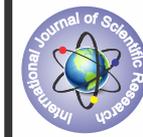


## Comparative Study of Occupational Stress among Madrassa and General School Teachers.



### Education

**KEYWORDS:** Madrassa and General Teacher, Occupational Stress.

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### ABSTRACT

*The aim of the study is to determine the Occupational Stress level of Madarsa and General Secondary School Teachers of Bhopal city. The scale used in this study has been developed by researcher. 40 Madarsa and 40 General school teachers have participated in the present study. At the end of the study it was seen that the level or status of Occupational stress is of average level among Madrassa and General School teachers. Findings suggest that here is a meaningful difference in the occupational stress level points of Madarsa and General School Teachers. General school teachers are having low occupational stress than their counterparts' madrasa teachers in respect of gender.*

### Introduction:

Stress term come from the physics subject which means pressure, in psychology it refers to the responses to the events that imbalance the personal balance. In work place, workers suffer with situation which creates mental, physical and emotional strain on them, this is called occupational stress, i.e Occupational Stress is stress at work, it takes place when there is a disagreement found between the demands of the workplace and an individual's ability to carry out and complete these demand. It can be defined as the physical and emotional response that occurs where worker perceives an imbalance between their work demands and their capability and/or resources to meet these demands or in simple words it is the harmful physical and emotional response that can happen when there is conflict between job demands on the employee and the amount of control and employee has over meeting these demands. Occupational stress is a term used to define ongoing stress that is related to the workplace. The stress may have to do with the responsibilities associated with the work itself, or be caused by conditions that are based in the corporate culture or personality conflicts. As with other forms of tension, occupation stress can eventually affect both physical and emotional well being if not managed effectively.

According to Margolis and Kores (1974) "Occupational stress is a condition worth interacting with worker characteristics is to disrupted psychological and physiological homeostasis. The causal situation conditions are job stressors and the disrupted homeostasis is job related stress." Now in teaching profession occupational stress increases in a multiple ways, it may be due to work culture, excessive load of work, economic pressure and increased occupational complexities. A major source of occupational stress among teachers is result of failure of school to meet the social needs and jobs demands of the teachers. In broad, occupational stress arise from the functioning circumstances/atmosphere of a system, when we talk of stress among teachers. Many factors causes stress among teachers.

Madrasa and General School teachers face elevated amounts of stress during teaching-learning process. Now-a-days cut to cut competition for the source of income is found in schools of our society. So the classrooms remain overcrowded and teacher face exhaustive verbal communications, prolonged standing, high volume of work load and handling problems of students. 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. 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 educations. With the changing socio-economic scenario and increasing unemployment, the values of teacher and their professional concerns associated with the job have undergone a change, increasing stresses and hassle of teachers.

Occupational Stress among teachers are govern by following factors

- a contaminated work atmosphere in school
- unconstructive workload
- segregation
- pressure of work load
- role conflict & role ambiguity
- lack of autonomy, career development barriers
- conflict with managers or colleagues
- relationship, marital and family problems
- and organizational climate.

### Objectives of the study:

- (1) To know about the level of Occupational stress among Madrasa and General School teachers.
- (2) To compare the Occupational stress of: (i) Madrasa and General School teachers. (ii) Madrasa male and General School male teachers. (iii) Madrasa female and General School female teachers. (iv) Madrasa male and General School female teachers (v) General school male and General school female teachers (vi) Madrasa female and General School female teachers (vii) Madrasa male and Madrasa female teachers

### Hypothesis of the study:

- (1) There is no significant difference between Occupational stress of Madrasa and General School teachers
- (2) There is no significant difference between Occupational stress of Madrasa male and General School male teachers.
- (3) There is no significant difference between Occupational stress of Madrasa female and General School female teachers.
- (4) There is no significant difference between Occupational stress of Madrasa male and General School female teachers.
- (5) There is no significant difference between Occupational stress of General school male and General school female teachers.
- (6) There is no significant difference between Occupational stress of Madrasa female and General school female teachers.
- (7) There is no significant difference between Occupational stress of Madrasa male and Madrasa female teachers.

**Design of the study:** For the present study the survey type descriptive research method was adopted. The study involves comparison between Madrasa and General School Teachers. Stratified random sampling procedure was adopted to draw out the sample of the study. As first strata, type of educational institute, considered 10 Madrasa and 10 General Schools of secondary level selected from the Bhopal district. Gender of the teachers considered as the second strata. Total 200 teachers (100 Madrasa and 100 General school teachers) are taken as the sample. The size of the sample was 200 teachers.

