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OCCUPATIONAL STRESS AMONG GOVT AND PRIVATE
SECONDARY SCHOOL TEACHERS OF CHANDIGARH

Harpreet Kaur

International Divine College of Education, Abhipur, Mohali, Punjab, India.

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Keywords

Abstract

Stress has become a part of everyday life. Teachers are more prone to stress because dealing with students and caring for their better performance throughout the day is itself a stressful situation. The increasingly demanding nature of their jobs has also increased pressure levels dramatically. Stress is not an illness, but it is a condition that can give rise to very illness. A study was conducted to compare the Government and Private Secondary School teachers of different academic streams viz. languages Mathematics and Science and Social Science of Chandigarh with respect to Occupational stress. 600 secondary school teachers from Chandigarh, India have been selected as a sample and data was collected through descriptive survey method by using Occupational Stress Index developed by AK Srivastava and AP Singh (1992). Results revealed that Government school teachers exhibited more occupational stress than Private school teachers. Teachers belonging to various academic streams viz. Language, Mathematics and Science and Social Science exhibited comparable perceptions related to role ambiguity, powerlessness, intrinsic impoverishment and unprofitability.

1. INTRODUCTION

Education is the process of instruction aimed at developing the knowledge, skills, attitude or character of individuals for preparing them to live a meaningful life. It is education that makes an individual rational. In fact, the training of human mind is not complete without it. The strength of a nation depends upon how well educated its citizens are. Teachers are arguably the most important group of professionals for our nation's future. Society has viewed education as an important part of life for many years. However, with the changing times, there has been a major shift in the methods



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of imparting and receiving education. Contemporary educational courses are designed to assist students to develop personal autonomy, social competence and creative capacity and to stimulate appreciation of the finer things in life. Our nation faces a daunting challenge in making sure that there should be a sufficient supply of well-educated, well-prepared teachers for our children. There is surely widespread agreement that good teachers are vital to our future. However, there is no widespread agreement about how we accomplish this goal. Some propose that the standards for entry into the teaching profession should be raised, while others suggest lowering unnecessary barriers (Ravitch, 2003)

2. OCCUPATIONAL STRESS

Occupational stress occurs in different contexts social, political, cultural, organizational settings, psychological, biological, physical and environmental. Occupational stress influenced by political and sociological factors is considered a more complex construct than merely inclusive of some sources of stress at work. "Job burnout and job dissatisfaction are not synonymous constructs" (McIntyre, 1984) Teachers expect and want to teach (Kalker, 1984) yet the body's ability to adapt to stress, called "adaptation energy", is finite. Exposure to constant stressors can be tolerated only so long. Rest and relaxation can restore resistance and adaptation levels in the individual to a certain point, but if the stress continues, ultimate exhaustion will occur.

Occupational stress is also called job stress. Job stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury. Stress has been defined as "the state manifested by the specific syndrome, which consists of all the non-specific induced changes in a biological system" the causes of stress are many. Stress falls into different groups-physical, environmental, cultural expectations and personal and social expectations. Stress affects both physical and emotional well-being of an individual. Managing stress is more than coping. It is learning to cope adaptively and effectively.

Research by Parkay et al. in 1988 also measured the relationship between teacher's efficacy and stress and indicated that teachers with a lesser self-perception of efficacy experienced more stress in reaction to the job environment and a greater feeling of hopelessness. Conversely, teachers with a higher self-perception of efficacy felt a greater sense of control.

According to Kyriacou (1989) Teacher stress refers to the experience by teachers of unpleasant emotions such as anger, tension, frustration, anxiety, depression and nervousness, resulting from the aspect of their work as teachers, teacher's burnout refers to a state of mental, emotional and attitudinal exhaustion in teachers that results from a prolonged experience of stress.

Manilei, Serto (2019) revealed that private secondary teachers are facing a high level of stress due to workload, job insecurity, inadequate salary, student's managements, poor working conditions/environment, lack of breaks, long working hours etc.



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Yas, R (2019) stressed that female Government Secondary School teachers have less occupational stress, anxiety and more job satisfaction as compared to female private school teachers. The present study also mentioned the common effects on physical health of females and male due to job stress.

