

## Teacher's Occupational Stress Among Special Educators with Regards to Years of Experience

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### ABSTRACT

Teachers are playing the role of central actors in education, facilitators of learning and knowledge. Especially for special educator it is always occupational burden about workload as individual therapy design, slow progress in children, unclear economical structure and handle problematic behavior of special children. So, purpose of the present study is to find out the occupational stress among special educators who are having experience of more than 5 years and less than 5 years. The sample constituted of total 80 special educators out of which 40 were having less than 5 years of experience and more than 5 years of experience. Teachers's occupational stress of special educators was assessed by using scale developed by Sajid Jamal & Abdul Raheem and Statistical technique: t- test was applied to find out the significance of difference between means. The results indicated there was significant difference in quality of life between special educators who are having less than 5 years experience and more than 5 years of experience.

**Keywords:** Occupational Stress, Special Educators

Beehr and Newmann (1975), define job stress as “a condition arising from the interaction of people and their jobs and characterized by change within people that force them to deviate from their normal functioning.” According to Lazarus “stress occurs when their demands on the person which tax or exceed his adjustment resources”

### *Occupational Stress and Special educator*

Teachers are playing the role of central actors in education, facilitators of learning and knowledge. Especially for special educator it is always occupational burden about workload as individual therapy design, slow progress in children, unclear economical structure and handle problematic behavior of special children. In doing so, they often suffer from stress, particularly, when they have to perform certain roles to meet their incompatible expectations. Thus, teaching to children with special need can be a stressful occupation. The daily interaction with students, co-workers, demands of special teaching often leads to various pressures and challenges which may lead to stress. Special education profession is not just a profession but full of responsibility to development of individual and management

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of current educational system. Stress is a normal part of everyday life and occurs whenever our bodies and minds are faced with demands which tax or exceed our capacity to respond. These demands can be physical or mental. All stress is both mental and physical, because the mind and body are not separate but are two subsystems of our very complex whole. Beyond these administrative authorities and sometime people have too many expectations from special educators. Due to this all-different pressure ultimately, special educator become the victims of stress.

**Special Educators:** Special education teachers who work with students have a wide range of learning, mental, emotional, and physical disabilities. They adapt general education lessons and teach various subjects, such as reading, writing, and math, to students with mild and moderate disabilities. They also teach basic skills, such as literacy and communication techniques, to students with severe disabilities.

### *Causes of stress*

The major causes of teacher educators' stress are: Excessive working hours, Excessive workload, Increasing class sizes, Changes in curriculum and courses, Changes to assessment, Unfortunate administration, Workplace harassment, Student misbehaviour, Risk of violence from students and parents, Lack of support and routine tasks, Lack of job security, Lack of control over the job, Burden of providing cover, Lack of public esteem.

## LITERATURE REVIEW

Review of related literature is an integral part of the research which helps the researcher in classification of the research. It helps in defining and delimiting the problem. The study of related literature provides essential information on the work already done in that field and revealed the facts and figures which had earlier remain untouched, unexpected and unexplored in the previous research studies. The related studies stimulate and encourage investigation. A comprehensive review of related studies is done under the following heads Stressors and coping strategies studied by Steeno (1995), among special education resource teachers. Fifty female special education resource teachers from elementary and secondary settings were surveyed findings indicated that no significant difference was found in the total level of anxiety, in the four factors contributing to stress, and in the total effects of stress for the resource teachers.

Lambors lazura (2006) appeared interesting in Terms of Advancing current understanding of the relationships between different sources of job stress within the special education teaching context and provide general guidelines for future policies aiming to counter special education teachers' stress.

A study of absenteeism, job satisfaction, job stress and locus of control among special education teachers in selected countries of West Virginia was conducted by Knowles (1981) and found out that special education teachers are generally absent, more or less satisfied their jobs, and are more stressful. Furthermore, behavior disordered teachers were found to be absent more, less satisfied with their jobs, and more stressfir1 than mentally retarded or learning-disabled teachers

### *Statement of the Problem*

The main aim of the present study is to find the occupational stress among special educators having more than 5 years and 5 years less than experience.

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### Objectives of the Study

- To study the occupational stress among special educators having more than and less than 5 years of experience

### Hypothesis

- There will be no significant difference in the mean score of quality of life of special educators having less than 5 years of experience and more than 5 years of experience.

## RESEARCH METHODOLOGY

### Sample

The aim of the present research was to assess the occupational stress of special educators having less than 5 years of experience and more than 5 years of experience. Keeping this purpose in mind, “purposive sampling technique” was employed for data collection. The researcher approached 40 special educators having less than 5 years of experience and 40 special educators having more than 5 years of experience.

### Variables

The following variables were studied for the present research,

- **Independent Variables:** Years of experience (more than and less than 5 years)
- **Dependent Variable:** (score of occupational stress scale)

### Research Tools

Teachers Occupational Stress Scale (TOSS) was used by Sajid Jamal & Abdul Raheem (2012) and consists of 42 items to measure quality of life of subjects:

### Statistical Analysis

For the analysis and interpretation of data, the mean scores, Standard deviation, SED and t were computed.

## RESULTS AND DISCUSSION

*Table 1: Shows the mean, standard deviation, SED and t- ratio of special educators occupational stress with regards to experience.*

Years of experience	N	Mean	Variance	SED	t	Level of significance
More than 5 years	40	3.5708	0.0427	0.058	1.937	0.05
Less than 5 years	40	3.4583	0.0466			

Table 1 depicts that there exists a significant difference at 0.05 level of significance among special educators occupational stress with regards to years of experience. According to analysis and mean scores it shows special educators having more than 5 years of experience shows more occupational stress compared to less than 5 years of experience.

The reason behind this we can see as they are in this field where patience level needs most where you have to work with special child and adults and you have to give results to the parents. As a finding and experiences it shows once the parents get results in their child there expectations ,goals ,happiness, respect towards the special educator increases and their

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tend to be work pressure for them to give more and more better results .In this test the sub domains includes work load(WL),Students misbehavior ,lack of professional recognition ,lack of classroom resources, poor colleague relations .all this factors more or less affects the person as an special educator if the person is working professionally and doesn't get professional recognition as he doesn't get accepted in the society that also affects more and students misbehavior ,work load as we have discussed earlier more or less affects the level of occupational stress in more than 5 years of experience teachers.

### CONCLUSION

There is significant difference in the mean scores of teachers occupational stress of special educators having less than and more than 5 years of experience.

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### Conflict of Interest

The author(s) declared no conflict of interest.

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