

# Construction And Validation Of Occupational Stress Of Higher Secondary School Teachers

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## ABSTRACT

The study has been conducted to investigate the level of occupational stress of higher secondary school teachers. The sample consists of 90 higher secondary school teachers from various schools of Tirupattur District. Samples of 90 higher secondary school teachers were selected for the investigation. The main objective of the present study is to develop a research tool to measure the occupational stress. The investigator has used normative survey method for the study. The researcher had attempted to construct and standardize the occupational stress scale to measure the occupational stress among higher secondary school teachers.

**KEYWORDS** Occupational Stress, Higher Secondary School Teachers.

## INTRODUCTION

Occupational Stress can be defined as the stress that an employee experiences in his workplace on account of pressing responsibilities, workplace climate, uncooperative and recalcitrant attitude of the co-workers and of course, lack of empathic behaviours of both authorities and the salaried employees. It is onsite rampant in all sorts of business and Government organizations. Taking into account the competencies of employees, an organization may strive to retain the skilled and accomplishes work experts. In spite of all the benefits they enjoy in their workplace, most of the employees are overcome by egocentric attitude and others by seniority issues. This aggravates the prevailing stress in the organization which finally results in occupational stress.

## WHAT IS STRESS?

Stress, defined

- mentally or emotionally disruptive or upsetting condition
- in response to adverse external influences
- capable of affecting physical and emotional well-being
- It is a condition of feeling exhausted when a person perceives that the demands on his mental, physical and financial capabilities exceeds the personal and the social resources that he is able to mobilize.

## DEFINITIONS OF STRESS

**Lazarus (1984)** “Stress is in pleasant fit between person and the environment, one in which the person’s resources are taxed or exceed, forcing the person to struggle, usually in complex way and to cope with.”

**Ellis (1999)** Stress is an emotion of tension that is both emotional and physical. It can occur in specific situations.

**Robbins (2001)** defines stress a dynamic condition in which the individual is confronted with an opportunity constriction or demand related to what he or she desires and for which the outcomes is perceived to be both uncertain and important.

### **OCCUPATIONAL STRESS**

We are living in an era of globalization, denationalization and liberalization where complexities and pressures rigorously affected human beings. The stress related to job has become main feature of modern life. Recently, job stress has come into noticeable work related research topic.

Occupational stress can be well-defined as the psychological and emotional responses, when workers perceive one-sidedness between their work demands and their capacity and resources to meet these demands. Stress responses occur when the imbalance is such that the teachers perceive they are not managing up with the situation.

Occupational stress is generally defined in terms of relationship between a person and his situation. It has been found that each occupation has stress, which may differ in degrees.

In a study conducted to find out the most stressful jobs the following were found to be the top four professions which caused more stress, nursing, teaching, managers and professionals. In the modest world a teacher's job is quite stressful. There are many causes behind it, like work overload, deadline for course completion, too many tests, exams, job insecurity, professional behaviour of student, administrative pressure, physical conditions, low salary, transfer, promotions etc.

A lot of work has been completed on occupational stress among teachers. As Pithers R; Fogarty G.J. (2007) worked on "Occupational stress among vocational teachers' Teachers Stress." The result revealed a significantly higher level of occupational stress among teachers. Teaching abilities of a teacher mainly depend upon the teacher's psychological state of mind. Therefore,

occupational stress has important effects on psychological well-being and serious accounts are being taken of the health consequences of this stress (Fletcher, 1991)

### **CONCEPT OF OCCUPATIONAL STRESS**

The term occupational stress has been derived from technical sciences, where it indicates an excessive and detrimental overloading of objects. Scientific enquiry in stress has developed from several disciplines. However there are two basic traditions in which research has flourished. One has evolved from a biological perspective and the other is based on a psycho social tradition. Each has made important contributions to the understanding of stress and both complement each other.

The specific reference to teachers, and within the general concept of occupational stress, Kyriacou and Sutcliffe defined stress as a response of negative effect (such as anger or depression) by a teacher usually accompanied by potentially pathogenic, physiological and biochemical changes (such as increased heart rate or release of adreno carticotrophic hormones into the blood stream) resulting from aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constitute a threat to his self esteem or well being and by coping mechanism activated to reduce the perceived threat.

### **OCCUPATIONAL STRESS AND TEACHER**

Occupational stress has become progressively common in teaching profession mostly because of increased occupational complexities and increased economic heaviness on individuals. A major source of distress among teachers is result of disappointment of school to meet the social needs and jobs demands of the teachers.