➤ **Causes of teacher's stress**

- Excessive working hours
- Excessive workload
- Rising class sizes
- Pressures due to OFSTED (Office for Standards in Education, British) inspection
- Changes in curriculum & courses
- Changes to assessment & testing requirements
- Poor management
- Workplace bullying
- Crumbling schools
- Pupil misbehavior
- Risk of violence from pupils, parents and intruders
- Lack of support with bureaucracy, form filling and routine tasks
- Lack of job security due to redundancy and fixed term contracts
- Lack of control over the job
- Burden of providing cover
- Threat to early retirement arrangements
- Denigration of profession by politicians & media
- Lack of public esteem

An overview on the studies related to occupation stress among teachers reveal that stress is big factor which determines the performance of schoolteachers in the classroom. So, the present study was proposed.

- To compare the government and private secondary school teachers with respect to occupation stress
- To compare the secondary school teachers of different faculties viz. languages, mathematics & science and social science with respect to occupation stress
- To study the interaction effect between school type and faculties of secondary school teachers with respect to occupation stress

3. HYPOTHESES OF THE STUDY

H1: There is no significant difference between government and private secondary school teachers' w.r.t. job stress and its dimensions.

H1.1: Role overload



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H1.2: Role ambiguity

H1.3: Role conflict

H1.4: Unreasonable group and political pressure

H1.5: Responsibility for persons

H1.6: Under participation

H1.7: Powerlessness

H1.8: Poor peer relations

H1.9: Intrinsic impoverishment

H1.10: Low Status

H1.11: Strenuous working conditions

H1.12: Unprofitability

H2: There is no significant difference between secondary school teachers of different faculties viz. languages, Mathematics & Science and Social Science with respect to Occupational stress and its dimensions.

H1.1: Role overload

H2.2: Role ambiguity

H2.3: Role conflict

H2.4: Unreasonable group and political pressure

H2.5: Responsibility for persons

H2.6: Under participation

H2.7: Powerlessness

H2.8: Poor peer relations

H2.9: Intrinsic impoverishment

H2.10: Low Status

H2.11: Strenuous working conditions

H2.12: Unprofitability

H3: There is no significant interaction between school type and faculties of secondary school teachers with respect to Occupational stress and its dimensions.

H3.1: Role overload

H3.2: Role ambiguity

H3.3: Role conflict

H3.4: Unreasonable group and political pressure

H3.5: Responsibility for persons

H3.6: Under participation

H3.7: Powerlessness

H3.8: Poor peer relations

H3.9: Intrinsic impoverishment

H3.10: Low Status



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H3.11: Strenuous working conditions

H3.12: Unprofitability

4. DESIGN OF THE STUDY

Descriptive methods of research were employed for the present study as this method is concerned with surveying, describing and investigating the existing phenomenon or issues, conditions and relationships that exist.

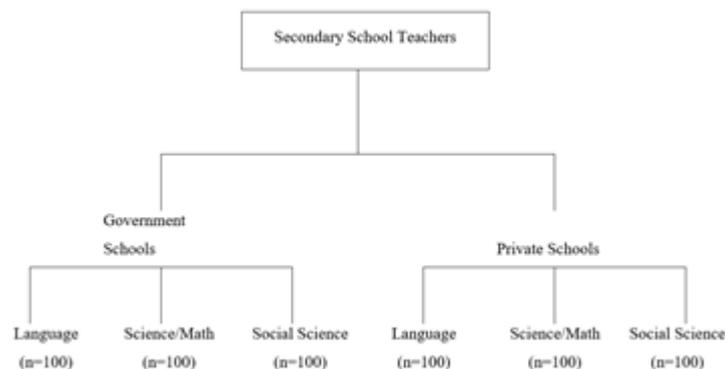
This method enabled the researcher to compare government' and private secondary school teachers of different academic streams, viz. language, mathematics & science and social sciences, with respect to Occupational stress.

Scores on scale of occupational stress was the dependent variable and independent variable were school type and type of academic's streams.

5. SAMPLE

For the current investigation, the population was the teachers of government and private secondary schools of the Chandigarh. Sampling technique was purposive. A list of all Government and Private schools of Chandigarh was obtained for selecting the schools. Forty secondary schools from Chandigarh were selected randomly.

