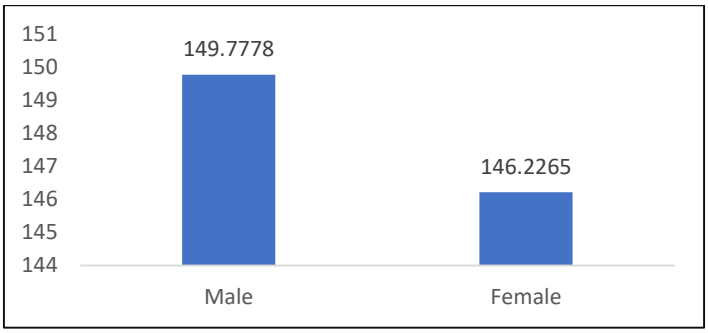


Figure 1 Mean Score Analysis of Occupational Stress Based on Gender

Testing of Hypothesis 2

Hypothesis 2: There is no significant difference in occupational stress of secondary school teachers based on the location of the school.

Table 2 Mean Score Analysis of Occupational Stress Based on the Location of the School

Variable	Sub Variable	N	Mean	S.D	"t" value	Remark
Locality of School	Rural School	73	144.26	19.17321	1.471	Not Significant
	Urban School	180	148.444	21.00418		

Interpretation for Table – 2

The calculated value -1.471 is lesser than the table value 1.96 at 0.05 level of significance. So the hypothesis 2 is accepted.

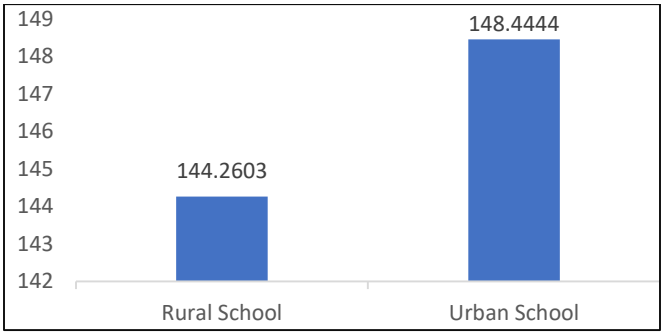


Figure 2 Mean Score Analysis of Occupational Stress of Secondary School Teachers Based on the Location of the School

Findings

- The male and female higher secondary teachers do not show significant difference in the study of occupational stress based on gender variation.

- The secondary school teachers working in rural and urban locality do not show significant difference in the study of occupational stress based on the location of the school.

Conclusions

While comparing the mean scores of sub variables of gender, male teachers have high level of occupational stress than male teachers. While comparing the mean score of sub variables of locality, teachers working in urban locality have high occupational stress compared to teachers working in rural locality.

Discussion

The findings of the present study were subjected to a discussion with the previous researches.

Selvavinayagam. K. and Kaviarasu.V. (2019), conducted a research on the title, "A Study on Occupational Stress among the Teachers of the Primary Schools in Dharmapuri District." The finding of this study revealed that there is no significant difference in the level of occupational stress of male and female primary school teachers.

Ansarul Hasan, (2014) conducted the research on the title "A Study of Occupational Stress of Primary School Teachers". The findings of this study revealed that there is no significant difference in the level of occupational stress of male and female primary school teachers.

Lokanadha Reddy. G. and Vijaya Anuradha.R. (2013), conducted a research on the title, "Occupational Stress of Higher Secondary Teachers Working in Vellore District." The study found that, men and women teachers are significantly differ in their occupational stress. Location of the school does not differ significantly.

Shyam Swaroop Sharma (2008) conducted a research on the title a study of level of occupational stress among secondary school teachers of Karauli District of Rajasthan State. The findings of the study were No sex difference was found in level of occupational stress.

All the above researchers have found that there was no difference between male and female participants of the research. The present study also shows that there is no significant difference in occupational stress based on gender.

As per the study of Lokanadha Reddy. G. and Vijaya Anuradha.R., **(**2013**)**, it was revealed that, location of the school does not differ significantly. In the present study also, it was found that, there is no significant difference in the study of occupational stress based on the location of the school.

Educational Implications of the Paper

The findings of the study can have the following educational implications for the qualitative improvement of the secondary school education.

- There is an urgent need to recognize that the government and the community both have big responsibility to create healthy conditions for work, motivate and inspire teachers to engage in constructive and creative activities irrespective of gender and locality.
- The findings also suggests us that there is a need for periodical stress management programmers for reducing the levels of stress among the teachers which in turn will improve their functional skills and lead to effective teaching irrespective of their locality of school, gender etc.
- As there is no significant difference in occupational stress based on gender and locality, counseling can be given to reduce their stress level without any gender bias.
- This paper has tried to give an initiative to the secondary school teachers to think about the necessity to reduce occupational stress.

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