



## Occupational Stress Among Secondary School Teachers in Relation to Gender and Types of School

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### ABSTRACT

The present study is related to occupational stress of secondary school teachers in relation to their gender and types of school. Descriptive Survey Method was used to conduct the study. One hundred and twenty secondary school teachers of secondary and senior secondary schools of Rohtak district were taken up on the basis stratified random sampling techniques. Occupational Stress Index (OSI) Hindi/English by Dr. A.K. Srivastava and A.P. Singh was used. The findings reveal that (i) No significant difference was found between male and female secondary school teachers on occupational stress; (ii) Government secondary school teachers were found to have less job stress than private teachers.

### KEYWORDS

Occupational stress, secondary school teachers, gender and type of school

### Introduction

One of the most important, complex and extensive organizations of society is education system. In the case of education, existence of healthy and committed human force plays a major role in education organization for achieving successful performance of each educational activity in addition to financial resources, tools and technology. Notice to teachers as one of the important elements of education requires special sensitivity. Teachers perform educational programs at the frontline of this system and achieving to the bulk of organization goals is upon them (Aghili, 2007). Also, in this organization, teacher who can achieve enough maneuver power in a good level of job position in all three cases of subjectivity, agency and being carrier, will have high inner and outer energy for progress and job satisfaction. Lack and absence of each of above effective factors include separation, expertise, ability and relish will have harmful physical and mental effects on employer in working situations and overturns the foundation of security and work peace, neglecting mental health of teachers will have side effect on students and education system. One of the most important factors that damage the mental health, especially teachers is job stress. Chirt & Chen (2014) have argued that when job stress increases, job satisfaction decreases and therefore has negative effect on physical and mental health of employer and rises the risk of burnout in that person.

In today's world, the nature of work is changing at whirlwind speed. Perhaps now more than ever before, occupational stress possesses a threat to the health of workers and, in turn, to their organization. While stress is readily acknowledged to be a common feature of modern life, defining stress, its causes, symptoms and effects is a very complex matter. It is often characterized as a primitive stone-age reaction to modern organizational and social factors known as stressors. Stress is a part of fabric of life. Nothing can isolate stress from human beings as is evident from various researches and studies. Stress can be managed but not simply done away with. Today, widely accepted ideas about stress are challenged by new research, and conclusions once firmly established may be turned completely around. Stress is involved in an environmental situation that perceived as presenting demand which threatens to exceed the person's capabilities and resources for meeting it, under conditions where he or she expects a sub-

stantial differential in the rewards and costs from meeting the demand versus not meeting it.

Defining stress is a very complex matter, which is the subject of different analyses and continuous debate among experts. Beyond the details of this debate, a general consensus can be reached about a definition of stress, which is centered around the idea of a perceived imbalance in the interfere between an individual, the environment and other individuals. When people are faced with demands from others or demands from the physical or psycho-social environment to which they feel unable to adequately respond, a reaction of the organism is activated to cope with the situation. The nature of this response depends upon a combination of different elements, including the extent of the demand, the personal characteristics and coping sources of the person, the constraints on the person in trying to cope and the support received from others).

Occupational stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury. The concept of Occupational stress is often confused with challenge, but these concepts are not the same. Challenge energizes us psychologically and physically, and it motivates us to learn new skills and master our Occupations. When a challenge is met, we feel relaxed adolescents and satisfied.

Thus, challenge is an important ingredient for healthy and productive work. The importance of challenge in our work lives is probably what people are referring to when they say, "a little bit of stress is good for you. Occupational stress is that which derives specifically from conditions in the work place. These may either cause stress initially or aggravate the stress already present form other sources,. In today's typical workplace, stress is seen as becoming increasingly more common. People appear to be working longer hours, taking on higher level of responsibilities and exerting themselves even more strenuously to meet rising expectations about Occupational performance. Competition is sharp. There is always someone else ready to "step into one's shoes" should one be found wanting.

**Reddy and Poornima (2012)** analysis showed strong support for the hypothesis that there is a positive relationship between the occupational stress and professional burnout of university teachers. **Jeyaraj (2013)** found that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching (career intention), and less likely to take up a teaching career again (career commitment). Implications for further research are also discussed. **Sing (2014)** states that more stressful jobs will have more negative results that lead to leaving work and reducing the efficiency and business products. Regarding teachers' psychological state is not a new issue. Although the teacher and teaching are considered as a low stress profession, over the past two decades, teaching has changed to a challenging profession. **Ganapa and Sreedevi (2015)** showed private teachers show more symptoms of stress. **Sadeghi et al. (2016)** showed that there was a reversed relationship between personality types and the degree of stress and there was just a significant relationship between gender, personality type and the degree of stress.

