

## A STUDY OF OCCUPATIONAL STRESS AMONG TEACHER EDUCATORS

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### **Abstract**

*Work is a central part of human life. It is the expression of the basis need to accomplish, to create, to feel satisfaction and to feel meaningful. When work denies people an opportunity to utilize their creativity and intelligence, it causes stress. Stress in work place is growing problem with extensive costs of an individual. Nature of work is changing in schools. The teachers who work in schools are commonly thought to be facing highly demanding and rapidly changing work environment that challenge both competency repertoire and established behavioral repertoires. Work place stresses have negative impact on well being of individual and his or her day to day functioning. This is observable at Physical level (example exhaustion, headaches), Cognitive level (example absent mindedness, failure of attention and memory) and Behavioral level (example aggressive behavior).*

**Keywords:** Occupational Stress, Teacher Educator

### **Introduction**

Education is never ending process of inner growth and development. Education is to humanity, and make life progressive, cultured, civilized. Education is one of significant way to enhance social mobility. The present education system in India mainly comprises of primary education, secondary education, senior secondary education and higher education. Elementary education consists of eight years of education. Each of secondary and senior secondary education consists of two years of education. Higher education starts after passing the higher secondary education.

Occupational stress is defined as adaptive response to an external situation that results in physical, psychological and or behavioral deviations for organization participants. Stress is associated with constraints and demands. The former prevents an individual from doing what he or she desires. The latter refers to the loss of something desired. Constraints and demands can lead to potential stress. In organizations frequent causes of stress are task demands, role demands and interpersonal demands. Task demands are factors related to a person's job. They include the design of the individual's job working conditions and the physical work layout. Jobs where temperature, noise or other working conditions are dangerous or undesirable can increase anxiety.

Stress is an adaptive response, mediated by individual characteristics or a psychological process that is a consequence of any external action, situation or event that places special or psychological demands up on a person. Stressors are those actions, situation or events that place special demands on a person, the antecedents of stress or the so called stressors.

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### **Review of Related Literature**

Klinger (2000) found a strong correlation between individual socio-economic status and student achievement in schools with strong parental involvement. Low student achievement correlated with negative family attitudes and beliefs.

Freiberg (2005) identified seven school organizational factors important to school effectiveness: productive climate, achievement, educational leadership, monitoring, co-operation, parental involvement, and staff development.

Wang and Zang (2007) found that occupational stress of secondary and elementary schools teachers are considerable and effecting their health and performance. They founded significant gender differences in occupational stress among teachers in different schools.

Aydogan, Dogan and Bayram (2009) examined perceived levels of burnout among Turkish high school teachers working in Turkey and abroad. A total of 225 Turkish teachers working at public schools in Germany Cyprus, Turkey comprised study group. Burnout was measured using the Shirom-Melamed Burnout measure. Variance analysis showed no difference regarding burnout among teachers working in Germany and Turkey, but those working in Cyprus had higher burnout scores.

Ge, Hu, Chi and Wang (2009) explored the relationship between quality of life and occupational stress in primary and middle school teachers. A cross-sectional study was conducted using cluster sampling. The study population was composed of 3570 school teachers. A demographic questionnaire, the 36-items Short-Form Health Survey and the Occupational Stress Inventory Revised Edition were employed. Male teachers scored significantly higher than female teachers for physical functioning, bodily pain, and physical health. Age, role overload, role insufficiency were significantly associated with physical and mental component. They concluded the quality of life of female teachers is worse than that of male teachers.

### **Objectives of the Study**

1. To Study the Occupational Stress among Teacher Educators.
2. To compare the mean scores of Occupational Stress of Male and Female Teacher Educators.

### **Research Methodology**

#### **Sampling**

Descriptive survey method was used to collect the relevant information for research. A sample of 150 teacher educators from 15 colleges of education (affiliated to Panjab and Punjabi university) were selected Equal number of male and female teacher educators will be selected.

#### **Tool**

Following tool was employed to collect the relevant data.

- Occupational Stress Index by A. K. Srivastava and A. P. Singh.

#### **Statistical Techniques**

t-test was used to analyze the data.

#### **Hypothesis**

- There will be no significant Difference in the mean scores of Occupational Stress of Male and Female Teacher Educators.

### Delimitations of the Study

- The present study was delimited to 15 colleges (Private colleges/self financed) of education and only 150 teacher educators are taken as a sample which may not represent the whole population of the teacher educators.
- The study was confined to one variable only i.e. Occupational Stress.

### Result and Discussion

#### Occupational Stress among Teacher Educators

Level & Range of scores	N			%		
	Male	Female	Total	Male	Female	Total
<b>LOW (46-122)</b>	17	20	37	11.33%	13.33%	24.66%
<b>MODERATE (123-155)</b>	48	20	68	32%	13.33%	45.33%
<b>HIGH 156-230</b>	10	35	45	6.66%	23.33%	30%
<b>TOTAL</b>	75	75	150	50%	50%	100%
<b>GRAND TOTAL</b>	150		150	100%		100%

The table shows that total 24.66% of Teacher educators came under category of low occupational stress from which 11.33% and 13.33% consist male and female respectively. Most of the teacher educators i.e. 45.33% were moderate Occupational Stress from which 32% and 13.33% consist male and female respectively. It further reveals that 30% Teacher educators were fall under high Occupational Stress category from which only 6.66% were male and 23.33% were female. So it clearly shows that females have high score in Occupational Stress in comparison to males.

#### Mean, SD, t- ratio related to the Occupational Stress among teacher educators in relation to their gender

Sample Group	N	Mean	S.D	Degree of freedom	t-test	Tabulated value of 't'	Remarks
Male	75	133.56	20.87	148	0.687	At 0.05 level=1.98	Insignificant
Female	75	145.16	22.91			At 0.01 level=2.61	

From the above table, the obtained t-ratio is smaller than the table value at the both levels of significance i.e. 0.05 and 0.01 respectively. It can be interpreted that there is no significant difference between the Occupational Stress among teachers educators in relation to their gender. Therefore, hypothesis-1 namely, There will be

no significant Difference in Occupational Stress of Male and Female Teacher Educator, is not rejected.

**Conclusion**

- It reveals that females have high scores in Occupational Stress in comparison to males.
- There is no significant difference in the mean scores of Occupational Stress of Male and Female Teacher Educator.

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