



ORIGINAL RESEARCH PAPER

Education

A STUDY ON OCCUPATIONAL STRESS OF GURUKULA TEACHERS OF TELANGANA STATE

KEY WORDS:

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ABSTRACT

An attempt was made in the present investigation is Aim: Occupational stress of Gurukula teachers of Telangana state. Objective: To study the differences between gender (male & female) and experience (short job tenure & long job tenure) on occupational stress of Gurukula teachers in Telangana state. Sample: Sample of the present study consists of 120 teachers in Warangal district of Telangana State. Tool: The Occupational stress Questionnaire developed by Samuel Osipow and Spokane (1987) was used. Conclusion: Results revealed significant differences between gender (male & female) and experience (short job tenure & long job tenure) with regard to Occupational stress.

Introduction

The term occupational stress is used to describe anything that pushes a psychological or physical factor beyond its range of stability, resulting in strain within the individual. Stress in teaching is an ongoing issue of concern for those involved in education. Anxiety, depression, anger, frustration, and nervousness are examples of teacher stress, which are unpleasant, negative emotions related to challenges teachers face in the classroom.

It is universal and often incapacitating for humans to experience occupational stress. Stress arising at work has detrimental effect on the behaviour of people, which ultimately results in personal and organisational inefficiency. The definition of occupational stress is a condition in which factors related to the worker's occupation alter (disturb/enhance) his or her psychological or physiological condition, causing the person's mind and/or body to differ from their normal state of function.

Occupational Stress is stress at work. Stress is defined in terms of its physical and physiological effects on a person (or thing). Stress is mental, physical or emotional strain or tension or it is a situation or factor that can cause this. Occupational stress occurs when there is a discrepancy between the demands of the environment/workplace and an individual's ability to carry out and complete this demand. Often a stressor can lead the body to have a physiological which in turn will result on a strain on a person physically as well as mentally. One of the main causes of occupational stress is work overload. Occupational stress is often caused by an increased workload without the addition of employees to take on that additional work. Instead, the increased amount of work is given to the current employees to finish in the same time span that they would be asked to finish their regular or standard workload.

Review of Literature

Dhrub Kumar and Deo (2011) explored the different aspects of work life of college teachers in general and to find out difference in perception of male and female as well as junior and senior teachers with regard to their responses in particular. Findings revealed that junior college teachers experienced significantly more stress on most of the dimensions of stress in comparison to senior teachers. However, female teachers experienced more roles overload and inter-role distance stress as compared to their male counterparts.

Rani Ritu (2012) conducted the comparative study of occupational stress of secondary school teachers in relation to their demographic variables i.e., gender, types of school and locality. With the objective to compare the occupational stress of male and female secondary school teachers, to compare the OS of the teachers working in government and private secondary schools, to compare the OS of the teachers belonging to urban and rural secondary schools. OSI index

prepared by Shrivastva is used for the data collection. Results showed that there was no significant difference in the occupational stress of secondary school teachers on gender, type of school and locality basis.

Jeyaraj (2013) conducted extensive research on the occupational stress among the higher secondary teachers in Madurai District in Tamil Nadu reveals that aided school teachers are more stressed compared to government teachers. He also mentions that teachers who experience higher levels of stress are less satisfied with the profession and they are more inclined to leave the teaching profession and may never take up teaching as a career again.

Ansarul Hasan (2014) found that the primary school teachers are highly stressed. Moreover, the private primary school teachers have also found to be highly stressed in comparison to their government primary school teachers' counterparts.

Naveen Kumar Pandey and Abhay Saxena (2015) 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.

Seema et al., (2016) investigated the occupational stress of secondary school teachers in relation to their gender and types of school. 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 teacher.

Saravanan and Muthu Lakshmi (2017) examined the occupational stress level of government and private higher secondary school teachers living in different environmental situations. There is a meaningful difference in the stress level points of government and private higher secondary teachers. Policy-makers are advised to analyse the teacher training and assessment system with the assumption that personal and social characteristics and working conditions may have an effect on teacher occupational stress. Sample teachers were selected by using simple random sampling from three segments by using lottery method because of easy accessibility and affordability analysed by using statistical package of simple percentage.

