



Influence Of Occupational Stress On Primary School Teacher With Respect To Locality, Type Of School And Gender

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ABSTRACT

Enhancement of human dignity and all round development of employees in work place leads to higher efficiency and effectiveness of an organization. A Teacher at times due to social positions plays multiple roles. And it is reflected in her performance and behavior at work place. Now a day's teachers are dissatisfied and filled with emotional exhaustion, stress, low levels of job satisfaction resulting in high attrition rate. A study was undertaken by researcher in order to see the influence of occupational stress on primary teachers with respect to locality, type of school and gender. Descriptive survey method of investigation was employed in this study. Random sampling technique was used for this study. Sample consisted of 100 primary school teachers of kapurthala district. In this study, the evaluation of occupational stress among teachers, Occupational Stress Inventory (OSI) by Dr. Joseph and Dr. Dharmangdan was used. Results revealed that there was no significant difference in Occupational Stress of Rural and Urban primary teachers. There was no significant difference in Occupational Stress of Government and private primary teachers. There was no significant difference in Occupational Stress of male and female primary teachers.

Keywords- Occupational Stress, Gender, Locality, Type of School

Introduction

Education is potentially the greatest social equalizer in society and Primary Education plays a critical role and thus provides a very deep impact in creating society, culture, and economic wellbeing of a new generation. There are not many studies that correlate Occupational Stress, gender, locality and type of school. Hence, an attempt was made to study the Occupational Stress with these variables .

Occupational Stress has been a very famous research theme from the last few decades due to rapid organizational challenges like restructuring, downsizing, technological advancements, industrialization and government interventions. These changes have created new working styles and in response, Occupational Stress has become an integral part of almost all occupations in the globe. Many studies have discovered that an over stressed workforce may incur substantial costs to organizations and the community (Gillespie, M. W. (2001). Therefore, creating a better and encouraging work environment in order to actualize both individual and organizational objectives is a chronic challenge for all kinds of organizations in the world.

Occupational Stress is related to one's job. Occupational Stress often stems from unexpected responsibilities and pressures that do not align with a person's knowledge, skills, or expectations, inhibiting one's ability to cope. Occupational Stress can increase when workers do not feel supported by supervisors or colleagues, or when one feels he/she is not having control over his/her job. Some of the job stressors are, job significance, workload, work and politics, interpersonal dealings at work, and work conditions. Occupational Stress has become an integral part of almost all occupations in the globe. Advanced technology, unmotivated learner, generation gap has all added to existing stress of the teaching profession. The issue of Teachers Occupational Stress and Academic Involvement is an essential factor for classroom effectiveness and also college improvement. The teachers desire to participate in the educational process depends on the stress experienced by them in their occupation is very essential for the achievement of educational goals. If a Teacher is able to manage stress, he/she gets actively involved in the academic activities of the college. The Teacher is the pivot in the field of education so it is necessary to improve the working conditions required for keeping the stress

level of Teachers low, so that the Academic Involvement of Teachers in primary schools will be maximum. Apart from the issues of academic flexibility and diversity, to suit different levels of learners, aspects on career orientation, multi-skill development and involvement of stakeholders in curriculum updating, are also gauged under the Teaching, Learning and Evaluation, criterion. The quality of education, to a great extent depends on the Teachers quality of performance. High Academic Involvement on the part of Teachers will improve the performance of both Teachers and the students (Usha, P. & Sasikumar, P. 2007). There are not many studies that correlate Occupational Stress, Quality of Work Life and Teachers Academic Involvement. Hence, an attempt was made to study the Occupational Stress of primary teachers.

The needs of the students, staff and the parents, today vary from those of the same group even a few years ago. With the ever-changing needs, the teachers also have to change accordingly. The Teacher of today are supposed to possess a multi-faceted personality. The teachers are overburdened with lot of paper work and documenting the projects and records of the students. The Teachers not only have to plan the lessons but also has to organize activities, maintain the necessary records, make purchases, administering the time table, using variety of teaching aids by adapting new techniques, motivating the students and monitoring their progress. Besides teaching the teachers are often involved in other activities like census duties, election duties, and invigilation duties, thus not giving them the scope to totally dedicate their efforts towards their actual duty of teaching. This has caused them to distance themselves from the goals to be achieved in the classroom. Unable to fill in the gap, has increased stress among teachers. The very purpose is distress education for children but lack of clarity is causing stress among teachers and ultimately the students. But due to the changes which occurred in the educational sector as a result of the increasing needs and the competition, the work place has become a highly stressed environment, for the Teachers of primary education.