Teaching profession occupies significant and prestigious place in society. Teachers are considered as the makers of leaders, scientists, philosophers, advocates, politicians and administrators. Teacher is the

principle means for applying all educational programmes of the organizations of educations. The teacher must be aware of his clear part to build up the nation. Teachers are overworked with regular teaching load. Occupational satisfaction is a necessary condition for a strong growth of teacher's personality. A teacher at present has a helpless position. College teacher's complaint that they are not paid enough. The significance of pay or a factor in occupational has been greatly over emphasized.

School teachers face high volumes of stress during teaching and handling students; Classroom in developing countries persist overcrowded and teacher face intensive verbal communications, prolonged standing, high capacity of work load.

Teachers are also over loaded with regular teaching work and non-teaching work as election duties, duty in census; populations counting etc. the teachers are often heard of complaining about. With the changing socio-economic scenario and increasing unemployment, the values of teacher and their specialized concerns associated with the job have undergone a change, increasing stresses and hassles of teachers.

#### LIST OF STRESSES UPON A TEACHER

- ❖ Lesson planning
- ❖ Teacher's evaluation
- ❖ Accountability for student
- ❖ Ongoing learning performance
- ❖ Social isolation
- ❖ Classroom management and discipline
- ❖ Job uncertainty
- ❖ Supervisory role
- ❖ Integration of intelligence and Extracurricular activity
- ❖ conducting technology and monitoring change in curriculum
- ❖ Taking work home
- ❖ Difficult students
- ❖ Difficult classes
- ❖ Lack of administrative support
- ❖ Pressure from parents

- ❖ .Classroom management and discipline.
- ❖ Extracurricular activity conducting and monitoring.
- ❖ Change in curriculum.
- ❖ Change in education policy.

#### OBJECTIVE

- To develop a research tool to measure the Occupational Stress among higher secondary school teachers.

#### OCCUPATIONAL STRESS INVENTORY

Occupational Stress Inventory for higher secondary school teachers has been constructed and validated by the investigator. A lot of literature on occupational stress, test construction procedures was used for the construction of the tool. The occupational stress inventory was constructed after having discussion with teachers of schools and experts in the field of education. The test has been preferred on five point rating scale based on Likert's type. Initially all the statements were preferred in both Tamil and English.

The scoring procedure for the tool for the option **Strongly Agree** is given a score of **5**, **Agree** is given a score of **4**, **No Opinion** is given a score of **3**, **Disagree** is given a score of **2**, **Strongly Disagree** is given a score of **1**. The **minimum** score for the tool is **54** and **maximum** score of the tool is **270**.

#### ITEM ANALYSIS

The model/draft tool preferred by the investigator was administered on a sample of 90 higher secondary school teachers. The higher secondary school teachers were asked to mark their opinion among the given alternatives. Each statement has five alternative responses: namely Strongly Agree, Agree, No Opinion, Disagree and Strongly Disagree. Scoring was done for all the statements. The minimum score would be 54 and the maximum score would be 270. It is most efficient to do the checking as a

single operation after all booklets have been scored.

Item analysis was adopted for the final selection of statements. The total scores were calculated separately and they were arranged in the descending order. The top 25% and bottom 25% of scores alone were taken into account.

The difference in means of the high and low groups for each item was tested for significance by computing the t-ratios. Items with t-value of 1.96 and above were selected for the final tool. Thus, the final tool contains 40 items; the list of items with the t-value is presented in Table-1. Split-half method was also used to find out the consistency of the test.

