

Study of Occupational Stress among Primary and Secondary School Teachers of Sirsa City

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Abstract

Teaching profession occupies important and prestigious place in society. Teachers are considered as the creators of Leaders, Scientists, Philosophers, Advocates, Politicians and Administrators. Teacher is the principal means for implementing all educational programmes. The report of Kothari Commission (1964-66) asserts that the future of India is being shaped in the classrooms. It stresses the role of education and its contribution towards the development of the country. In the process of education the role of the teachers is of utmost importance. It is the teacher who really plays an important role in shaping the behaviour and personality of the students. The teacher is like a torch bearer who helps the students in moving from darkness to light. Every aspect of his/her personality influences the personality of his students. The main reason of researching into teachers stress that prolonged occupational stress in teaching has been found resulting in both mental and physical ill health, ultimately having deleterious effect on teacher's professional efficiency. Highly stress results in the lowering of intellectual ability and function, irrespective of ones age, educational background and reporting of more physical stress symptoms, taking longer sick-leave and even planning to leave job as compared to low stress teachers. Facets of teacher's performance such as creativity, classroom management and implementation of educational techniques may suffer where teachers experience high level of stress. After feeling the gravity of the situation, the investigator has chosen this less explored field. Further, the investigators found it more significant to compare the occupational stress of teachers of primary and secondary schools.

Introduction

Millennium change has witnessed alarming shift in the psychological habits of the inhabitants of 21st century. Stress has become an associative factor of the development in this Post Modern Era, which is spelling doom for the so-called advanced society. The din and noise of development has raised the levels of emotional discord in man resulting in uncomfortable, uneasy, lonely and thus unhappy. This deprivation has more psychological disposition than the material one. In 1870, Ralph Waldo Emerson Said, "We boil at different degrees." That was remarkable assessment of human beings much before the 20th century which has been named the age of anxiety. Probably the 21st century will be christened as the "era of stress"

unless mankind evolves strategies to successfully cope with stress. Stress could originate from the external environment which includes the physical environment with climate factors like heat, cold etc. It would also cover family environment and social milieu. It could also have its origin in occupational environment. Stress has been defined as an individual generalized systemic mind body response to demands and stressor. The environmental stress perspectives focus on external demands and stressor. It also focuses on how the individual evaluates these demands and the biological stress perspective focuses on physiological responses. Stress has become an integral part of modern life and one's success lies in the fact as to how one can overcome stress. Anxiety fear stalks every one of us-child or youth, man woman, housewife or working woman person's living in the cities or villages, the rich man or the poor man. There is stress of different kinds. There is stress of bereavement, divorce, poverty, unemployment social isolation travelling, during retirement, job insecurity, attending school, examination etc. Stress is a perception. It is the daily demand which imposes upon. Stress which is caused by being conscious and hard working. Stress is mainly due to the over ambitious nature of man. It is due to his nature that is a competitive. It is a reaction to a constraints or opportunities that is making society a stressful society. It is homeo-status that imposes an extra demand on child ability. The five components of stress are stressors, thoughts, physiological responses, feelings and behaviours. The various type of stressors can be personal stressors, cataclysmic events, background stresses. These stressors create stress among the individuals that may lead to various type of problems regarding from simple health problems, mental illness, drug abuse alcoholism, fractured relationship, career stagnation, absenteeism, boredom, burn out, poor moral, dissatisfaction, unhappiness and reduced efficiency and performance. It may even result to death of the person.

Occupational Stress

Stress related with a job or occupation is called occupational stress. Stress is a universal phenomenon, excess of which results in intense and distressing experience. Occupational stress refers to a situation where occupation related factors interact with employee to change i.e. disrupts or enhance his / her psychological and or physiological conditions such that the person is forced to deviate from normal functioning. Occupational stress is generally defined in terms of relationship between a person and his environment. There is potential for stress when an environmental situation is perceived as presenting demand which threatens to exceed the person's capabilities and resources for meeting it. Every occupation has some stress, which may differ in its degree. So everyone has some stress with varying degree.