Review of literature

Saxena, Naveen Kumar Pandey & Abhay. (2015). Conducted a study on Occupational Stress of teachers and explored its findings to develop a new insights and future directions for further research. This research paper has segmented in four sections Introduction, Review of literature, Comparative Table and Conclusion section. 15 Research paper has been collected for the review, out of these ten are Indian work and remaining five from overseas. The researcher has tried to display all the existing literature findings in a comparative tabular format for the clarity, which assists other for further research in this particular field.

Sindhu, K., P. (2014). Conducted a study on stressors among college teachers. Both secondary and primary data were collected and used for the study. Primary data required for the study were collected from 200 Arts and Science College teachers of Kerala. Multi-stage sampling was adopted for selection of respondents for the study. The questionnaire developed for collecting primary data was administered to 200 college teachers and their responses were collected through filled up questionnaire. The results showed that majority of the teachers experience stress in their work. There was significant difference between designation and stressors.

Indu, R. (2014) compared the experiences of anxiety, depression and stress among the teachers working in residential and non-residential schools. The sample comprised of 60 teachers. Anxiety, depression and stress scale (ADSS) by Bhatnagar, Singh and Pandey (2011) was used to assess anxiety, depression and stress. The data so collected was analyzed statistically by employing mean, Standard Deviation (S.D.) and „t“-test. The study revealed that there was no significant difference between teachers working in residential and non-residential schools with regard to their anxiety, depression and stress. Further the result also showed that anxiety and stress level of female teachers of non-residential schools was significantly higher than male teachers.

Surana, S., J. & Singh, A., K. (2013). Conducted a study to see the impact of role stressors and work overload on job burnout, that the phenomenon of job burnout has had a focus on traditional helping professions (e.g., nurses, doctors, lawyers, teachers. Basically, the effect of role stressors and work overload on job burnout was studied using two multivariate techniques. The results show that role conflict and work overload are significantly and positively related to burnout while role ambiguity has a significant but inverse relationship. Implications of the proposed research are discussed along with scope for future research. The results of the study show that both role stressor variables and work overload are significantly related to job burnout among call 43 centre (CSRs). Work overload is more significantly related to job burnout dimensions as compared to role stressor variables.

Jeyaraj, S., S. (2013). Conducted a study on “Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu” The objectives of the study were, 1. To analyze the factors influencing Occupational Stress among the higher secondary school teachers. 2. To study the demographic and academic characteristics among the higher secondary school teachers of government and aided schools. 3. To measure the levels of Occupational Stress among the higher secondary teachers of government Aided schools. A sample of 305 teachers was taken to meets the sample adequacy, for conducting factor analysis. Simple random sampling method was adopted to select the sample. The findings revealed that the teachers of government and aided schools (17.70 per cent) expressed that they had been victims of high level of Occupational Stress.

Hina, S. & Bakhtiar, A. (2013) This study empirically investigates various stressors leading job stress that effect teachers in higher educational system of Pakistan. 166 higher educational faculty members of 17 public and private universities listed under federal region with Higher Education Commission of Pakistan had given their responses. Four determinants which were role conflict, role ambiguity, home-work interface and work overload as predictors of job stress were identified and studied, only one role ambiguity showed insignificant relation. The causal negative relation of job stress and job satisfaction was identified and in a similar vein job satisfaction studied having a moderating effect of professional commitment on burnout that weakens the highly negative relationship between job satisfaction and burnout. Analysis used for exploring the causal path relationship.

Syed Gohar Abbas, A., R. (2012) examined impact of organizational role stressors, on faculty stress and burnout. The study was conducted on a sample of 80 faculty members from a university in Pakistan. Data was collected using 44 a structured questionnaire. Results showed that role ambiguity is one of the organizational role stressors having the biggest impact on two dimensions of stress namely dimension of burnout among the faculty. The other organizational role stressors which included role stagnation, inter-role distance, self role distance, resource inadequacy, role conflict and role overload. Demographic factors such as gender, marital status and experience had little or no impact on the results. The results confirmed the link between stress and some dimensions of burnout, but lack of personal accomplishment among faculty members was not related significantly to any dimension of stress.