From the above schools, 300 secondary school teachers were chosen from government schools and 300 from private secondary schools. Care was taken that at least five teachers from each school belong to three different academic streams, viz., Language, Mathematics & Science and Social Sciences. The' sample distribution for the teachers has been presented below



6. TOOL USED

For above study OCCUPATIONAL STRESS INDEX(O.S.I.) developed by A K Shrivastava and AP Singh (1992) was used. The scale consists of 46 items each to berated on five-point scale. Out of 46 items 28 are true keyed and rest 18 are false keyed. The items relate to almost all relevant components of the job life which causes stress in some way or the other, such as Role over-load (OS1)



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Role ambiguity (OS2)

Role conflict (OS3)

Group and political pressure (OS4)

Responsibility for persons (OS5)

Under participation (OS6)

Powerlessness (OS7)

Poor peer relations (OS8)

Intrinsic impoverishment (OS9)

Low status (OS10)

Strenuous working conditions (OS11)

Unprofitability (OS12)

The reliability index ascertained by split half (odd-even) method and Cronbach's Alpha-Coefficient for the scale as whole were found to be .935 and .90 respectively.

The validity of the O. S. I. was determined by computing coefficients of correlation between the scales on the O.S.I. and the various measures of job attitudes and job behavior. The employees' scores on the O. S. I. are likely to positively correlate with the scores on the measures of such work-manifest attitudinal, motivational and personality variables which have proved helpful in lowering or moderating the level of occupational stress. The coefficients of correlation between the scores on the O. S. I. and the measures of Job Involvement (Lodhal & Kejner. 1965) Work Motivation (Srivastava. 1980) Ego-strength (Hasan. 1970) and Job satisfaction (Pestonjee. 1973) were found to be 56 (N=225) 44 (N=200)-40 (N=205) and-51 (N-500) respectively. The correlation between the scores on the O. S. I. and the measure of Job Anxiety (Srivastava, 1974) was found to be 0.59 (N400).

Next, the investigator contacted the principals of about 40 Government and Private secondary schools to obtain permission for collecting data from their teachers. After securing the necessary permission, the teachers explained the objectives of the study and were given the tool. Clear Instructions were given regarding filling in the tool. Investigator herself interacted with the teachers and answered all their queries.

After collecting data from all the teachers, scoring was done in accordance with the instructions given in the manual of the tool. Next, data of 300 teachers at Government schools was divided into 3 academic streams, viz., Language, Mathematics and Science and Social Science. Similarly, data of 300 Private school teachers was divided into 3 academic streams.

7. DATA ANALYSIS

The occupational stress scores of both Government and Private secondary school teachers and all the dimensions involved were subjected to the analysis of variance. 2X3 ANOVA was employed separately for all the twelve dimensions and for the total occupational stress scores.



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Table-1 Presents the Means and Standard Deviations of sub-samples of teachers' score on Occupational Stress. Table-2 presents summary of 2x3 ANOVA for scores of Occupational Stress. Figure 1 shows bar diagram of Mean scores of school teachers for Occupational Stress.

TABLE 1 means and Standard Deviations of Sub Samples Of Occupational Stress And Its Various Dimensions

		Government	Private	Total
Occupational Stress	Languages	M=129.94 SD=10.27 N= 100	M=117.99 SD=13.20 N=100	M=123.965 SD=15.23 N=200
	Mathematics & Science	M=123.63 SD=11.39 N=100	M=121.36 SD=15.75 N=100	M=122.495 SD=13.67 N=200
	Social Science	M=125.48 SD=17.47 N=100	M=119.72 SD=14.06 N=100	M=122.62 SD=15.61 N=200

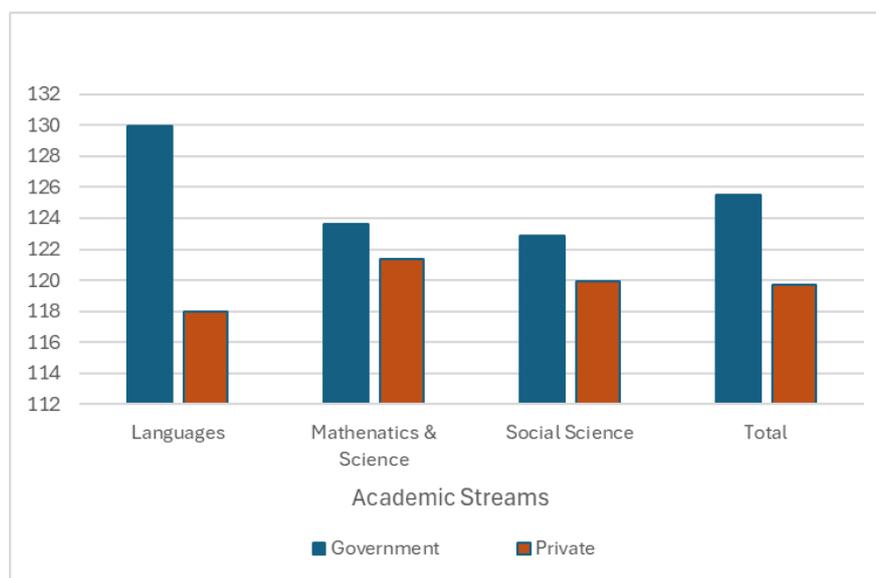


Fig 1: Presents means Government and Private Secondary School teachers of different academic streams

