

Occupational Stress Of Higher Secondary School Teachers In Cuddalore District

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Abstract

This study was conducted on occupational stress of higher secondary school teachers in Cuddalore district in Tamilnadu. The random sampling technique with the normative survey method was used to collect 200 samples from the area of study. For the data collection, an investigator used occupational stress inventory. The data collected were analyzed using frequency counts, percentages, the mean and standard deviation to answer research questions while t-test and coefficient of correlation of fit were deployed to test the hypothesis at 0.05 level of significance. This study revealed that 17% of higher secondary school teachers have a low level of occupational stress, 64% of higher secondary school teachers have an average level of occupational stress and 19% of higher secondary school teachers have a high level of occupational stress. The results of the calculated r-value showed that there is a significant relationship between male and female teachers in their occupational stress.

Keywords: Occupational stress, Higher Secondary School Teachers, Cuddalore District.

INTRODUCTION

Schools are social organizations in which students, teachers, administrators, and many kinds of service labour force occupy separate positions and are expected to behave in certain ways. The relationships among different types of people in schools help to run the school organization effectively (Campbell, Corbally&Nystrand, 1983). Every educational institution has a climate that distinguished it from other schools and influences the behavior and feelings of teachers and students in that school (Sergiovanni&Starratt, 1988). Research showed that school teachers with similar levels of salary and similar benefits with other workplace conditions are found to be associated with turnover, including the degree of faculty effect over school policy, control over classroom decisions, and the degree of student misbehavior (Ingersoll et al., 1995).

Stress is a state of disturbance in the body of the organisms caused by stressors leading to physiological and psychological disturbances. Stress is caused by the effect of different factors. Style considers stress as 'the spice of life'. "Stress

is the body's response to environmental demands and it is fundamental". "Stress appears when individuals understand that they cannot adequately manage with the requirements being made on them or with threats to their well-being". R.S. Lazarus (1966).

"Stress, it is insisted, can only be sensibly defined as a perceptual phenomenon arising from a comparison between the request of the person and his or her capacity to cope. A disparity in this mechanism, when coping is important, gives increase to the experience of stress, and to the stress response". T. Cox (1978). "Stress is the psychological, physiological and behavioral response by an individual when they perceive a lack of balance between the demands lay down upon them and their ability to meet those demands, which, over a period of time, leads to ill-health". S. Palmer (1989).

NEED AND IMPORTANCE OF THE STUDY

In the present scenario, there is a changing time in every field worldwide. With the start of a new

millennium, societies are engaging in serious and promising educational reforms. One of the main factors in these reforms is the school teachers. Understanding teachers' perceptions and beliefs are essential because teachers, heavily involved in various teaching and learning processes, are practitioners of educational principles and theories (Jia, Eslami and Burlbaw, (2006). Occupational Stress is the main source of problems being faced by teachers during their academic carrier when they are struggling to achieve academic achievements for their future life. Academic pressure is one of the factors that cause failure among teachers. Occupational Stress is the return of mental and action through hormonal signaling, the perception of danger sets off an automatic response system, known as the fight or flight response. Commonly stress refers to two things, the psychological perception of pressure, on the one hand, and the body's response to it, on the other, which involves multiple systems, from breakdown to muscles to memory. Occupational Stress is a lot of expectation from self. Occupational Stress is the feeling of strain and pressure. In this modern world, stress is one of the most pervasive phenomena, affecting everyone. Stress is defined as a feeling of being under a lot of pressure, which leads to anxiety. Higher secondary school teachers have to deal with a certain degree of stress in their daily lives. Its severity varies from person to person and from context to the scenario, even within the same person. Because of the negative effects of stress which leads to a greater significance. Stress may have positive and negative impacts on the body, and when it becomes severe, it can create mental and physical health problems. By understanding the importance of Occupational Stress the present investigation has been taken for the present research.

STATEMENT OF THE PROBLEM

Teaching is considered one of the most stressful occupations these days because the modern world is full of stress. Stress is a feeling of tension that is both emotional and physical. It can occur in specific situations. Occupational Stress occurs when workers perceive an imbalance between their capability and resources to meet these demands. It is that which derives from conditions in the workplace. Occupational Stress, in particular, is the inability to cope with the pressures of a job. It is a mental and physical condition that affects an individual's productivity, effectiveness, personal health and quality of work. So, the main aim of this study is to investigate the occupational stress of higher secondary school teachers.

