

Occupational Stress of Secondary and Higher Secondary School Teachers

Suresh Kumar^{1*}, Dr. Pallavee Trivedi²

ABSTRACT

Teachers' occupational stress affects their teaching quality. When teachers are stressed in their job, they are unable to devote their full attention to their tasks. Adjustment is a significant predictor of teachers' effectiveness in the classroom. The main objective of the present study was to assess the level of occupational stress and adjustment among secondary and higher secondary school teachers. It was hypothesized that there would be a significant difference between secondary and higher secondary school teachers with reference to occupational stress and adjustment. The researcher has adopted quantitative descriptive research to gain the objectives of the present study. For the present research work, the researcher has selected 60 secondary (30) and higher secondary (30) school teachers aged between 30 to 40 years with the help of random sampling techniques. The Occupational Stress Index was developed by Srivastava, A.K., and Singh, A.P., 1981 was used. It was revealed that higher secondary school teachers have shown greater symptoms of occupational stress compared to secondary school teachers, whereas, no significant difference was reported for occupational stress among secondary and higher secondary school teachers with reference to gender.

Key Words: Occupational stress, Adjustment, Secondary and Higher secondary school teachers

Stress is an inevitable aspect of our lives, and it is mostly determined by our experiences, inclinations, and circumstances. Teachers' job stress has an impact on the quality of their teaching. When a teacher is stressed in his job, he is unable to devote his whole attention to his students. One of the most important determinants of a teacher's effectiveness in the classroom is their ability to adjust.

In particular, occupational stress is the inability to handle the demands of work (Rees, 1997). It is a mental and physical state that has an impact on a person's performance, effectiveness, personal health, and level of work quality (Comish and Swindle, 1994). Stress symptoms are typically described in terms of behavioural, bodily, or psychological consequences. A special sort of occupational stress is teacher stress. It is the sensation of negative feelings by a teacher that is brought on by certain aspects of their profession as educators, such as tension, frustration, rage, and depression (Kyriacou, 1987). In general, teachers who exhibit high

¹ Research Scholar, Department of Psychology, Sardar Patel University, Vallabh Vidyanagar, (GUJ.)

² Adhyapak Sahayak, Shree Swaminarayan Arts College, Ahmedabad.

*Corresponding Author

Received: March 01, 2022; Revision Received: June 21, 2022; Accepted: June 30, 2022

Occupational Stress of Secondary and Higher Secondary School Teachers

levels of stress also exhibit high levels of psychological distress, which is typically manifested by high anxiety and low psychological well-being, as well as decreased job satisfaction, i.e. mental illness, burnout, and job dissatisfaction among the teachers (Traverse and Cooper, 1996). The core of the educational system is made up of teachers who prepare young adolescents to create their country with responsibility and purpose and to face challenges in the future. It is the job of a teacher to mould and shape their future since they are the social engineers and guardians of the future.

Teachers are constantly subjected to high levels of stress that transcend all cultures (Copper and Kelly, 1993; Reglin and Reitzammer, 1997; Chan, 1998). Long working hours, insufficient pay, role ambiguity, poor teaching facilities, lack of social recognition, poor organisational climate, and strained relationships with colleagues all contribute to a stressful environment. As Kyriacou (1987) points out, teachers are concerned with the insidious day-to-day sources of stress with their cumulative effect, rather than the less frequent but occasionally intentional sources of stress. Stress has been connected to personality factors such as locus of control, self-esteem, Type-A behaviour pattern, toughness, and negative affectivity (Ganster and Schaubroeck, 1991b; Murphy, 1995). Gender, age, marital status, job tenure, job title, and hierarchical level are among the demographic variables that have been shown to be related to someone's job stressor/health relationships (Dua, 1994; Murphy, 1995), with gender, age, and hierarchical level being the most significant, as further explanations reveal.

Stress is frequently accepted as an unavoidable aspect of teaching. Teachers' lives are negatively impacted by stress, which leads to physical and mental illness (Otto, 1986; Mokdad, 2005). Teacher stress frequently impairs a teacher's ability to function effectively (Poornima, 2010), sometimes to the point of burnout (Reddy, 2011). Other common responses listed by Brown and Ralph (1992) include decreased work performance and output; inability to manage time or delegate; feelings of isolation and inadequacy; loss of confidence and motivation; increasing personality traits; irritability with colleagues; unwillingness to work cooperatively; frequent irrational conflict at work; detachment from supportive relationships; inappropriate cynical humour; persistent negative thoughts; increased substance abuse; loss of confidence; loss of motivation; loss of confidence and motivation; loss of confidence and motivation.

NEED OF THE STUDY

Although teacher stress has been widely discussed, there is no agreement across professional groups on what causes it or how to alleviate it. A review of global studies found that teacher stress is a true phenomenon with high levels consistently connected to a variety of cause variables, including those inherent in teaching, individual sensitivity, and organizational consequences. There are few trials of successful therapy, and none involve large samples or long-term follow-up.