Sing and Katoch (2017) reported that school authorities should ensure a supportive and collaborative culture, provide stress and time management training and also leisure facilities to the faculties to prevent occupational stress. They also opine that teachers' involvement in decision making should be encouraged. Schools should also provide a pleasant working environment, job security, less work load,

trainings to manage the behaviours of disruptive people, maximum facilities etc, to the teachers. Heads of the departments should report inadequate staff and lack of equipment's to the school authorities.

Harmsen et al., (2018) conducted a study on the opinion that teacher student relationships are very important for teachers and hence any efforts in future to reduce the stress of teachers should be directed towards improving the relationships between teachers and students. Good teacher students' relationships can take away a great amount of pressure from teachers.

Kaur and Kumar (2019) state that occupational stress is a major concern among urban school teachers in India. They further suggest that by constantly evaluating the stress levels and providing proper counselling, stress levels of teachers can be considerably reduced and their quality of life can be improved. Kumar et.al (2019) in their study "Organizational Commitment and Hardiness personality in relation to occupational stress of Primary School Teachers" reveal that both men and women in the teaching profession have the same amount of occupational stress. They further add that organizational commitment and hardiness personality, combined together, play a very important role in managing job stress. They also suggest that future research should focus on finding the regional, cultural and occupational factors for predicting and managing job stress.

Jojo Kurian and Roshna Varghese (2020) conducted to understand the influence of work-related stress on the performance of school teachers in the state of Kerala. The study reveals that stress has an adverse role on the performance of teachers. Researchers believe that the study would help the authorities concerned, in understanding the working conditions, job expectations and preferences of the teachers and the various factors that contribute to their occupational stress and the impact of stress on their performance.

Kabito and Wami (2020) report that work related stress among teachers is associated with Teaching experience, educational level, high job demand and poor relationships. In order to reduce stress levels among teacher, they recommend that action need to be taken to balance work demand and experience. Further, teachers should be given opportunities to enhance their skills by upgrading their educational qualifications. Good relationships among teachers also help them reduce the stress related to work.

Shilpi Saxena and Pradip Manjrekar (2020) found that distribution of age across the groups and total population ranges from 25-59 years. Majority of samples were found above 45 years of age. Perceived stress scores scale was found higher and associated with higher levels of stress too. It is noted that higher scores in PSS are associated with an increase in person's vulnerability to compromised health. Higher scores are associated with an increased susceptibility to stress induced illness. It is found that 18 employees have high perceived stress and prone to feel actual stress effects i.e., they can have diseases like diabetes, obesity, heart trouble, depression etc. 85 employees feel slightly higher stress than average which is not good for the organization as well. Most of the teachers mentioned that job insecurity, lack of payment and promotional opportunities are major reasons behind higher level of stress, as they were asked to opt more than one reasons if they feel responsible.

Objective

1. To assess the differences in occupational stress among of Gurukula teachers based on gender and experience.

Hypotheses

1. Male and female would not differ significantly in their

occupational stress of Gurukula teachers.

2. Short job tenure and long job tenure would not differ significantly in their occupational stress of Gurukula teachers.

Methodology

Sample

Sample for the present study consists of 120 minority residential school teachers in Warangal district of Telangana State. The subjects were in the age group of 25-58 years selected and using systematic random sampling method.

Variables Studied

Independent Variables

- 1. Gender (Male & Female)
- 2. Experience (SJT: >10 years & LJt: <10 years)

Dependent Variable

- 1. Occupational stress

Tool Description:- Assessment of Occupational Stress Questionnaire (ORQ):

Occupational stress Questionnaire developed by Samuel H. Osipow and Spokane, A.R. (1987) was used. It has six areas i.e., Role Overload (RO), Role Insufficiency (RI), Role Ambiguity (RA), Role Boundary (RB), Responsibility (R) and Physical Environment (PE). This questionnaire consists of 60 statements. Each statement has 5 options. The possible minimum score was 60 where as possible maximum score was 300. The obtained coefficient correlation value is 0.79 for occupational role questionnaire (ORQ).