OPERATIONAL DEFINITION OF KEY TERMS

Occupational stress

Occupational Stress is defined in terms of the relationship between a person and the environment. Job Stress is a condition worth interacting with worker characteristics to disrupt psychological or physiological homeostasis. The normal situation conditions are job stresses and the disrupted homeostasis is job-related strain.

Higher Secondary School Teachers

Those who are handling classes for 11th and 12th are called higher secondary school teachers.

OBJECTIVES

1. To find out the level of occupational stress among higher secondary school teachers
2. To find out the level of occupational stress among higher secondary school teachers with respect to gender.
3. To find out if there is any significant difference between male and female higher secondary school teachers in their occupational stress.
4. To find out if there is any significant difference between Rural and Urban higher secondary school teachers in their occupational stress.
5. To find out if there is any significant difference among government, Government Aided and Private institutions of higher secondary school teachers in their occupational stress.
6. To find out if there is any relationship between male and female higher secondary school teachers in their occupational stress.

HYPOTHESES OF THE STUDY

1. There is no significant difference between Male and Female, higher secondary school teachers in their occupational stress.
2. There is no significant difference between Rural and Urban higher secondary school teachers in their occupational stress.
3. There is no significant difference among government, Government Aided and Private institutions of higher secondary school teachers in their occupational stress.
4. There is no significant relationship between male and female teachers in their occupational stress.

METHODOLOGY AND SAMPLE USED

For the present study, the investigator has selected the normative survey method. It is the most popular method, which attempts to describe and interpret conditions, practices, processes, trends, effects, attitudes, beliefs and so on. In the present study, the population is the higher secondary school teachers in Cuddalore District. For the present study, 200 higher secondary School teachers were taken as the sample. The sample was collected using by random sampling technique.

TOOLS USED IN THE STUDY

1.The Occupational Stress Index was prepared and developed by Srivastava, A.K., and Singh, A.P. (1984).

OCCUPATIONAL STRESS INDEX

In the present study, the researcher used a standard test to measure the Occupational Stress Index, developed by Srivastava and Singh (1984). The scale consisted of forty-six items, each to be rated on a five-point scale. Out of 46 items, 28 are true keyed and the rest 18 are falsely keyed. The split-half method was applied to establish the reliability of the scale which was found to be 0.935 by the authors.

VALIDITY

Investigator established content validity, for the present research tool. The tool is given to experts. These experts constructively criticized and gave valuable suggestions. The words of some of the statements were changed and modified and irrelevant statements were removed. Only the items which truly check the selected psychosocial adjustment variables were retained. Thus the content validity of the tool was established.

RELIABILITY

Internal consistency of the instrument was found by the Split half Method. The reliability coefficient by the Spearman-Brown formula was 0.892, which is significant at 0.01 level of significance. However, Sample Reliability was established by the investigator using the test re-test method. The teaching Styles Scale is administered to 100 school teachers twice after a gap of 15 days. The Correlation Coefficient 'r' become the two tests are found to be 0.81. Hence the tool is highly reliable.

STATISTICAL TECHNIQUES USED

The investigator for analyzing the data uses the following major statistical techniques. Percentage

analysis, Mean, Standard deviation, Test of significance (t-test), 'F' Test and Correlation Analysis.

ANALYSIS OF THE DATA - OBJECTIVS TESTING

Table-1 Level of Occupational Stress among Higher Secondary School Teachers

Occupational Stress	Number	High		Average		Low	
		Count	%	Count	%	Count	%
	200	38	19	128	64	34	17

The Level is average

The table revealed that Out of 200 higher secondary school teachers 17%, 64% 19% low, moderate and high level of Occupational stress respectively.

Table -2Level of Occupational Stress among Higher Secondary School Teachers with respect to Gender

Variable	Categories	Number	High		Average		Low	
			Count	%	Count	%	Count	%
Gender	Male	96	24	19.6	51	64.2	21	16.2
	Female	104	26	20.4	55	60.4	23	19.2

The Level is average

The table revealed that Out of 96 male higher secondary school teachers 16.2%, 64.2% 19.6% low, moderate and high level of occupational stress respectively. Out of 104 female higher secondary school teachers 19.2%, 60.4% 20.4 low, moderate and high level of occupational stress respectively.