STATEMENT OF THE PROBLEM

The main focus of this study is to know the “*Occupational Stress of Secondary and Higher Secondary School Teachers*”

OBJECTIVES OF THE STUDY

1. To study occupational stress among school teachers.
2. To study the impact of the category of school and gender on the occupational stress of school teachers.

Occupational Stress of Secondary and Higher Secondary School Teachers

- To study the interaction effect of the category of schools and gender of school teachers with reference to occupational stress.

HYPOTHESIS OF THE STUDY

H01 There exists no significant difference between secondary and higher secondary school teachers on their occupational stress.

H02 There exists no significant difference between male and female school teachers on their occupational stress.

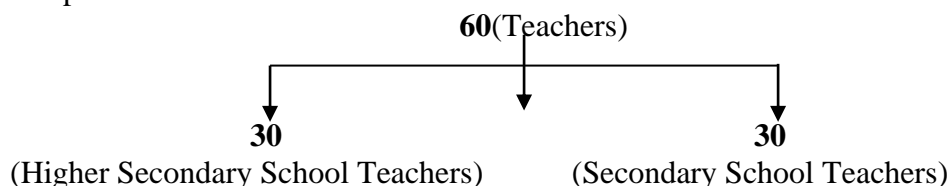
H03 There exists no significant interaction effect between the category and gender of teachers with reference to their occupational stress.

Research Design:

The present study was not possible experimentally because of the nature of the research problem. The investigator adopted the quantitative descriptive research for gaining the objectives of the present study. It was a survey quantitative research in which the event has already occurred and the effects of the variables were studied by qualitative analysis.

Sample:

The sample of 60 school teachers was selected between the age ranges of 25 to 40 years. Further, they were classified into two groups according to levels of school results i.e. higher secondary school teachers (30) and secondary school teachers (30) The categorization and detail of sample selection is as under:-



Tools:

The Occupational Stress Index:

The present index was developed by Srivastava, A.K., and Singh, A.P., 1981. The scale consists of 46 items, each to be rated on a five-point scale. Out of 46 items, 28 are 'True – Keyed' and the last 18 are 'False – Keyed'. The items relate to almost all relevant components of the job size which cause stress in some way or the other, such as role overload, role ambiguity, role conflict, unreasonable group and political pressure, responsibility for persons, under participation, powerlessness, poor peer relations, intrinsic, impoverishment, low status, strenuous working conditions and unprofitability.

Procedure:

The investigator selected 60 school teachers with the help of a random sampling method. They were placed into two groups as category of school. The first group was a higher secondary school teachers group and the second group was a secondary level school teachers group, participants in both the higher secondary level and higher secondary level groups of teachers were administered for occupational stress scale. Then researcher explained the importance of research work and collected the data after ensuring their confidentiality of them. Each subject was given a questionnaire on occupational stress. All were requested to read all statements one after the other and give their responses in the responses column by choosing appropriate responses for each statement, which they felt correct and appropriate.

Occupational Stress of Secondary and Higher Secondary School Teachers

Scoring:

Scoring of the obtained data was completed with help of the occupational stress scale manual in the present investigation. The data have been arranged in the respective tables according to the statistical test employed.

Statistical Analysis:

For the present research study to find out the significant mean difference between scores of higher secondary and secondary school teachers for occupational stress, statistical measures like independent sample F tests, Mean and SD were employed.

RESULTS & DISCUSSION:

Table 1: Showing Mean, SD, & F- values of occupational stress of higher secondary and secondary level school teachers.

Dependent Variable	Category of teachers	N	Mean	SD	F	Sig. Level
Occupational Stress	Higher Sec. Level	30	96.86	10.82	17.18	$p < .01$
	Secondary Level	30	86.16	9.10		

It may be inferred from table 1 that scores of both the groups of school teacher's i.e. higher secondary level school teachers and secondary level school teachers have a significant difference on the occupational stress of school teachers. The calculated 'F' value is to be found significant ($F = 17.18, p < .01$). The mean score of occupational stress of higher secondary level school teachers is 96.86 (10.82) and the mean scores of secondary level school teachers is 86.16 (9.10) respectively. Higher secondary school teachers have more occupational stress as compared to secondary-level school teachers. Thus, H_{01} is rejected.

Table 2: Showing Mean, SD, & F- values of occupational stress of male and female school teachers.

Dependent Variable	Gender	N	Mean	SD	F	Sig. Level
Occupational Stress	Male	30	92.93	11.30	0.94	NS
	Female	30	90.10	11.27		

It is evident from Table 2 that a significant difference was not found between scores of male and female school teachers on occupational stress ($F = 0.94, p > .05$). The mean scores of male and female school teachers are 92.93 (SD = 11.30) and 90.10 (SD = 11.27) respectively. On the basis of this insignificant mean difference, one can say conclusively that both male and female school teachers have more or less equal occupational stress. Hence, H_{02} is accepted.