**Table 1: Occupational Stress**

| S. No | t-value | Selected / Not Selected |
|-------|---------|-------------------------|
| 1     | 4.767   | Selected                |
| 2     | 4.700   | Selected                |
| 3     | 4.767   | Selected                |
| 4     | 4.800   | Selected                |
| 5     | 1.211   | <b>Not selected</b>     |
| 6     | 1.833   | <b>Not selected</b>     |
| 7     | 1.667   | <b>Not selected</b>     |
| 8     | 4.600   | Selected                |
| 9     | 1.422   | <b>Not selected</b>     |
| 10    | 1.289   | <b>Not selected</b>     |
| 11    | 3.000   | Selected                |
| 12    | 4.133   | Selected                |
| 13    | 1.300   | <b>Not selected</b>     |
| 14    | 2.700   | Selected                |
| 15    | 1.122   | <b>Not selected</b>     |
| 16    | 3.567   | Selected                |
| 17    | 1.278   | <b>Not selected</b>     |
| 18    | 4.033   | Selected                |
| 19    | 1.378   | <b>Not selected</b>     |
| 20    | 4.533   | Selected                |
| 21    | 2.700   | Selected                |
| 22    | 4.567   | Selected                |
| 23    | 2.800   | Selected                |
| 24    | 4.567   | Selected                |
| 25    | 4.200   | Selected                |
| 26    | 2.700   | Selected                |
| 27    | 3.733   | Selected                |
| 28    | 4.400   | Selected                |
| 29    | 2.967   | Selected                |
| 30    | 4.067   | Selected                |
| 31    | 4.167   | Selected                |
| 32    | 1.078   | <b>Not selected</b>     |

|    |       |                     |
|----|-------|---------------------|
| 33 | 3.933 | Selected            |
| 34 | 2.800 | Selected            |
| 35 | 4.467 | Selected            |
| 36 | 4.367 | Selected            |
| 37 | 1.100 | <b>Not selected</b> |
| 38 | 2.900 | Selected            |
| 39 | 1.056 | <b>Not selected</b> |
| 40 | 4.267 | Selected            |
| 41 | 3.633 | Selected            |
| 42 | 4.333 | Selected            |
| 43 | 2.633 | Selected            |
| 44 | 1.178 | <b>Not selected</b> |
| 45 | 4.267 | Selected            |
| 46 | 3.800 | Selected            |
| 47 | 3.733 | Selected            |
| 48 | 4.400 | Selected            |
| 49 | 4.400 | Selected            |
| 50 | 4.067 | Selected            |
| 51 | 3.533 | Selected            |
| 52 | 2.667 | Selected            |
| 53 | 4.244 | Selected            |
| 54 | 1.133 | <b>Not selected</b> |

## RELIABILITY

The reliability of test can be defined as the correlation between two or more sets of scores on equivalent tests from the same group of individuals. A test score is called reliable when we have reasons for believing the score to be stable and trust worthy. Stability and trust worthiness depend upon the degree to which the score is an index of “true-ability” free from chance error.

Test-retest (Repetition) method was used arrive at the reliability of the tool.

Repetition of a test is the simplest method of determining the agreement between the two set of scores; the test is given and repeated on the same group; and correlation computed between the first and second set of scores. Given sufficient time between the two tests the administration results show the stability of the test scores. The value of correlation co-efficient shows that there is high positive degree of correlation between the two tests and give in Table-2.

**Table 2: Reliability Co-efficient of Occupational Stress**

| S. No | Method of Reliability      | Values |
|-------|----------------------------|--------|
| 1     | Test – Retest (Repetition) | 0.80   |
| 2     | Split - Half               | 0.92   |

## VALIDITY

The appropriateness, meaningfulness and usefulness of the specific inferences made from test scores. In research, if findings are to be appropriate, meaningful and useful, they need to be valid.

The first essential quality of valid test is that it should be highly reliable. Besides, the content or face validity, the investigator intended to arrive intrinsic validity. Guilford (1950) defined the intrinsic validity as “the degree to which a test measures what it measures”. The square root of reliability gives the intrinsic validity. Therefore, the intrinsic validity of Occupational Stress inventory is 0.92.

## DESCRIPTION OF THE FINAL TOOL

The final tool with 40 statements was prepared in both Tamil and English. The final tool has been preferred on a five point rating scale based on Likert's type.

The scoring procedure for the tool for the option **Strongly Agree** is given a score of **5**, **Agree** is given a score of **4**, **No Opinion** is given a score of **3**, **Disagree** is given a score of **2**, **Strongly Disagree** is given a score of **1**. The **minimum** score for the tool is **54** and **maximum** score of the tool is **270**.

## CONCLUSION

Competitions, sportive activities, new funny assignments and setting new goals may serve as stress relieving agents in the long run. These activities have to be carefully executed as they may, if wrongly practiced, lead to serious complications. They are all psychological issues and hence, should be designed and executed under the expert guidance of HR officials and psychologists. Occupational stress is mostly born of internal strife and lack of

intelligent administration. The above-mentioned suggestions have been practiced and experimented in popular companies of India and the companies around the world. However, the results have emerged successful.

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