

A STUDY OF OCCUPATIONAL STRESS AMONG TEACHERS IN SCHOOLS

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Accepted: 20.03.2022

Published: 01.04.2022

Keywords: Occupational Stress, Teacher.

Abstract

The present study deals with the level of occupational stress among school teachers. It is defined by three Dimensions: - Perceived self-efficacy, Student Disruptive Behaviour and the Institutional Climate. To explore the findings related to occupational stress among school teachers, the researcher sampled 30 teachers from a different type of schools like Private, Semi Government and Government schools. The researcher collected the data with the help of occupational stress questionnaire data sheet. Teachers' responses to all items of the occupational stress questionnaire were recorded. The scores were obtained after the tests were conducted and occupational stress was calculated using mean and percentage statistics.

Paper Identification



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Introduction

Teaching is considered a profession of human service, so some degree of tension is enough within the teaching profession, but after so many years of work, when a teacher starts feeling the tension beyond its limits, irritation starts. Occupational stress is the psychological term for the experience of prolonged exhaustion and low interest in the current job. It can be defined as a feeling of physical and emotional exhaustion due to stress from working with people in difficult or difficult situations. Stress is followed by symptoms such as chronic fatigue, anger and suspicion, quickness to act and sensitivity to cold i.e. headache and fever etc.

Once a teacher starts feeling job-related stress and if left untreated, the teacher can enter three stages of stress. First a teacher gets emotionally exhausted. Once exhaustion sets in, the teacher may begin to distance herself from students and colleagues, isolating her from those who need help. Eventually, a teacher begins to doubt his ability to do a task successfully. There is a feeling of lack of personal achievement in the job.

The study looked at the effect of school type, gender, socio-economic status, marital status and designation on job stress levels. Occupational stress harms the overall personality of the teacher. It also affects the

teaching efficiency of teachers. Initially the self-motivational attitude of the teacher prevails but gradually this motivation disappears very seriously due to the effect of internal stress. This tension can be seen in any teacher, enthusiasm for work and work fluctuates from day to day

Objectives of the Study:-

The study has the following objectives:-

1. To study of the occupational stress level in teachers of Private Schools.
2. To study of the occupational stress level in teachers of Government Schools.
3. To study of the occupational stress level in teachers in Semi-Government School.

Population:-

In the present research population is the teachers of different schools like Private, Government and Semi-Government of Rohtak District of Haryana State.

Sample Size:-

A sample of 30 secondary school teachers of Rohtak District under Haryana State was selected through multi-stage random sampling technique.

Research Methodology:-

In the present research survey method is used by the researcher. The Survey method is the technique of gathering data by asking questions to people who are thought to have desired information. A formal list of questionnaires is prepared. Generally a non disguised approach is used. The respondents are asked questions on their demographic interest opinion.

Tools Used:-

Teachers' Burnout Scale by Gupta and Rani (2017) was used to assess the level of burnout among teachers. The scale consists 40 items

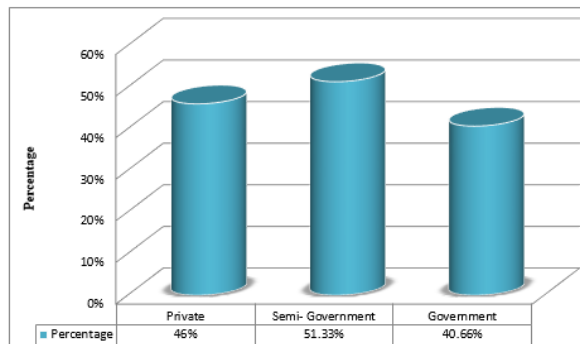
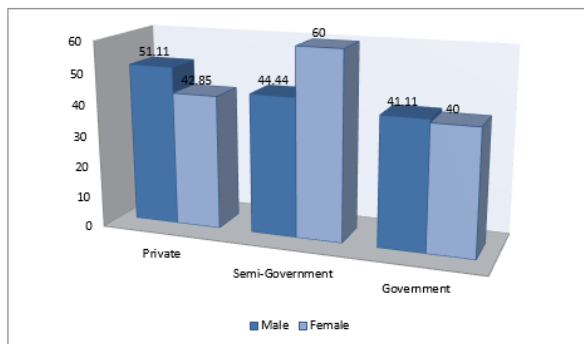
under four dimensions i.e. Perceived self efficacy, Students' disruptive behavior, Collegiality and Institutional climate. Test-retest reliability of the scale was 0.994. The scale has high construct validity ranged from 0.660 to 0.900.

Analysis and Findings:

Operational Hypothesis - H₁ Therefore, there is no significant difference in the level of Occupational stress in the teachers of different schools like Private, Semi-Government and Government schools on the basis of perceived self - efficacy, student disruptive behavior and institutional climate dimension.

Table-01

Dimension of Occupational stress	Perceived Self Efficacy	Student disruptive behavior	Institutional Climate	Percentage
Private	6	6	11	51.11%
Male-03				
Female-07	12	14	19	42.85%
Semi-Government	11	16	13	44.44%
Male-06				
Female-04	9	14	13	60%
Government	8	16	13	41.11%
Male-06				
Female-04	6	7	11	40%



Analysis and Interpretation :-

Differences have been found in the significant level of the presented hypothesis, so null hypothesis cannot be accepted here. In the present research, the researcher wants to display the level of occupational stress of male and female through this graph diagram according to the percentage category. It can be understood that by observing the occupational stress in the graph, it can be understood that the women teachers of agriculture department Occupational stress are 60%, which is the highest and is of high grade, due to which teachers are also expected to be at risk.

Integrated Table

H1 Therefore, there is no significant difference in the level of Occupational stress in the teachers of different schools like Private, Semi-Government and Government schools on the basis of perceived self-efficacy, student disruptive behavior and institutional climate dimension.

Table-02

Dimension of Occupational stress	Perceived Self efficacy	Student disruptive behavior	Institutional Climate	Percentage
Private	36	42	60	46%
Semi-Government	42	60	52	51.33%
Government	28	46	48	40.66%

Discussion:-

The table and graph presented above shows the difference between male and female occupational stress, in which the stress of female teacher of Semi-Government has arisen 60%, which causes student destructive behavior and less than that of Institutional Climate. Similarly, the teachers of Male in Private schools the occupational stress of it is medium 51.11% due to the institutional environment.

The stress of the teachers of a different kind of schools has been displayed by the researcher from the presented group table and graph. The occupational stress of the teachers of Semi-Government falls in the medium category, with a percentage of 51.33%. The Private and Government have 46 % percent and 40.66% percent, which comes in the lower category.

Conclusion:-

Differences have been found in the significant level of the presented hypothesis, so null hypothesis cannot be accepted here. In the present research, it can be said in conclusion that the work done by the researcher to measure occupational stress. On the basis of the data collected by the researcher, it can be said that the teachers of schools have a high medium and low level of stress. In that, Semi-Government comes in first place by 51.33% stress level, Private schools in second place by 46 % stress level and

Government school in third place by 40.66% stress level.

Suggestions for Further Research:-

- Understand the objectives
- Choose a suitable research methods
- Expect the unexpected
- Maintain a child-like enthusiasm
- Be empathic but maintain objectivity
- Analyze there sults with a colleague

Delimitations:-

- The present research is delimited to schools only.
- The present research delimited to three different type of schools only
- 1. Private Schools 2.Semi- Government Schools 3. Government Schools

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