



Occupational Stress among Upper Primary School Teachers in Vijayawada City, Andhra Pradesh

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Abstract

The main purpose of the study was to find out and compare the occupational stress level among male and female upper primary school teachers of Vijayawada city in Andhra Pradesh. The sample consisted of 100 upper primary school teachers, 50 male and 50 female teachers. A. K Srivastava and A. P Singh's Occupational Stress Index was administered on selected sample for collection of data. The collected data was statistically analysed and interpreted by applying Mean, S.D and t-test. The investigators found that male and female upper primary school teachers differ significantly on overall occupational stress level. It was found that female upper primary school teachers have more occupational stress level than their male counter parts.

Keywords: Occupational Stress, Upper primary School, School Teachers

1. Introduction

Occupational stress is a growing problem worldwide, which results in substantial loss both to employees and organizations [Cotton and Hart: 2003]. Occupational stress has been defined as a situation where occupation related factors interact with the employees in a manner that disrupts or enhances his/her physiological conditions forcing them to deviate from normal functioning. On the basis of these findings, it can be concluded that for reducing occupational stress and increasing teacher effectiveness, development of emotional intelligence among teachers is must. A teacher who has full control over his/her emotions i.e. one who is emotionally stable can inspire emotional intelligence in his pupils. The most prominent hurdles in the way of achievements among pupils are emotional imbalances i.e. anxiety, frustrations, tensions etc. Thus, emotional intelligence

of a teacher contributes to the effectiveness of a teacher.

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

The teacher must be aware of his clear role to build up the nation. Teachers are overburdened with regular teaching load. Occupational satisfaction is a necessary condition for a healthy growth of teacher's personality. A teacher at present has a vulnerable position. College teachers protest that they are not paid enough. The importance of pay or a factor in occupational has been greatly over emphasized.



In general, occupational stress arises from the working conditions/environment of a system, when we talk of stress among teachers. Many factors cause stress among teachers. School teachers face high amounts of stress during teaching and handling students; Classroom in developing countries remain overcrowded and teacher face intensive verbal communications, prolonged standing, high volume of work load.

Teachers are also over burdened 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.

Teaching profession occupies important and prestigious place in society. Teachers are considered as the creators of leaders, scientists, philosophers, advocates, politicians and administrators. Teacher is the principle means for implementing all educational programmes of the organizations of educations.

With the changing socio-economic scenario and increasing unemployment, the values of teacher and their professional concerns associated with the job have undergone a change, increasing stresses and hassles of teachers.

2. Review of Literature:

The longitudinal study of occupational stress in First year teachers by Schonfeld and Irvin Sam (1991) examines the link between occupational conditions and depressive symptoms in newly appointed teachers. Findings suggest that teachers show increase in depressive symptoms in accordance with working conditions. There is no pre-employment difference. It is concluded therefore that teaching conditions causes stress. Sargio Guglienin and Kristin Tatron's (1995) occupational stress and health in teachers shows a

methodological analysis about teachers burnout. The teachers are not properly rewarded, difficult working conditions, heightened job pressure and reduced professional satisfaction are said to cause stress. The potential negative repercussions of these occupational hazards have caused stress irritable Empirical investigations have identified the threats on the teacher's health.

Occupational stress of teachers by John Mc Cormick in the Journal of educational administration, Mar 1997 Vol 35 Issue, Page 18-38 report poor job description and specifications for stress. They stress the importance of differentiating between executive and classroom teachers, primary and infant teachers.

The high levels of stress are associated with a range of caused factors, those intrinsic to teachings, system influences stress creates an impact on teacher retention. The number of factors in teachers stress involves a transaction between the individual and environment. Class room discipline is a significant source of stress evaluation apprehension in a stressor. Different studies have identified the causes. Classroom management, better working conditions were suggested by Travers and Cooper 1997.

Teachers stress is a real phenomenon and associated with number of variables. There are important gaps in understanding of teacher stress. The current research base is to allow effective programmers to reduce stress. The study reports that stress among female government service workers is caused by physical conditions in work and work at home. A woman in the government dual role causes stress (Khwaja and Shauta Kohli Chandra).