Occupational stress has become increasingly common in teaching profession largely because of increased job complexities and increased economic pressure on individuals. A major source of distress among teachers is the result of failure of school to meet the social needs and job demands of the teachers. The organizational factors and contents assume importance due to their influence on the moulding of prescriptions associated with particular position.

Teaching profession occupies important and prestigious place in society. Teachers are considered as the creators of leaders, scientists, philosophers, advocates, politicians and administrators. Teacher is the principle means for implementing all educational programmes of the organizations of education.

The teacher must be aware of his clear role of building up the nation. Teachers are over burdened with regular teaching load. A uniform work load for all the teachers may not be a satisfactory solution but differential work generates discontent among teachers, occupational satisfaction is a necessary condition for a healthy growth of teacher's personality. A teacher at present has a vulnerable position and has low self esteem and that is the main reason for psychological stress. Normally the person who has high interpersonal desirability by their fellow employee is the most satisfied with their Jobs. Schools teachers protest that they are not paid enough. The importance of pay as a factor in job satisfaction has been greatly over emphasized.

Justification of the study

The whole advancement of our civilization is based on advancement of our education for qualitative improvement of education. There is need of healthy environment in schools. It is considered that environment of a school, meaning thereby that schools which have good environment, should achieve better, A healthy school environment continuously strives to bring satisfaction among its members. A stress free teacher can teach effectively in the classroom and can provide a better quality of environment to make the school a challenging and interesting learning centre for the students.

Now the new system of education provides opportunities to all for the complete development. For all this, the whole responsibility lies on the shoulders of teacher and a teacher cannot fulfil his duties till he has stress i.e. the teacher effectiveness is not fully possible if there is stress due to occupation. An occupation cannot achieve its goal unless its employees are satisfied with it. In this context it becomes necessary to explore this field. After feeling the gravity of the situation, investigator has chosen this less explored field. Further, the investigator found it more significant to compare the occupational stress of teachers of primary and secondary schools.

Delimitation

The present study was conducted on the occupation stress. The present study was delimited to the schools of Sirsa city only the sample was selected from 200 primary and secondary teachers from government and private schools.

Definition of the Terms

Occupational: - Connected with a person's job or profession.

Stress: - Refers to state of anxiety, conflict, heightened emotion and frustration.

Primary School Teacher: - Primary school teacher is one who teaches class 1st to 8th.

Secondary School Teachers: - Secondary school teacher is one who teaches class 9th and 10th.

Objectives: The following are the objectives of the present study:-

1. To study the occupational stress of primary and secondary school teachers of Sirsa City.

2. To study the occupational stress of primary and secondary school teachers in relation to Sex. (Male & Female)
3. To study the occupational stress of Primary and Secondary school teachers in relation to teaching experience. (Below 15Years & Above 15 Years)
4. To study the occupational stress in relation of type of school. (Government and Primary)

Hypotheses: The following hypotheses were tested in the present study:-

1. There are no significant differences in the occupational stress in primary and secondary of school teachers of Sirsa City.
2. There is no significant difference in occupational stress of primary and secondary teachers in relation to sex. (Male & Female).
3. There is no significant differences exist in occupational stress of primary and secondary school teachers' in relation to teaching experience. (below 15 Y and Above 15Y)
4. There is no significant differences exist in occupational stress of primary and secondary school teachers' relation to type of school. (Government and Private)

Statistical Techniques

1. **Sample:** - A sample of 200 school teachers, both Male and Female teaching in primary and secondary was drawn from Government and Private schools of Sirsa City.
2. **Tool:** - "The occupational stress index" by A.K. Srivastava and A.P. Singh (1979) was used.
3. **Techniques:** - Mean Standard Deviation and t- Test was used.

