



Role Stress among More and Less Experienced Primary School Teachers of East Delhi

KEYWORDS

Shadow Economy , GDP, Demonetisation

Geeta Kandpal

Research Scholar, Department of Education,
Mewar University, Chittorgarh (Rajasthan)

Dr. Narendra Kumar

Assistant Professor, School of Education,
C.U.R.A.J., Bandarsindari, (Rajasthan)

ABSTRACT

This study attempts to assess the Role Stress among more and less experienced primary school teachers of East Delhi. A sample of 200 teachers was randomly taken from different Government and Private Schools of East Delhi. They were administered Role/Occupational Stress Questionnaire developed by Samuel H. Osipow and Arnold R. Spokane. It was constructed around six dimensions of Role Stress. Mean, S.D., and t-test were used to analyze the data. Results show that more and less experienced primary school teachers of East Delhi do not differ significantly on total role stress and its all dimensions. They all were found to be in almost same level of stress due to its all dimensions.

Introduction

Stress is a process that occurs in reaction to events or situations in our environment termed as stressors. An interesting feature of stress is the wide range of physical and psychological reactions that different people have to the same event; some may interpret an event as stressful, whereas others simply take it in stride. Moreover, a particular person may react quite differently to the same stressor at different points in time. The term stress is commonly used in ordinary conversation to refer to all sorts of difficulties, which are rather vague and intuitive. It is something that everyone feels from time to time a problem that can be recognized from experience and need not be defined in precise term. Stress can be defined as a state that occurs when people are faced with demands from the environment that require them to change in some way, Stress arousal is an automatic response.

Poor working conditions, Sustained conflict with higher authorities, traumatic events or intentional harassment of employees, sometimes creates a great deal of stress. When a teacher teaching in a school accepts teaching as his/her profession, especially at the primary level he has to prepare himself/herself for a New World of patience. Teaching primary school children is not a very easy matter. Without interest and patience the teacher may experience more stress in this profession.

So the teacher and teaching profession is also not stress free. It may be physical or psychological; it may be more or less. Several researchers opined that teaching is more stressful. The stressed teachers will have negative effect on teaching and it also affects the achievement level of students. The main reason for conducting research on occupational stress in teaching has been found resulting in both mental or physical ill health, ultimately having electro effects on teachers professional efficiency (Camp, 1985; Claxton, 1989; French, 1988; Galloway et al., 1984; Kyriacou and Pratt, 1985;).

A lot of research work has been done on the teacher's occupational/role stress during the last two decades (Davis, D. & Grace, E.D., 1992, Kaur K., 2000, Cooper, C. L., 2007, Christine C. A., 2012, Reddy G. L. and Anuradha R., 2013). Lack of consensus on its definition has led researchers to "either look towards constructing new definitions, which problems relating to others work" or "they continue to use the term in some generic sense". It has also resulted in a proliferation of labels for similar symptoms as 'work stress', industrial stress', 'Job stress' (Caplan et al., 1975) and 'Job pressure' which only serve to add the conceptual confusion surrounding this area of research. Various studies had been conducted by researchers in respect to role-stress of teachers at different levels, but no study had been

done before at primary teachers in East Delhi. So it was felt that there was a need to work on role-stress of primary teachers of East Delhi.

Method

Methods of research are generally determined by the theory of the topic under study, objectives of the study, resources of researchers etc. These considerations have led the investigator to use the Descriptive Survey method of research for the present study.

Population

The population in the present study was defined as the Primary Teachers of Government and Private schools of East Delhi.

Sample

For the present study, 200 primary teachers of Government and Private Schools of East Delhi were taken. For this purpose, stratified random sampling technique was used.

Tool Used

For data collection in the present study, Role/Occupational Stress Questionnaire. By Samuel H. Osipow and Arnold R. Spokane (1987) was used. The role-stress questionnaire is a part of the occupational stress Inventory (OSI). It is a concise measure of three dimensions or domains of occupational stress, psychological strain and coping resources. Amongst all these three domains the occupational stress domain was measured by a set of six scales which are collectively called as the Occupational Role Questionnaire (ORQ).

Results

To study the nature of total Role Stress and its all dimensions of more experienced (82) and less experienced (118) primary teachers, mean and standard deviation (S.D.) and t- test were calculated. The results are presented in Table-1, 2, & 3.

Table - 1 Statistics Showing the Role Stress of More Experienced Primary Teachers (N=82)

Dimensions of Role Stress	Mean	S.D.	Maximum Score
Role Overload	28.415	4.789	41
Role Insufficiency	26.073	7.272	44
Role Ambiguity	23.634	7.072	42
Role Boundary	26.671	5.343	42
Responsibility	27.671	5.531	44
Physical Environment	22.963	7.174	40
Total Role Stress	155.427	21.228	200

It is depicted from table - 1 that the mean value of total role

stress for more experienced primary school teachers (82) were found to be 155.427, where the maximum score is 200 and S.D. was recorded as 21.228, which demonstrates that the more experienced primary school teachers were found to have high level of role stress. When the mean values for its all dimensions- Role overload, Role insufficiency, Role ambiguity, Role boundary, Responsibility, Physical environment were calculated, it was recorded that the mean values were 28.415, 26.073, 23.634, 26.671, 27.671, and 22.963. It indicates that the more experienced primary school teachers were in stress mainly due to role overload, the other most important and significant causal factors for stress among more experienced primary school teachers were found to be responsibility, role boundary and role insufficiency. The results reveal that the prescribed workloads to the more experienced primary teachers are somehow more than their expectation and capacity. They are not comfortable to complete the job responsibilities assigned to them. The score for responsibility shows that the more experienced primary teachers have a great deal of responsibilities for activities and work, they perform. The more experienced primary school teachers of government schools were found in stress moderately due to role ambiguity and physical environment.