Poornima, R., R. (2012) conducted a study titled "Occupational Stress and professional burnout of University Teachers in South India" and from the results, it was observed that the university teachers reported high Occupational Stress owing to organizational structure and climate at the university level. It was observed that the majority of teachers working in the universities of south India experience moderate and high levels of Occupational Stress due to organizational structure and climate (84.72 %), personal and professional efficiency (60.10 %), intra and interpersonal interactions (62.09 %), environmental factors (62.52 %) and Occupational Stress as a whole (73.93 %). The results showed, significant positive relationship between Occupational Stress and professional burnout, majority (73.93 %) of the university teachers were experiencing moderate and high levels of Stress. The study suggested to prevent professional burnout of the university teachers, and to check their Occupational Stress from time to time.

Objectives of the study

The study was designed to pursue the following objectives-

- To study the difference in Occupational Stress of Rural and Urban primary teachers.
- To study the difference in Occupational Stress of Government and private primary teachers.
- To study the difference in Occupational Stress of male and female primary teachers.

Hypothesis of the study

The following null hypothesis were formulated for testing-

- There was no significant difference in Occupational Stress of Rural and Urban primary teachers.
- There was no significant difference in Occupational Stress of government and private primary teachers.
- There was no significant difference in Occupational Stress of male and female primary teachers.

Design of the study

Descriptive survey method of investigation was employed in this study. Occupational stress was the main variable in this study. The survey research is one of the most important areas of measurement in applied social research

Sample

Random sampling technique was used for this study. Sample consisted of 100 primary school teachers of kapurthala district.

Rural	Urban	Total
70	30	100
Government	Private	Total
55	45	100
Male	Female	Total
60	40	100

Tools Used

In this study, the evaluation of occupational stress among teachers, Occupational Stress Inventory (OSI) by Dr. Joseph and Dr. Dharmangdan was used.

Statistical Techniques

In order to see the significant mean difference of occupational stress with respect to gender, locality and type of school teachers, Mean score and t test was used.

Analysis and Interpretation of data

Hypothesis-1

H₀₁: There was no significant difference in Occupational Stress of Rural and Urban primary teachers. In order to test this hypothesis, mean and t-test was used.

Table 1: Descriptive statistics and t-test for the difference in Occupational stress in relation to locality

Gender	N	Mean	t- value	Significance
Rural	70	48.30	0.43	Not significant at .05 level
Urban	30	47.35		

It is inferred that there was no significant difference in occupational stress with respect to rural and urban teachers in Mathematics. As t-value was found to be 0.43, which was not significant at .05 level of significance. Therefore, hypothesis that 'There was no significant difference in Occupational Stress of Rural and Urban primary teachers' stands accepted.

Hypothesis-2

H₀₂: There was no significant difference in Occupational Stress of Government and private primary teachers. In order to test this hypothesis, mean and t-test was used.

Table 1: Descriptive statistics and t-test for the difference in Occupational stress in relation to type of school

Gender	N	Mean	t- value	Significance
Government School	55	48.64	0.38	Not significant at .05 level
Private School	45	48.95		

It is inferred that there was no significant difference in occupational stress with respect to government and private school teachers. As t-value was found to be 0.38, which was not significant at .05 level of significance. Therefore, hypothesis that 'There was no significant difference in Occupational Stress of government and private primary teachers' stands accepted.

Hypothesis-3

H₀₃: There was no significant difference in Occupational Stress of male and female primary teachers. In order to test this hypothesis, mean and t-test was used.

Table 1: Descriptive statistics and t-test for the difference in Occupational stress in relation to gender

Gender	N	Mean	t- value	Significance
Male	60	49.83	2.32	Significant at .05 level
Female	40	45.16		

It is inferred that there was significant difference in occupational stress with respect to male and female school teachers. As t-value was found to be .38, which was significant at .05 level of significance. Therefore, hypothesis that 'There was no significant difference in Occupational Stress of male and female primary teachers' stands rejected.

Major findings of the study

- There was no significant difference in Occupational Stress of Rural and Urban primary teachers.
- There was no significant difference in Occupational Stress of Government and private primary teachers.
- There was no significant difference in Occupational Stress of male and female primary teachers.

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