Statistical Analysis

The obtained data were subjected to statistical analysis such as Means, SDs and 't' test were used.

Results and Discussion

Table-I: Means, SD's and 't' values for the occupational stress (areas) scores of male and female of Gurukula teachers.

Areas	Gender	Mean	SD	t-Value
Role Overload	Male	20.45	4.25	3.90**
	Female	17.52	4.01	
Role Insufficiency	Male	22.31	3.65	0.70@
	Female	21.87	4.02	
Role Ambiguity	Male	23.42	5.52	3.38**
	Female	20.20	5.20	
Role Boundary	Male	38.12	6.14	1.16@
	Female	36.05	6.80	
Responsibility	Male	37.23	4.21	6.48**
	Female	31.85	4.95	
Physical Environment	Male	35.60	5.23	5.35**
	Female	31.01	5.00	
Overall Occupational Stress	Male	196.36	32.58	4.41**
	Female	172.10	28.14	

Note: **- Significant at 0.01 level @- Not Significant

Table-I shows 't' values of 3.90, 3.38, 6.48, 5.35 and 4.41 reveals that there are significant differences between male and female with regard to their Occupational Stress (areas role overload, role ambiguity, responsibility and physical environment). While, insignificant 't' values of 0.70 and 1.16 reveals that there is no significant difference between male and female with regard to their role insufficiency and role boundary. It is proved that when comparison with mean scores male have high occupational stress than female.

Table-II: Means, SD's and 't' values for the occupational stress (areas) scores of short job tenure and long job tenure of Gurukula teachers.

Areas	Experience	Mean	SD	t-Value
Role Overload	SJT	19.21	4.25	0.22@
	LJT	19.04	4.23	
Role Insufficiency	SJT	20.15	4.08	1.32@
	LJT	19.36	3.55	
Role Ambiguity	SJT	22.10	5.36	3.01**
	LJT	19.30	5.17	
Role Boundary	SJT	39.41	6.20	2.71**
	LJT	36.18	6.89	
Responsibility	SJT	35.60	6.20	5.90**
	LJT	30.12	5.17	
Physical Environment	SJT	32.55	5.61	5.63**
	LJT	27.60	4.02	
Overall Occupational	SJT	192.65	31.28	7.68**
	LJT	165.39	27.92	

Note:**- Significant at 0.01 level @-Not Significant

Table-II shows the 't' values of 3.01, 2.71, 5.90, 5.63 and 7.68 reveals that there are significant differences between short job tenure and long job tenure of teachers on occupational stress (areas role ambiguity, role boundary, responsibility and physical environment). While, insignificant 't' values of 0.22 and 1.32 reveals that there is no significant difference between short job tenure and long job tenure with regard to their role overload and role insufficiency. It is proved that when comparison with mean scores of short job tenure teachers have high occupational stress than long job tenure teachers.

Conclusions

1. Male teachers have experienced high occupational stress than female teachers in these areas i.e., role overload, role ambiguity, responsibility and physical environment.
2. There is no significant difference between male and female teachers in the areas role insufficiency and role boundary.
3. Short job tenure teachers have experienced high occupational stress (role ambiguity, role boundary, responsibility and physical environment) than long job tenure teachers.
4. There is no significant difference between short job tenure and long job tenure teachers in the areas of role overload and role insufficiency.

Suggestions: Occupational stress in the workplace is becoming a major concern for all teachers, headmasters and government, owing to the occupational health and safety legislations requiring employers to practice duty of care by providing teachers with safe working environments which also cover the psychological well-being of their staff. The reduction of occupational stress will induce the teachers to provide efficient and effective service to the society. For the betterment of the educational institutions, the occupational stress among the higher secondary school teachers should be reduced. As a result of the benefits of a systematic and joint approach to reducing stress, there can be increased education standard, decrease in absenteeism, increased school enrolment, reduced drop-out rate, improved teachers' morale, decrease in compensation claim and reduction in workplace accidents. The most important benefit in reducing occupational stress is that it will promote a pleasurable work environment for all. The study throws light on the fact that occupational stress is quite a personal matter and that the perception of the situation enables one to cope with it effectively, being aware of the causes of occupational stress and monitoring properly.

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