Null Hypothesis: 1,There is no significant difference between Male and Female, Higher secondary school teachers in their occupational stress.

Table-3Significant difference between Male and Female, Higher Secondary School Teachers in their Occupational Stress.

Variable	Category	Number	Mean	SD	Calculated t - Value	Table Value	Remarks at 5% level
Gender	Male	96	49.70	6.42	4.06	1.96	S
	Female	104	53.07	5.16			

Since the calculated t- values (4.06) is greater than the table value (1.96) at 5% level of significance, the null hypotheses is rejected. Hence it is concluded that there is significant difference between male and female higher secondary school teachers in their occupational stress. It is also inferred from the table that female higher secondary school teachers have more occupational stress than male.

Null Hypothesis: 2, There is no significant difference between Rural and Urban higher secondary school teachers in their occupational stress.

Table-4 Significant difference between Rural and Urban Higher Secondary School Teachers in their Occupational Stress

Variable	Category	N	Mean	SD	Calculated t- Value	Table Value	Remarks at 5% level
Nativity	Rural	108	50.45	5.67	2.45	1.96	S
	Urban	92	52.32	6.31			

Since the calculated t- values (2.45) is greater than the table value (1.96) at 5% level of significance, the null hypotheses is rejected. Hence, it is concluded that there is significant difference between rural and urban higher secondary School Teachers in their occupational stress. It is also inferred from the table that urban higher secondary school teachers have more occupational stress than rural teachers.

Hypothesis 3. There is no significant difference among government, Government Aided and Private Institution of higher secondary school teachers in their occupational stress.

Table 5. Significant difference among government, Government Aided and Private Institution of higher secondary school teachers in their occupational stress.

Variable	School Management	Variance	Sum of scores	Mean square	Df	F	Remarks
Occupational Stress	Government	Between Within	105.618	52.809	2	5.68	S.
	Government Aided Private		11543.057	31.282			

[For 2, 197 degrees of freedom at 5 % level of significance, the table value 'F' is 3.04]

Duncan – Occupational Stress

School Management	N	Subset for alpha = 0.05	
		1	2
Government	65	48.68	
Private	71	51.14	
Government Aided	64		49.01

From the table it is concluded that there issignificant difference in the occupational stressof the government (M=48.68) and Private (M=51.14) school teachers. But there no significant difference between the government (M=48.68) and government aided (M=49.01) school teachers. Comparing to the main score Private School Teachers have high level of occupational stress than Government School Teachers.

Null Hypotheses: 5,There is no significant relationship exists between male and femaleteachers in their occupational stress.

Table-7 Significant Relationship exists between male and female teachers in their Occupational Stress.

Variable	Categories	N	Calculated Value of 'r'	Table Value of 'r'	Remarks at 5% Level
Occupational Stress	Male	96	0.962	0.139	S
	Female	104	0.897	0.138	S

Since the calculated value of 'Y' is greater than the table value at 5% level of significance, the hypothesis is rejected. That is, there is significant relationship between male and female teachers in their occupational stress.

FINDINGS

- ❖ Among the higher secondary school teachers 17%, 64% 19% low, moderate and high level of Occupational stress respectively.
- ❖ Out of 96 male higher secondary school teachers 16.2%, 64.2% 19.6% low, moderate and high level of occupational stress respectively. Out of 104 female higher secondary school teachers 19.2%, 60.4% 20.4 low, moderate and high level of occupational stress respectively.
- ❖ There is significant difference between male and female higher secondary School Teachers in their occupational stress.
- ❖ There is significant difference between rural and urban higher secondary School Teachers in their occupational stress.
- ❖ There is significant difference among government, Government Aided and Private Institution of higher secondary school teachers in their occupational stress.
- ❖ There is significant relationship between male and female teachers in their occupational stress.

CONCLUSION

The present study has provided comprehensive information about occupational stress among the higher secondary school teachers in Cuddalore district of Tamil Nadu. Occupational Stress is becoming a major concern for all higher secondary school teachers, owing to the occupational health and safety legislations requiring employers to practice “duty of care” by providing teachers with safe working environments which also cover the psychological well being of their staff. The reduction of occupational stress will induce the teachers to provide efficient and effective service to the society. For the betterment of the educational institutions the occupational stress should be reduced among the higher secondary school teachers.

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