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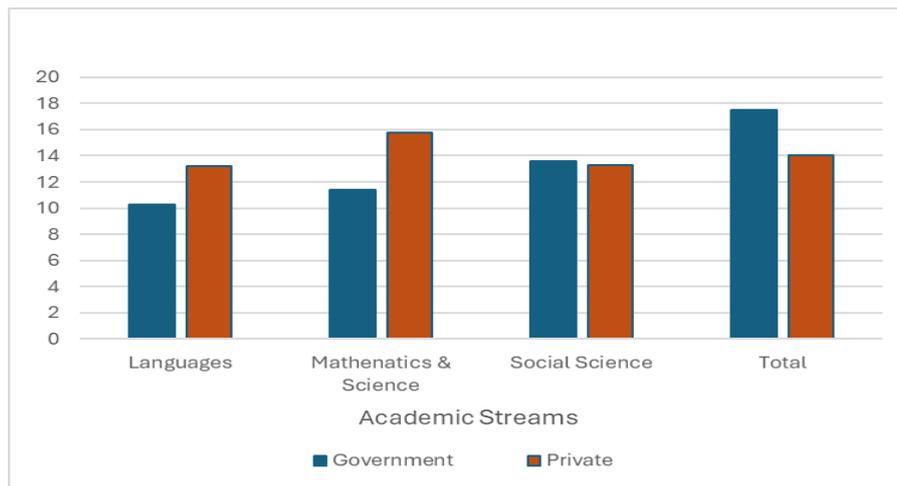


Fig 2: Presents Standard Deviations Government and Private Secondary School teachers of different academic streams

TABLE 2 Summary Of 2x3 Anova for Occupational Stress Scores

	Source of variance	Df	SS	MSS	F	Level
Total S	School	1	4890.615	4890.615	21.103	.01
	Faculty	2	660.173	330.087	1.424	NS
	SxF	2	2930.560	1465.280	6.323	.01
	Error	594	137661.770	231.754		
S1	School	1	149.002	149.002	9.168	.01
	Faculty	2	470.123	235.062	14.463	.01
	SxF	2	16.843	8.422	.518	NS
	Error	594	9653.750	16.252		
S2	School	1	37.002	37.002	7.762	.01
	Faculty	2	19.530	9.765	2.048	NS
	SxF	2	.323	.162	.034	Ns
	Error	594	2831.770	4.767		
S3	School	1	68.682	68.682	11.951	.01
	Faculty	2	81.130	40.565	7.058	.01
	SxF	2	337.323	168.662	29.348	.01
	Error	594	3413.730	5.747		
S4	School	1	296.807	296.807	36.571	.01



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	Faculty	2	160.053	80.027	9.861	.01
	SxF	2	240.813	120.407	14.836	.01
	Error	594	4820.8	8.116		
S5	School	1	6.827	6.827	1.168	NS
	Faculty	2	103.923	51.962	8.889	.01
	SxF	2	83.943	41.972	7.180	.01
	Error	594	3472.1	5.845		
S6	School	1	30.827	30.827	4.150	.05
	Faculty	2	90.930	45.468	6.120	.01
	SxF	2	37.923	18.962	2.553	NS
	Error	594	4412.48	7.428		
S7	School	1	.960	.960	.186	NS
	Faculty	2	13.510	6.755	1.312	NS
	SxF	2	41.230	20.615	4.003	.05
	Error	594	3058.960	5.150		
S8	School	1	145.042	145.042	3.857	.05
	Faculty	2	474.04	237.02	6.302	.01
	SxF	2	641.293	320.647	8.521	.01
	Error	594	22339.89	37.609		
S9	School	1	19.440	19.440	2.128	NS
	Faculty	2	12.903	6.452	.706	NS
	SxF	2	34.930	17.465	1.912	NS
	Error	594	5425.120	9.133		
S10	School	1	26.882	26.882	5.641	.05
	Faculty	2	34.143	17.072	3.582	.05
	SxF	2	89.743	44.872	9.416	.01
	Error	594	2830.830	4.766		
S11	School	1	.167	.167	.027	NS
	Faculty	2	45.640	22.820	3.699	.05
	SxF	2	201.693	100.847	16.346	.01
	Error	594	3664.74	6.170		