Analysis and Interpretation

Interpretation involves explaining the findings answering 'why' questions, attaching significance to particular results and putting patterns into an analytical frame work.

Hypothesis 1:-

There is no significant difference is occupational stress of primary and secondary school teachers of Sirsa city.

Table No.1. Comparison of Primary and Secondary Teachers.

Group	N	Mean	S.D	SE _M	SE _D	C.R	Result
Primary Teachers	100	134.85	12.35	1.23	1.64	2.62	Significant
Secondary Teachers	100	139.14	10.87	1.09			

Table 1.shows that mean of primary school teachers (PST) is 134.85 and mean of secondary school teachers (SST) is 139.14. Standard Deviation (SD) of PST is 12.35 and of SST is 10.87. Our calculated critical ratio is 2.62 which is significant at 0.05 and 0.01 levels of significance.

Thus there is significant difference in the occupational stress of the primary and secondary teachers.

Hypothesis 2:-

There is no significant difference in occupational stress of primary and secondary teachers in relation to sex. (Male & Female).

Table 2 (i) Comparison of Primary Males and Females

Group	N	Mean	S.D	SE _M	SE _D	C.R	Result
Primary Males	50	133.4	13.09	1.85	2.44	1.27	Not Significant
Primary Females	50	136.5	11.22	1.59			

Table 2(i) shows that mean of primary males is 133.4 and mean of primary females is 136.5. S.D of the primary males is 13.09 and of primary females is 11.22. Our calculated critical ratio is 2.44. Which is significant at 0.05 and 0.01 level of significance.

Thus, there is significant difference in primary male and females.

Graphical presentation of the mean of primary males and females is shown in the graph

Table 2 (ii) Comparison of Secondary Males and Females

Group	N	Mean	S.D	SE _M	SE _D	C.R	Result
Secondary Males	50	141.44	11.04	1.56	2.30	1.98	Not Significant
Secondary Females	50	136.88	12.00	1.69			

Table 2(ii) shows that mean of secondary males is 141.44 and mean of secondary females is 136.88. Standard Deviation (SD) of secondary male is 11.04 and of secondary females is 12.00. Our calculated critical ratio is 2.30 which is not significant at 0.05 and 0.01 levels of significance.

Thus there is not significant difference in the occupational stress of the secondary males and secondary females.

Hypothesis 3:-

There is no significant differences exist in occupational stress of primary and secondary school teachers' in relation to teaching experience. (Below 15 Y and Above 15Y)

Table 3. Comparison of Primary and Secondary Teachers in relation to Teaching Experience (below 15 years and above 15 years)

Table 3 (i) Primary Teachers with below 15 years experience and Primary Teachers with above 15 years experience.

Group	N	Mean	S.D	SE _M	SE _D	C.R	Result
Primary Teachers below 15 Years Experience	25	133.84	14.83	2.97	3.77	0.90	Not Significant
Secondary Teachers above 15 years Experience	25	137.20	11.60	2.32			

Table 3(i) shows that mean of primary teachers below 15 years of teaching experience is 133.84 and mean of secondary teachers above 15 years of teaching experience is 137.20. Standard Deviation (SD) of primary teachers below 15 years of experience is 14.83 and that of secondary teachers above 15 years experience is 11.60. Our calculated critical ratio is 0.90 which is not significant at 0.05 and 0.01 levels of significance.

Thus, there is no significant difference in primary teachers below 15 years experience and secondary teachers above 15 years of experience.

Table 3 (ii) Secondary school teachers below 15 years teaching experience and secondary school teachers above 15 years teaching experience.

Group	N	Mean	S.D	SE _M	SE _D	C.R	Result
SST Teachers Below 15 y Exp.	25	132.96	11.07	2.21	3.11	2.71	Significant
SST Teachers Above 15 y Exp.	25.25	141.40	10.94	2.19			

SST= Senior Secondary Teachers

Table 3(ii) shows that mean of SST teachers below 15 years of teaching experience is 132.96 and mean of SST teachers above 15 years of teaching experience is 141.40. Standard Deviation (SD) of SST below 15 years of experience is 11.07 and that of SST above 15 years experience is 10.94. Our calculated critical ratio is 2.71 which is significant at 0.05 and 0.01 levels of significance.

