

Psychological Study Of Occupational Stress Among School Teachers

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Abstract-Occupational stress is a term used to define ongoing stress that is related to the workplace. Occupational stress is an increasingly important occupational health problem and a significant cause of economic loss. An employee spends roughly one third of its life working in an organizational goal setting, employee mental health is of particular importance. Occupational stress may produce both overt psychological and physiological disabilities. However, it may also cause subtle morbidity that can affect personal well-being and productivity. A job stressed individual is likely to have greater job dissatisfaction, increased absenteeism, and higher consumption of alcohol and smoking, increase in negative psychological symptoms reduced aspirations and self esteem. Job stress is generally defined in terms of a relationship between the person and environment.

Keyword: - Occupational stress, Health Problem, Economic Loss, Self Esteem.

Introduction-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 these 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.

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Occupational stress can also be defined as the physical and emotional response that occurs where worker perceives an imbalance between their work demands and their capability and/or resources to meet these demands or in simple words it is the harmful physical and emotional response that can happen when there is conflict between job demands on the employee and the amount of control and employee has over meeting these demands. Occupational stress is a term used to define ongoing stress that is related to the workplace. The stress may have to do with the responsibilities associated with the work itself, or be caused by conditions that are based in the corporate culture or personality conflicts. As with other forms of tension, occupation stress can eventually affect both physical and emotional well being if not managed effectively.

Review of Literature-Macquarie (1972) predicted the ways in which employees react under the specific psychological conditions of role conflict. The results of the study indicated that the role conflict and conflicts between employees needs and role expectations attributed to socially powerful role behaviours were found to be common. The outcomes of these conflicts for "self oriented" and "other oriented" employees were supported when predictions of warmth and directiveness of anticipated behaviour were made for individual employees.

Varma (1975) identified role conflict situations as perceived by the headmasters. He further studied the expectations of employees, students, parents and administrators from the headmaster and measured the worries experienced by the headmasters when exposed to the role conflict situations. Attempts were also made to explore the relationship between role conflict and personality traits of the headmaster, as used as relationship between the role conflict and institutional factors. Findings of the study suggest that Role conflict is positively related to worry which is highest in situations related to purchase of materials. The incidence of congruence and incongruent between the perceived role conflict and the observed incompatibility in expectation were found to vary from situation to situation. When the groups of headmasters were dichotomised on the basis of boys and girls school the difference in the role conflict was observed significant. The headmasters with high role conflict sought compromise than full conformity or avoidance.

Pareek (1981) is considered as the pioneer of the stress research in India. He has identified. 10 dimensions of organizational role stress, which are most often experienced by managers or other professionals.

The dimensions of role stresses are: 1. Self-role distance; 2. inter-role distance, 3. Role ambiguity, 4. Role isolation, 5. Role expectation conflict, 6. Resource inadequacy, 7. Personal inadequacy, 8. Role stagnation, 9. Role erosion and 10. Role overload.

Objectives-Present study has been undertaken with a view to identify and examine the following objectives:-

- To study the Age and tenure in the organization.
- To study the Psycho-spiritual values on the experience of stress in school.
- To study the Stress level in employees of different cadres
- To develop two standard tools of research, namely Teachers Occupational Stress Scale and Teachers Job Satisfaction Scale, which will prove as valuable additions to the psychometric units of Indian Universities and abroad also.

Hypothesis:-On the basis of review of literatures and objectives of the study following hypothesis has been formulated and listed in the present study:

1. The private school teachers, in general, experience more stress toward their occupation.
2. The predictor demographic factors are not the significant predictors of teachers' stress toward their occupation.
3. There is no significant difference in occupational stress in relation to demographic factors of the teachers'.
4. The predictor factors (job satisfaction and pupil control ideology) are not the significant predictors of teachers' stress toward their occupation.

Methodology-In present study, as such has focus on certain dimensions of Occupational Stress, Various Areas of Employee Adjustment such as Adjustment with Academic and General Environment of the Institution, Socio-Psycho Physical adjustment, Professional Relationship Adjustment, Personal Life Adjustment, Financial Adjustment and Job Satisfaction and Psychological Well- being of Government and Non-Government School employee.

