



A Study of Occupational Stress Among Secondary School Teachers in Relation to Their Self-Efficacy

KEYWORDS

Occupational Stress, Self- Efficacy, Secondary School Teachers.

Umender Malik

Anju

Asstt. Professor-II, Department of Education, M.D.U., Rohtak

M.Phil. Student, Department of Education, M.D.U., Rohtak

ABSTRACT

The study has been conducted on a sample of 250 secondary schools teachers of Rohtak city to study their occupational stress in relation to their self-efficacy. The random sampling technique was used in this study. The data was analyzed statistically by using mean, S.D. & t-test. It was found that there exists significant difference in occupational stress of secondary school teachers in relation to their self-efficacy. No significant difference was found in occupational stress of male and female secondary school teachers in relation to their self-efficacy.

INTRODUCTION

Stress is the abnormal reaction that the organism displays against threatening environmental elements. (Luthans, 1994). When a person feels insufficient in dealing with demands and challenges faced in life, she/he experiences stress. Occupational stress refers to physical, mental and emotional wear and tear brought about by incongruence's between two requirement of job and capabilities, and resources and need of the teacher to cope with job demands. **Occupational Stress** refers to physical, mental and emotional wear and tear brought about by incongruence between the requirement of job and capabilities, resources and need of the teacher to cope with job demands (Kaur, 2006). Many factors contribute to increase the level of stress among teachers. These factors includes students behaviour, teacher's self-efficacy, work overload, inadequate salary, role conflict and diverse responsibilities, poor working conditions, lack of recognition, resource difficulties, time management issues, lack of administrative support, poor student motivation, teacher's sense of humour, teacher accountability for the child's educational outcomes etc. Punch (1992) have reported that perceived level of influence and autonomy and perceived level of efficacy and achievement (which are associated with control of work environment) can have an ameliorating effect on the reported level of teachers' psychological distress.

Self-efficacy is the measure of one's own competence to complete tasks and reach goals (Ormrod, 2006). It refers to judgments of a person's capabilities, and is a capability to carry out the actions needed to succeed in a Task. It is one of the strongest factors predicting performance in domains as diverse as sports, business, and education. In academic settings, self-efficacy is a strong predictor of performance (Klassen, Krawchuk, Rajani, 2008). They also believe that self-efficacy strongly influences our task, choice, level of effort, persistence, and resilience. Robert and Ming (2010) found that female teachers had greater workload stress, greater classroom stress from student behaviours, and lower classroom management self-efficacy. Tuchman and Isaacs (2011) found that formal pre-service training has been shown to be effective in building teacher self-efficacy beliefs.

STATEMENT OF THE PROBLEM

A STUDY OF OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SELF-EFFICACY

OBJECTIVES OF THE STUDY

The study aims to achieve the following objective:

- To study the effect of self-efficacy on occupational stress among secondary school teachers.
- To study the effect of self-efficacy on occupational stress among male secondary school teachers.
- To study the effect of self-efficacy on occupational stress among female secondary school teachers.

HYPOTHESIS OF THE STUDY

- There exists no significant difference in occupational stress among secondary school teachers in relation to self-efficacy.
- There exists no significant difference in occupational stress among male secondary school teachers in relation to self-efficacy.
- There exists no significant difference in occupational stress among female secondary school teachers in relation to self-efficacy.

METHOD

A Descriptive survey method was used in the present study.

SAMPLE

The sample for this study consisted of 250 secondary schools teachers of Rohtak city selected on the basis of random sampling method.

TOOLS USED

Occupational Stress Scale (OSS) by Singh and Srivastav (1981).

Self-efficacy Scale (SES) by Mathur and Bhatnagar (2012).

STATISTICAL TECHNIQUES

Mean, Standard deviation and 't' test were used to analyse the data.

RESULTS

To study the effect of self-efficacy on occupational stress among secondary school teachers.

For the purpose of studying the difference between occupational stress of secondary school teachers in relation to

self-efficacy, the following null hypothesis was formulated:

There exists no significant difference in occupational stress among secondary school teachers in relation to self-efficacy.

Table 1
Descriptive statistics related to the occupational stress of secondary school teachers with high and low self-efficacy

Group (Self-efficacy)	N	Mean	SD	't' value
High	66	103.95	34.36	4.1**
Low	70	95.73	23.46	

**Significant at 0.01 level

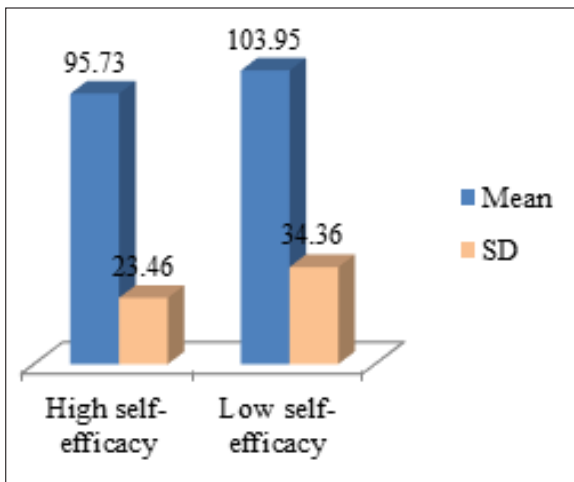


Fig.1: Self-efficacy wise Mean Occupational Stress scores and SD of Secondary School Teachers

From the Table 1 and Fig.1, it can be observed that the t-value of 4.1 was found significant at 0.01 levels with 134 degrees of freedom, which indicates that the sense of humour of secondary school teachers with high and low self-efficacy differ significantly. So, the null hypothesis i.e. there exists no significant difference in occupational stress among secondary school teachers in relation to self-efficacy, was **rejected**. Mean occupational stress score of secondary school teachers with low self-efficacy i.e. **125.73** has been found higher than that of secondary school teachers with high self-efficacy, i.e. **104.95**. This can be due to the fact that a teacher with high level of self-efficacy feels that he or she is self-efficient to solve any problem and it results in less occupational stress.