**Significance of the study**

Occupational stress has become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals. A major source of distress among teachers is result of failure of school to meet the social needs and jobs demands of the teachers. In general, occupational stress arises from the working conditions/environment of a system, when we talk of stress among teachers. Many factors cause stress among teachers. School teachers face high amounts of stress during teaching and handling students; Classroom in developing countries remain overcrowded and teacher face intensive verbal communications, prolonged standing, high volume of work load. 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.

Because of the negative outcomes associated with occupational stress, many studies have attempted to better understand the phenomenon of occupational stress as it relates to education. These studies have found that degree of stress can differ as a function of several variables. For example, Mo (1991), in a study examining for relationships among secondary school teachers' levels of occupational stress, personality type, and social support, found that burnout was greater among teachers new to the profession, teachers with more personal (non-job related) stress in their lives, teachers who lacked strong social support systems, and teachers with Type A personalities.

The need for the study of occupational stress of teacher is not universally emphasized and is the formidable problem which teachers and educationists face in our country. Hence, the investigator attempts to study the occupational stress of Secondary School Teachers of Rohtak District in relation to gender and type of school.

**STATEMENT OF THE PROBLEM  
A STUDY OF JOB STRESS AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR TYPES OF SCHOOL, EDUCATIONAL QUALIFICATION AND AGE**

**OPERATIONAL DEFINITIONS OF TERMS USED:**

**(i) Occupational Stress:** Occupational stress can be defined as the harmful physical and emotional response that occurs when the requirements of the job do not match the capabilities, resources, or needs of the worker, occupational stress can lead to poor health, injury and even job failure.

**(ii) Secondary School Teachers:** Secondary school teachers are those who are trained teachers teaching at secondary school level and are having B.A., B.Ed. or M.A. B.Ed. qualifications.

**Objectives of the Study**

1. To compare the level of occupational stress between male and female secondary school teachers.
2. To compare the level of occupational stress between government and private secondary school teachers.

**HypothesEs**

1. There is no significant difference in the level of occupational stress between male and female secondary school teachers.
2. There is no significant difference in the level of occupational stress between government and private secondary school teachers.

**Variables Involved in the Study**

**Dependent Variable :**

- Occupational stress

**Demographic Variable:**

- Gender and Types of school

**Method of the study**

Descriptive Survey Method was used to conduct the study.

**Sample**

In the present investigation, secondary and senior secondary schools were the field of study. As per as population for this work, 120 teachers of secondary and senior secondary schools of Rohtak district were taken up on the basis of stratified random sampling techniques.

**Tools Used**

Occupational Stress Index (OSI) Hindi/English by Dr. A.K. Srivastava and A.P. Singh was used to collect the data.

**Statistical Techniques Used**

Mean, Standard Deviation and ' t'-test were used to obtain the results.

**RESULTS**

The results of occupational stress in relation to gender and types of school are given in table 1 and 2.

**Table 1  
Mean, Standard Deviation and 't' value for means scores of Occupational Stress in relation to gender**

Group	N	Mean Score	S.D.'s	t-value
Male teachers	60	108.31	8.56	0.079 <sup>ns</sup>
Female teachers	60	109.41	8.89	

Table 1 reveals that t-value (0.079) for the mean scores of occupational stress between male and female secondary school teachers is less than the given table value at 0.05 level which is not significant at 0.05 level of significance. It means that there exists no significance difference between the occupational stress of male and female secondary school teachers. Thus, earlier framed hypothesis "There is no significant difference in job-stress between male and female secondary school teachers" is retained/accepted. It shows that male and female teachers almost have same level of occupational stress.

**Table 2  
Mean, Standard Deviation and 't' value for means scores of Occupational Stress in relation to type of schools**

Group	N	Mean Score	S.D.'s	t-value
Government school teachers	60	105.26	8.33	7.764**
Private school teachers	60	112.46	9.12	

The table 2 reveals that t-value (7.764) for the mean scores of occupational stress between government and private sec-

ondary school teachers is more than the table value which is significant at 0.01 level of significance. It means that there exists significant difference between the occupational stress of government and private secondary school teachers. Thus earlier framed null hypothesis "There is no significant difference in job-stress between government and private secondary school teachers," is rejected at 0.01 level of significance. Again it is found out from the table that the mean score of job-stress of government aided secondary school teachers (108.21) is less than the mean score of occupational stress of private teachers (101.13). It may therefore be concluded that government secondary school teachers have less job-stress in comparison to private teachers.

### findings

- 1) No significant difference was found between male and female secondary school teachers on occupational stress.
- 2) Government secondary school teachers were found to have less job stress than private teachers.

### Conclusion

Occupational stress plays a vital role in every human being. In relation to the profession of teaching, where a teacher is viewed as dispensers of knowledge; teachers are increasingly perceived as facilitators or managers of knowledge. They work in a constant socially isolated environments surrounded by hostile views and sometimes threat of physical abuse, and at the same time under a constant fear and threat of accountability for each and every action of both own self and that of the pupil. This alone can be a sufficient cause for stress for an individual.

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