Singla (2006) during her study "A study of the occupational stress among employees from different careers of Chandigarh" found that doctors and teachers are highly stressed as compared to the employees from other professions. Both the teachers and the doctors face a significant amount of workload. It also revealed that females are more stressed as compared to male. Female teachers experienced significantly higher level of occupational stress, specifically with regard to interaction with students and colleagues, workload, students 'progress and emotional exhaustion. A certain amount of stress in education is predictable, even constructive.

The purpose of this study was to examine occupational stress among Upper primary school teachers in Vijayawada city.

3. Objectives of the Study

The following objectives have been formulated for the study:

1. To assess the occupational stress level among male upper primary school teachers of Vijayawada city.
2. To assess the occupational stress level among female upper primary school teachers of Vijayawada city.
3. To compare male and female upper primary school teachers of Vijayawada city on occupational stress level.

4. Hypothesis

1. There exists no significant occupational stress level among male upper primary school teachers of district Vijayawada city.
2. There exists no significant occupational stress level among

female upper primary school teachers of Vijayawada city.

3. There exists no significant difference in occupational stress level among male and female upper primary school teachers.

5. Limitations of the Study

1. The present study based on the data collected from upper primary schools of Vijayawada city only
2. In this present study only those teachers were considered, who were presently working in the Government upper primary schools only

6. Methodology

Design of the study

Sample: Fifty (50) male and fifty (50) female upper primary school teachers were taken as sample for the study. The sample was collected randomly from different govt. run upper primary schools of Vijayawada city.

Tool: The data was collected with A. K Srivastava and A. P. Singh's Occupational Stress Index. The Scale has Twelve (12) sub-scales viz.: 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: A. K Srivastava and A. P. Singh's Occupational Stress Index was administered to collect the data from male and female upper primary school teachers of Vijayawada. Investigators visited various upper primary schools of Vijayawada and collected data.



Statistical Treatment of Data: The data collected was statistical analyses by applying Mean, S. D and t-test.

7. Results

The analysis and interpretation of data was arranged in a tabular form in the following manner:

Table – I: Mean comparison of male and female upper primary school teachers on sub-scale – I (Role overload) (N = 50) in each group.

| S. No. | Gender | N | Mean | S.D | t-test | Level of significance |
|--------|--------|----|------|-----|--------|-----------------------|
| 1 | Male | 50 | 8.3 | 1.2 | 1.72 | Insignificant |
| 2 | Female | 50 | 8.9 | 1.3 | | |

The table – I shows that the two groups do not differ significantly on Role overload.

Table – II Mean comparison of male and female upper primary school teachers on sub-scale – II (Role ambiguity) (N = 50) in each group.

| S. No. | Gender | N | Mean | S.D | t-test | Level of significance |
|--------|--------|----|------|-----|--------|-----------------------|
| 1 | Male | 50 | 8.0 | 1.1 | 2.58 | Significant |
| 2 | Female | 50 | 8.8 | 1.2 | | |

The table – II shows that the two groups differ significantly at 0.05 level on Role ambiguity.

Table – III: Mean comparison of male and female upper primary school teachers on sub-scale – III (Role conflict) (N = 50) in each group.

| S. No. | Gender | N | Mean | S.D | t-test | Level of significance |
|--------|--------|----|------|-----|--------|-----------------------|
| 1 | Male | 50 | 6.0 | 0.8 | 3.04 | Significant |
| 2 | Female | 50 | 6.7 | 0.9 | | |

The table – III shows that the two groups differ significantly at 0.01 level on Role conflict.

Table – IV : Mean comparison of male and female upper primary school teachers on sub-scale – IV (Unreasonable group and political pressure) (N = 50) in each group.

| S. No. | Gender | N | Mean | S.D | t-test | Level of significance |
|--------|--------|----|------|-----|--------|-----------------------|
| 1 | Male | 50 | 9.2 | 1.3 | 3.07 | Significant |
| 2 | Female | 50 | 10.4 | 1.5 | | |

The table – IV shows that the two groups differ significantly at 0.01 level on Unreasonable group and political pressure



Table – V: Mean comparison of male and female upper primary school teachers on sub-scale – V (Responsibility for persons) (N = 50) in each group.

| S. No. | Gender | N | Mean | S.D | t-test | Level of significance |
|--------|--------|----|------|-----|--------|-----------------------|
| 1 | Male | 50 | 9.0 | 1.3 | 1.89 | Insignificant |
| 2 | Female | 50 | 9.7 | 1.4 | | |

The table – V shows that the two groups do not differ significantly on Responsibility for persons.