**Tool:** For measuring the level of Occupational stress of Madrasa and General School teachers, researcher used "Occupational stress scale" which was self prepared. This scale consists of 40 statement.. Reliability of Occupational stress Scale was calculated by split-halves method. After the collection of data, the scoring was done, according to the scoring procedure of tool.

#### Statistical Techniques used:

't' test was used for analysis of data.

#### Results and Discussion:

The level or status of Occupational stress is 70.8 % in the sample of 200 Madrasa and General School teachers.

**Table-1 Showing the comparison of means of scores of Occupational stress of different groups of Madrasa and General School teachers.**

Group No.	Group	N	Mean	S.D	t-value	Level of Sig.
1.	MT	100	30.73	3.65	12.8	0.01 & 0.05
	GST	100	24.43	3.80		
2.	MT Male	50	29.12	3.40	8.5	0.01 & 0.05
	GST Male	50	23.22	3.60		
3.	MT Female	50	28.22	3.62	9.9	0.01 & 0.05
	GST Female	50	21.22	3.53		
4.	MT Male	50	29.12	3.40	11.61	0.01 & 0.05
	GST Female	50	21.22	3.53		
5.	GST Male	50	23.22	3.60	2.8	NS
	GST Female	50	21.22	3.53		
6	MT Female	50	28.22	3.62	6.9	0.01 & 0.05
	GST Male	50	23.22	3.60		
7.	MT Male	50	29.12	3.40	1.3	NS
	MT Female	50	28.22	3.62		

GST = General School Teachers, MT= Madrasa Teachers,NS=not significant

#### Results and Discussion:

It is clear from an analysis of Occupational stress scores that all the groups of Madrasa and General School teachers differ significantly in their Occupational stress. The mean scores of entire general school teachers (24.43), general school male teachers (23.22) and general school female teachers (21.22) are considerably lower than the mean scores of entire madrasa teachers s (30.73), madrasa male teachers (29.12) and madrasa female teachers (28.22) on the Occupational stress.

As shown in table no. 1 the 't' ratios for Occupational stress of Madrasa and General School teachers (12.8), Madrasa male and General School male teachers. (8.5), Madrasa female and General School female teachers (9.9), Madrasa male and general school female teachers (11.61) madarsa female and General school male teachers (6.9) are more than the table value at 0.01 and 0.05 level of significance. So hypothesis no.1 to 4 and 6 are rejected whereas 5 and 7 are accepted, it inferred that significant difference of scores of occupational stress found between the madarsa and general school teachers. General school teachers are having low occupational stress than their counterparts' madrasa teachers in respect of gender. It reveals that madrasa teachers have more Occupational stress than general school teachers.

The findings reveal that a certain amount of stress among teachers of madrasa as well as in general school teachers is essential for the focused, energetic work and to fulfill the demands of the challenges of 21<sup>st</sup> century classroom. In spite of that excessive work, handling of more diversified learners and unexpected emergency work given by authority moves stress from comfort zone to discomfort zone. In case of Madrasa teachers, it is found that they are more loaded with classes as well as with non-teaching works. With this causes less salary also the major reason of dissatisfaction and this lead to stress.

#### Educational implications:

In researcher' point of view, collective efforts by the administrators, policymakers and teachers will have tremendous impacts on decreasing the level of Occupational stress among madrasa teacher as well as among all the teachers of all type of school. So the management and teachers should keep following things in their minds-

- Simply share problems, thoughts and feelings with other senior teachers who are supportive and empathetic, this will help to reduce stress.
- Teachers should increase their social contact at work and having a strong network of supportive friends and family members is extremely important to managing stress in all areas of life.
- Regular exercise and balanced diet is a powerful stress reliever. Eating small, frequent and healthy meals are helpful to reduce stress.
- Lack of sleep disturbed the emotional imbalance of personality, so get enough sleep it will be a key factor in coping with stress at work place.
- Management authorities as well as teachers should prioritize and organize their work and duties.
- Management authorities should communicate frequently and listen their views during face-to face interaction that lowers stress for both of them.
- Share information with teachers to reduce uncertainty about their jobs and futures and provide opportunities to participate in decision making process.
- Management should be sure the workload is suitable to teachers' abilities and resources and avoid unrealistic deadlines.
- Show that individual workers are valued.
- Offer rewards and incentives.
- Provide opportunities for career development.
- Cultivate friendly social climate in school premises.
- Provide opportunities for social interaction among employees.
- If management authorities remain calm in stressful situations, it's much easier for employees to follow go well with.

In a nut-shell, level of occupational stress among teachers decreases by the collective efforts. Reduced occupational stress is crucial for the development of academic endeavors.

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