Table - 2 Statistics Showing the Role Stress of Less Experienced Primary Teachers (N=100)

Dimensions of Role Stress	Mean	S.D.	Maximum Score
Role Overload	27.381	5.269	41
Role Insufficiency	25.525	6.668	44
Role Ambiguity	22.915	7.222	42
Role Boundary	25.483	5.112	42
Responsibility	27.585	5.155	44
Physical Environment	22.161	6.366	40
Total Role Stress	151.051	18.743	200

It is revealed from table - 2 that the mean value of total role stress for less experienced primary school teachers (118) were found to be 151.051, where the maximum score is 200 and S.D. was recorded as 18.743, which demonstrates that the less experienced primary school teachers were found to have high level of role stress. When the mean values for its all dimensions- Role overload, Role insufficiency, Role ambiguity, Role boundary, Responsibility, and Physical environment were calculated, it was recorded that the mean values were 27.381, 25.525, 22.915, 25.483, 27.585, and 22.161 respectively. It indicates the fact that the less experienced primary school teachers were in stress mainly due to responsibility and role overload, the other most significant causal factors for stress among less experienced primary school teachers were found to be role insufficiency and role boundary.

The score for responsibility shows that the less experienced primary school teachers have a great deal of responsibilities for activities and work, they perform. The results reveal that the less experienced primary teachers are in stress due to the over workload prescribed to them as they don't have much capacity and experience to accomplish these type of work in new situations. They are not comfortable to complete the job responsibilities assigned to them. The less experienced primary school teachers were found to be least stressed due to stress dimensions role ambiguity and physical environment.

Table - 3 Summary of t-test for difference between more and less experienced primary school teachers on role stress and its all dimensions

Dimensions of Role Stress	Teachers of Government Schools (N = 100)		Teachers of Private Schools (N = 100)		t-value
	Mean	S. D.	Mean	S. D.	
Role Overload	28.415	4.789	27.381	5.269	1.451
Role Insufficiency	26.073	7.272	25.525	6.668	0.555

Role Ambiguity	23.634	7.072	22.915	7.222	0.711
Role Boundary	26.671	5.343	25.483	5.112	1.606
Responsibility	27.671	5.531	27.585	5.155	0.114
Physical Environment	22.963	7.174	22.161	6.366	0.837
Total Role Stress	155.427	21.228	151.051	18.743	1.545

It is evident from Table – 3 that t-values between the means of more experienced and less experienced primary school teachers on total role stress and its dimensions role overload, role insufficiency, role ambiguity, role boundary, responsibility, and physical environment were found to be 1.545, 1.451, 0.555, 0.711, 1.606, 0.114, and 0.837 respectively which were not significant at 0.05 level. It implies that there is no significant difference between more and less experienced primary school teachers of East Delhi on total role stress and its all dimensions. The apparent differences in the means of total role stress and its all dimensions were not true. These were due to chance or sampling error.

Conclusion

The results demonstrates that more experienced primary school teachers were in stress mainly due to role overload, the other most important and significant causal factors for stress among more experienced primary school teachers were found to be responsibility, role boundary and role insufficiency. The results reveal that the prescribed workloads to the more experienced primary teachers are somehow more than their expectation and capacity. They are not comfortable to complete the job responsibilities assigned to them. Less experienced primary school teachers were in stress mainly due to responsibility and role overload, the other most significant causal factors for stress among less experienced primary school teachers were found to be role insufficiency and role boundary.

References

- Chalmers, A. (2004). Workload and stress in New Zealand universities: a follow-up on the 1994 study. Wellington: New Zealand Council for Educational Research.
- Christine C. A. (2012). The Incidence and Types of Occupational Role Stress among University Research Administrators, Research Management Review, Volume 19, Issue 1 (2012).
- Cooper, C. L. (2007), Stress in teaching: a study of occupational stress and its determinants among Italian school teachers, Stress and health, vol 23 issue 4, page 231-241.
- Davis, D. & Grace, E.D. (1992), Secondary school teachers coping resources and perceived symptoms and sources of job stress. Dissertation Abstract International, Vol.54, No.3.
- Gillespie, N., Walsh, M., Winefield, A., Dua, J. and Stough, C. (2001). Occupational stress in universities; staff perceptions of the causes, consequences and moderators of stress. Work and Stress, 15 (1) 53-72.
- Greenglass, E. (2002). Work stress, coping, and social support: implications for women's occupational well-being. In D. Nelson and R. Burke (Eds.), Gender, work stress and health. Washington, D.C.: American Psychological Association.
- Kaur, K. (2000). Occupational Stress of High and Higher Secondary School Teachers in Relation to Mental Health and Coping Resources. Ph. D. Thesis, Panjab University, Chandigarh.
- Reddy G. L. and Anuradha R. (2013). Occupational Stress of Higher Secondary Teachers Working in Vellore District, International Journal of Educational Planning & Administration, Volume 3, Number 1 (2013), pp. 9-24