Thus, there is significant difference in SST below 15 years experience and SST above 15 years of experience.

Hypothesis 4:

There is no significant differences exist in occupational stress of primary and secondary school teachers relation to type of school. (Government and Private)

Table 4. Comparison of Private and Government Teachers

Group	N	Mean	S.D	SE _M	SE _D	C.R	Result
Private Teachers	100	137.27	12.47	1.25	2.30	0.69	Not Significant
Government Teachers	100	135.69	19.29	1.93			

Table 4 shows that mean of Private teachers is 137.27 and mean of Government teachers is 135.69. Standard Deviation (SD) of Private teachers is 12.47 and that of Government is 19.29. Our calculated critical ratio is 0.69 which is not significant at 0.05 and 0.01 levels of significance.

Thus, there is no significant difference in private teachers and government teachers.

Table 4 (i) Comparison of Primary Private Teachers and Primary Government Teachers.

Group	N	Mean	S.D	SE _M	SE _D	C.R	Result
Primary Private Teachers	50	135.42	13.21	1.87	2.42	0.51	Not Significant
Primary Government Teachers	50	134.18	10.94	1.55			

Table 3(ii) shows that mean of primary private teachers is 135.42 and mean of primary government teachers is 134.18. Standard Deviation (SD) of primary private is 13.21 and that of primary government teachers is 10.94. Our calculated critical ratio is 0.51 which is not significant at 0.05 and 0.01 levels of significance.

Thus, there is no significant difference in primary private teachers and primary government teachers.

Table 4 (ii) Comparison of Secondary Government Teachers and Secondary Private Teachers

Group	N	Mean	S.D	SE _M	SE _D	C.R	Result
Secondary Government Teachers	50	139.30	11.08	1.57	2.18	0.24	Not Significant
Secondary Private Teachers	50	138.78	10.68	1.51			

Table 4(ii) shows that mean of Secondary government teachers is 139.30 and mean of Secondary private teachers is 138.78. Standard Deviation (SD) of Secondary government teachers is 11.08 and that of Secondary private teachers is 10.68. Our calculated critical ratio is 0.24 which is not significant at 0.05 and 0.01 levels of significance.

Thus, there is no significant difference in secondary government teachers and secondary private teachers.

Table 4 (iii) Comparison of Primary Private Teachers and Secondary Private Teachers.

Group	N	Mean	S.D	SE _M	SE _D	C.R	Result
Primary Private Teachers	50	135.42	13.21	1.87	2.40	1.40	Not Significant
Secondary Private Teachers	50	138.78	10.68	1.51			

Table 4(iii) shows that mean of primary private teachers is 135.42 and mean of Secondary private teachers is 138.78. Standard Deviation (SD) of Primary private teachers is 13.21 and that of Secondary private teachers is 10.68. Our calculated critical ratio is 1.40 which is not significant at 0.05 and 0.01 levels of significance.

Thus, there is no significant difference in primary private teachers and secondary private teachers.

Findings

1. Occupational stress is high in primary males as compared to primary females and stress is higher in secondary females as compared to secondary males.
2. Secondary teachers above 15 years experience are more stressed than primary teachers below 15 years experience.
3. Private teachers are more stressful than government teachers.

Conclusion

1. There is significance difference in the primary and secondary school teachers.
2. There is no significance difference in the primary and secondary teachers in relation to sex
3. There is no significance in occupational stress of primary and secondary school teachers in relation to teaching experience (below 15 years and above 15 years)
4. There is no significance difference in occupational stress of primary and secondary school teachers related to type of school (Government and Private)

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