Table 2: Showing Mean, SD, & F- values for the interaction of category and gender of school teachers with reference to occupational stress.

Dependent Variable	Category of Teachers	Gender	N	Mean	SD	F	Sig. Level
Occupational Stress	Higher Sec. Level	Male	15	98.20	10.45	3.56	NS
		Female	15	95.53	11.37		
	Secondary Level	Male	15	84.66	8.41		
		Female	15	87.66	9.79		

The main objective of the study was to examine whether higher secondary level male and female school teachers and secondary level male and female school teachers differed on

Occupational Stress of Secondary and Higher Secondary School Teachers

occupational stress or not. Table-3 highlighted that the F ratio for the interaction of category of the teacher and gender was also found insignificant $F = 3.56, p > .05$. From the same point of view, Table-3 indicates that the mean scores of higher secondary level male and female school teachers are ($M = 98.20, SD = 10.45$) and ($M = 95.53, SD = 11.37$) respectively, whereas, the mean scores of secondary level male and female school teachers are ($M = 84.66, SD = 8.41$) and ($M = 87.66, SD = 9.79$) respectively. The mean difference between both groups suggested that the category of teachers and gender have a non-significant effect on occupational stress. All four groups of teachers have more or less equal occupational stress. Therefore, H_{03} is accepted.

CONCLUSION:

The present study has provided comprehensive information about occupational stress among secondary and higher secondary school teachers in the Anand district of Gujarat state. From the results of the study, it is clear that higher secondary school teachers have higher occupational stress. The next finding of this study revealed that gender had no significant impact on occupational stress. Similarly, the interaction of category of school and gender of secondary and higher secondary school teachers was reported as insignificant. The study reveals that professional stress is a highly personal issue and that one's view of the situation allows one to cope with it successfully by being aware of the sources of workplace stress and correctly monitoring it.

REFERENCES:

- Baruah, P. and Gogol, M. (2017) Occupational Stress and Adjustment of Secondary School Teachers of Dibrugarh District, *Asian Journal of Research in Social Sciences and Humanities*, Volume : 7, (10), 273- 295.
- Brown, M., and Ralph, S., 1992, "Towards the Identification of Stress in Teachers", *Research in Education*, 48, 103-110.
- Chan, D.W., 1998, "Stress, Coping Strategies and Psychological Distress among Secondary School Teachers in Hong Kong", *American Educational Research J.*, 35 (1), 145-163.
- Comish, R., and Swindle, B., 1994, "Managing Stress in the Workplace", *National Public Accountant*, 39 (2), 24-28.
- Cooper, C.L., and Kelly, M., 1993, "Occupational Stress of Head Teachers: A National UK Study", *British J. of Educational Psychology*, 73 (1), 130-143.
- Dua, J., 1994, "Job Stressors and their Effects on Physical Health, Emotional Health and Job Satisfaction in a University", *J. of Educational Administration*, 32 (1), 59-79.
- Ganster, D.C., and Schaubroeck, J., 1991b, "Work Stress and Employee Health", *J. of Management*, 17, 235-271.
- Kyriacou, C., 1987, "Teacher Stress and Burnout: An International Review", *Educational Research*, 29 (2), 146-152.
- Mokdad, M., 2005, "Occupational Stress among Algerian Teachers", *African Newsletter on Occupational Health and Safety*, 15, 46-47.
- Murphy, K.R., 1995, "Is the Relationship between Cognitive Ability and Job Performance Stable over Time?", *Human Performance*, 2, 183-200.
- Otto, R., 1986, "Teachers under Stress: Health Hazards in a Work Role and Modes of Response", Hill of Content, Melbourne.
- Poornima, R., 2010, "Emotional Intelligence, Occupational Stress and Job Satisfaction of Special Education Teachers", Ph.D. thesis, Dept. of Education, Dravidian University, Kuppam.

Occupational Stress of Secondary and Higher Secondary School Teachers

- Reddy, G.L., 2011, "Occupational Stress, Professional Burnout and Job Satisfaction of University Teachers in South India", UGC Major Research Project, Dept. of Education, Dravidian University, Kuppam.
- Reglin, G., and Reitzammer, R.A., 1997, "Dealing with the Stress of Teachers", *Education*, 118 (4), 590-597.
- Srivastava, A. k. & Singh A. P. (1984) A Manual of occupational stress index Varanasi, Psychological Parikshan Sansthan.

Acknowledgement

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: Kumar. S & Trivedi. P (2022). Occupational Stress of Secondary and Higher Secondary School Teachers. *International Journal of Indian Psychology*, 10(2), 1624-1629. DIP:18.01.163.20221002, DOI:10.25215/1002.163