Sample :-In the present study sample comprised of 300 employee Total sample were equally categorized according to their type of school, experience and gender. Total sample were selected randomly from different schools. The distribution of total sample was categorized as under.

	Private School		Total
	Below 15 years experience	Above 15 years experience	
Male	75	75	150
Female	75	75	150
Total	150	150	300

VARIABLES :

Following variable were studied in present research work.

Name of variable	Nature of variable	Number of variable	Level of variable
Type of Schools	Independent variable	2	Private School
Experience	Independent variable	2	Below 15 yrs. experience
Gender	Independent variable	2	Male employee Female employee
Occupational Stress	Dependent variable	1	Scores Occupational Stress
Adjustment	Dependent variable	6	Scores of 5 areas of adjustment and total score of adjustment
Psychological well-being	Dependent variable	1	Scores of Psychological well-being

Tools :-Following tools were used for data collection in the present study:-

A.P. Singh and A.K. Shrivastava are made occupational stress index. this index is useful for govt. and private teacher's stress measurement. There are five point scale rating scale. We have to form 28 True and False keyed form from 46 scales.

Result and Discussion-The present study indicates that government teachers and teachers from private school reported higher on occupational stress. It was true for each domain as well as the total score. The effect of gender and type of school were highly significant for most of the domains of occupational stress. It was noted that female teachers and government school teacher reported higher level of job satisfaction in comparison to their counterparts. Results also indicated that male teacher and government school teacher reported higher level of mental health in comparison to female teachers and private school teachers. The MANOVA and ANOVA showed interaction of gender and type of school was significant for mental health.

Correlation analysis of the data indicated that both the dimensions of job satisfaction and overall scores are negatively correlated with most of the domains of occupational stress.

From the findings in the present study, several implications for the school administrators, school authorities, management committees, policy makers, educationists, psychologists, student-teachers and future

researchers may be drawn with regard to occupational stress of teachers' in private schools. The crux of the current problem may lie on the assumption that teachers view their stress problem at personal level, and that schools seldom at least try to render help on such personal basis.

The findings of the study were important from the point of view of excellence of teachers, their effectiveness and efficiency in job situation. Stress affects the teaching efficiency of the individual. So it is necessary to provide proper environment and support to each to maintain individual stress. The study has shown that there are variations in the experience of stress related to demographic factors, job satisfaction, work values, and pupil control ideology by the male and female private school teachers. This point to the need for the effective management of these determinants of stress, either by making use of different management strategies at regular intervals, or by providing effective guidance and counseling.

Teachers' today are the central force of the school. They are the catalysts that foster changes in education. They are significant in the lives of the students they teach because they transmit the values of the society to them. Thus, they are overloaded with the increased responsibilities, accountabilities to broader perspectives, and greater opportunities for action in the educational field or the school organization. Teachers are no longer looked at as the mere transferors of knowledge, but as individuals who need to communicate and engage with students more than before and to care for their inner worlds. A lot is expected from them to empathize with learners, to motivate and encourage them, to participate in classroom activities, and generally speaking, to help facilitate learning. However, in addition to all these roles, they also need to engage in many other tasks such as paperwork, evaluating students, preparing for the class, remaining up-to-date with their teaching area and preparing their teaching materials. At the same time, they might have positive or negative encounters with parents, colleagues, administrative authorities and students, all of which can affect them psychologically.

Conclusion-The following conclusions were drawn in accordance with the hypothesis and results of the study:

General pattern of occupational stress of private school teachers:-

➤ The analysis of the data indicated that majority of private school teachers' (47.70%) have less occupational stress.

➤ Results have also proved that greater percentage of female teachers' (54.74%) face less stress toward their occupation than their male colleagues (39.50%).

Combined and individual relationship of demographic factors with teachers' occupational stress:-

➤ The results of the study showed that 10% of the variance in teachers' stress toward their occupation can be explained by the combined effect of the predictor demographic variables, i.e. gender, teaching experience, qualification, salary and subjects taught.

➤ Gender is indicated as the best predictor of occupational stress in this study, and contributed 12% to teachers' occupational stress.

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