Table –VI: Mean comparison of male and female upper primary school teachers on sub-scale – VI (Under participation) (N = 50) in each group.

| S. No. | Gender | N | Mean | S.D | t-test | Level of significance |
|--------|--------|----|------|-----|--------|-----------------------|
| 1 | Male | 50 | 8.6 | 1.2 | 6.92 | Significant |
| 2 | Female | 50 | 11.3 | 1.6 | | |

The table – VI shows that the two groups differ significantly at 0.01 level on Under participation.

Table –VII: Mean comparison of male and female upper primary school teachers on sub-scale – VII (Powerlessness) (N = 50) in each group.

| S. No. | Gender | N | Mean | S.D | t-test | Level of significance |
|--------|--------|----|------|-----|--------|-----------------------|
| 1 | Male | 50 | 10.1 | 1.4 | 2.70 | Significant |
| 2 | Female | 50 | 9.1 | 1.3 | | |

The table – VII shows that the two groups differ significantly at 0.01 level on Powerlessness.

Table –VIII: Mean comparison of male and female upper primary school teachers on sub-scale – VIII (Poor peer relationships) (N = 50) in each group.

| S. No. | Gender | N | Mean | S.D | t-test | Level of significance |
|--------|--------|----|------|-----|--------|-----------------------|
| 1 | Male | 50 | 10.6 | 1.5 | 2.44 | Significant |
| 2 | Female | 50 | 11.7 | 1.7 | | |

The table – VIII shows that the two groups differ significantly at 0.05 level on Poor peer relationships.



Table – IX : Mean comparison of male and female upper primary school teachers on sub-scale – IX (Intrinsic impoverishment) (N = 50) in each group.

| S. No. | Gender | N | Mean | S.D | t-test | Level of significance |
|--------|--------|----|------|-----|--------|-----------------------|
| 1 | Male | 50 | 8.7 | 1.2 | 3.5 | Significant |
| 2 | Female | 50 | 9.9 | 1.4 | | |

The table – IX shows that the two groups do not differ significantly at 0.01 level on Intrinsic impoverishment.

Table – X : Mean comparison of male and female upper primary school teachers on sub-scale – X (Low status) (N = 50) in each group.

| S. No. | Gender | N | Mean | S.D | t-test | Level of significance |
|--------|--------|----|------|-----|--------|-----------------------|
| 1 | Male | 50 | 13.1 | 1.9 | 4.0 | Significant |
| 2 | Female | 50 | 15.5 | 2.1 | | |

The table – X shows that the two groups differ significantly at 0.01 level on Low status.

Table – XI Mean comparison of male and female upper primary school teachers on sub-scale – XI (Strenuous working conditions) (N = 50) in each group.

| S. No. | Gender | N | Mean | S.D | t-test | Level of significance |
|--------|--------|----|------|-----|--------|-----------------------|
| 1 | Male | 50 | 6.1 | 0.9 | 1.72 | Insignificant |
| 2 | Female | 50 | 5.7 | 0.8 | | |

The table – XI shows that the two groups do not differ significantly at Strenuous working conditions.

Table –XII : Mean comparison of male and female upper primary school teachers on sub-scale – XII (Unprofitability) (N = 50) in each group.

| S. No. | Gender | N | Mean | S.D | t-test | Level of significance |
|--------|--------|----|------|-----|--------|-----------------------|
| 1 | Male | 50 | 17.4 | 2.5 | 0.5 | Insignificant |
| 2 | Female | 50 | 17.2 | 2.4 | | |

The table – XII shows that the two groups do not differ significantly on unprofitability.



8. Conclusion:

The male and female upper primary school teachers do not differ significantly on sub-scales: Role overload, Responsibility for persons, strenuous working conditions and unprofitability. The male and female upper primary school teachers differ significantly on sub-scales: Role ambiguity, Role Conflict, Unreasonable group and political pressure, under participation, Powerlessness, Poor peer relationships, intrinsic impoverishment and Low Status. The male and female upper primary school teachers differ significantly on overall occupational stress level. Female upper primary school teachers have more stress level than male upper primary school teachers.

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