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S12	School		177.127	177.127	49.985	.01
	Faculty	2	9.640	4.820	1.360	NS
	SxF	2	3.293	1.647	.465	NS
	Error	594	2104.9	3.549		

S** Significant at 0.01 level of significance

S* Significant at 0.05 level of significance

NS Not Significant

8. MAIN EFFECTS

➤ SCHOOL TYPE (S)

F-ratio for difference between school types was found to be significant for total scores on occupational stress and for OS1, OS2, OS3, OS4 and OS12 at .01 level of confidence. And f-ratio for difference between mean scores of OS6, OS8 and OS10 was found to be significant at .05 level of confidence. However, f-ratio for difference between mean scores of school type was not found to be significant for OS5, OS7, OS9 and OS11 even at .05 level of confidence. Hence, H1, H1.1, H1.2, H1.3, H1.4, H1.6, H1.8, H1.10 and H1.12 were rejected, whereas H1.5, H1.7, H1.9 and H1.11 were retained. Government school teachers exhibited better scores on total occupational stress and OS1, OS2, OS3, OS4, OS6, OS8, OS10 and OS12 viz role overload, role ambiguity, role conflict, unreasonable group and political pressure, under participation, poor peer relation, low status and unprofitability than private school teachers, but government school teachers and private school teachers exhibited comparable job stress with respect to OS5, OS7, OS9 and OS11. viz. Responsibility for persons, powerlessness, intrinsic impoverishment and strenuous working conditions.

➤ FACULTY (F)

F-ratio for various faculties viz., language, mathematics/science and social science was found to be significant for scores OS1, OS3, OS4, OS5, OS6 and OS8 at .01 level of confidence. And f-ratio for difference between mean scores of OS10 and OS11 was found to be significant at .05 level of confidence. However, f-ratio for difference between mean scores of school type was not found to be significant for total job stress and OS2, OS7, OS9 and OS12 even at .05 level of confidence. Private school teachers exhibited better scores on total job stress and OS1, OS3, OS4, OS5, OS6, OS8, OS10 and OS11 viz., than government school teachers, but government school teachers and private school teachers exhibited comparable job stress w.r.t. OS2, OS7, OS9 and OS12. Hence, H2.1, H2.3, H2.4, H2.5, H2.6, H2.8, H2.10 and H2.11 were rejected, whereas H2, H2.2, H2.7, H2.9 and H2.1 were retained.

9. INTERACTION EFFECT

➤ SCHOOL TYPE X FACULTY (SXF)



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F-ratio for the interaction between school types and various faculties was found to be significant for total scores on job stress and for OS3, OS4, OS5, OS8, OS10 and OS11 at .01 level of significance. And f-ratio for difference between mean scores of S7 was found to be significant at .05 level of confidence. However, F-ratio for the interaction between school type and various faculties was not found to be significant even at .05 level of confidence at OS1, OS2, OS6, OS9 and OS12. Hence, H3, H3.3, H3.4, H3.5, H3.7 and H3.8 were rejected whereas, H3.1, H3.2, H3.6, H3.3 and H3.12 were retained.

10. FINDINGS

The findings revealed that Government school teachers exhibited more occupational stress than Private school teachers. Government school teachers exhibited higher scores on dimensions of occupational stress, such as role overload, role ambiguity, role conflict, unreasonable group and political pressure, under participation, poor peer relations, low status and unprofitability than Private school teachers. Government and Private school teachers exhibited comparable perceptions with respect to powerlessness, responsibility for persons, intrinsic impoverishment and strenuous working conditions.

Educational Implications

Teachers should be clear about their duties and roles; it will help them to know their role boundaries and reduce their role ambiguity. The number of teaching staff can be increased in schools. Stress management workshops should be organized for in-service teachers.

11. AUTHOR(S) CONTRIBUTION

The writers affirm that they have no connections to, or engagement with, any group or body that provides financial or non-financial assistance for the topics or resources covered in this Manuscript.

12. CONFLICTS OF INTEREST

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

13. PLAGIARISM POLICY

All authors declare that any kind of violation of plagiarism, copyright and ethical matters will be taken care of by all authors. Journal and editors are not liable for aforesaid matters.

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