To study the effect of self-efficacy on occupational stress among male secondary school teachers.

For the purpose of studying the difference between occupational stress of male secondary school teachers in relation to self-efficacy, the following null hypothesis was formulated:

There exists no significant difference in occupational stress among male secondary school teachers in relation to self-efficacy.

Table 2
Descriptive statistics related to the occupational stress of male secondary school teachers with high and low self-efficacy

Group (Self-efficacy)	N	Mean	SD	't' value
High	32	174.34	22.91	0.54
Low	22	177.22	16.47	

NS-Not significant at 0.05 level

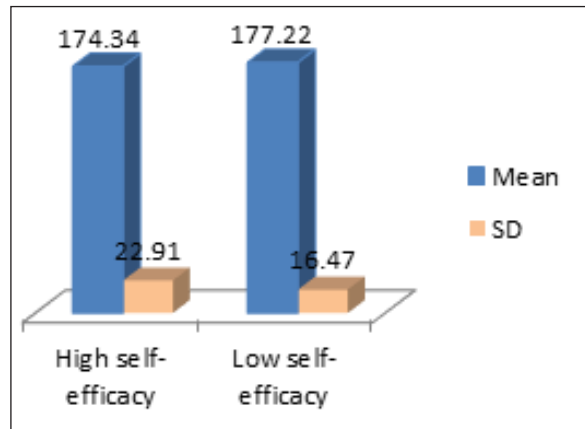


Fig. 2: Self-efficacy wise Mean Occupational Stress scores and SD of Male Secondary School Teachers

From the Table 2 and Fig.2, it can be observed that the t-value is 0.54 which is not significant at 0.05 level of significance with 52 degree of freedom, which indicates that the sense of humour of male secondary school teachers with high and low self-efficacy did not differ significantly. So, the null hypothesis i.e. there exists no significant difference in occupational stress among male secondary school teachers in relation to self-efficacy, was **accepted**. In terms of mean, it can be seen that mean occupational stress score of male secondary school teachers with low self-efficacy i.e. **177.22** has been found higher than that of secondary school teachers with high self-efficacy, i.e. **174.34**.

To study the effect of self-efficacy on occupational stress among female secondary school teachers.

For the purpose of studying the difference between occupational stress of female secondary school teachers in relation to self-efficacy, the following null hypothesis was formulated:

There exists no significant difference in occupational stress among female secondary school teachers in relation to self-efficacy.

Table 3
Descriptive statistics related to the occupational stress of female secondary school teachers with high and low self-efficacy

Group (Self-efficacy)	N	Mean	SD	't' value
High	38	142.81	18.93	1.63 (NS)
Low	44	149.52	18.27	

NS-Not significant at 0.01 level

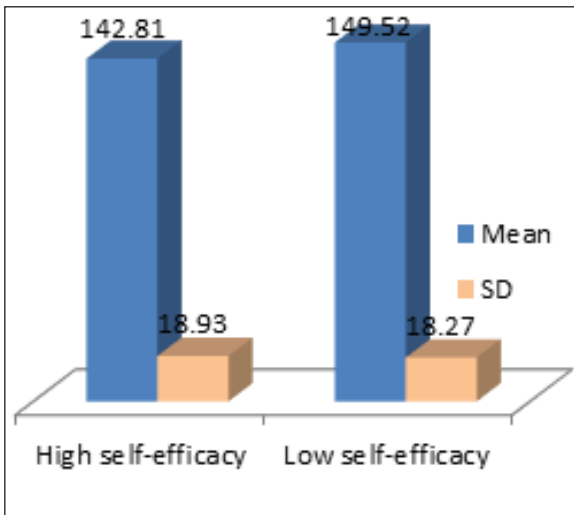


Fig.3: Self-efficacy wise Mean Occupational Stress scores and SD of Female Secondary School Teachers

From the Table 3 and Fig.3, it can be observed that the t-value of 1.63 was found not significant at 0.01 levels with 80 degrees of freedom, which indicates that the sense of humour of female secondary school teachers with high and low self-efficacy did not differ significantly. So, the null hypothesis i.e. there exists no significant difference in occupational stress among female secondary school teachers in relation to self-efficacy, was **accepted**. In terms of Mean, it can be seen that mean occupational stress score of female secondary school teachers with low self-efficacy i.e. **149.52** has been found higher than that of female secondary school teachers with high self-efficacy, i.e. **142.81**.

FINDINGS

It was found that the sense of humour of secondary school teachers with high and low self-efficacy differ significantly. So, the null hypothesis is **not accepted**.

No significant difference was found in the sense of humour of male secondary school teachers with high and low self-efficacy. So, the null is **accepted**.

It was found that the sense of humour of female secondary school teachers with high and low self-efficacy did not differ significantly. So, the null hypothesis is **accepted**.

CONCLUSION

A strong sense of self-efficacy enhances one's ability to cope with stress. People with a low sense of efficacy may have the tendency to consider the things tougher which fosters stress. If a teacher educator has high level of self-efficacy i.e. beliefs in one's capabilities, it would help him to contribute in the various planning in the school by giving their valuable suggestions. So, school should try to enhance self-efficacy of the teachers through vicarious experience, verbal persuasion and anxiety management. School management and Government must organise stress control training programme, workshops and seminars to reduce level of work place stress among teachers.

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