

ABSTRACT

The current study is aimed at investigating the occupational stress rates of teachers in +2 educational institutions in Sonitpur district, Assam. Further, the gender and locality of secondary school teachers were compared in relation to their occupational stress. Occupational Stress Index (OSI) was used to study a data set of 100 teachers and was quantified using statistical techniques such as percentage, standard deviation, mean, and t-test procedures. A higher level of stress was experienced by those teaching in privately owned institutions compared to those employed by the government in +2 level educational organisations. Occupational stress is not statistically different between urban-versus-rural +2 level educational institution teachers. Women had higher occupational stress levels than men. Hence, women and men teachers working in the +2 level educational system have significantly different occupational stress levels.

Key Words : Occupational Stress, Occupational Stress Index, Teachers, Sonitpur, Schools.

Introduction

Nowadays, we often talk about stress, which is supposed to result from the present technology-ridden world. Researchers worldwide have extensively studied general anxiety as well as work-based stress. More or less every individual has become a victim of stress in one way or another, from high-pressure executives to labourers and even children. Modern lifestyles are continuously becoming intricate, making stress an integral part of life.

Occupational stress can be challenging to define because it is stress related to the occupation, but it affects the individual. Specifically, teacher strain falls under this type of job tension. In educational literature, the concept of teacher stress is often distinguished by Kyriacou, C. (2001)'s definition: "the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from some aspect of their work as a teacher." According to Margolis, Kores and Quinn. (1974), occupational stress is a working condition that interacts with a worker's characteristics to disrupt his psychological or physiological homeostasis. Work pressure has been defined by the "United States National Institute of Occupational Safety and Health", Cincinnati (1999) 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."

According to Caplain, Cobb and French (1975), occupational stress refers to any characteristics of a job environment that threaten an individual. Teachers are responsible for imparting knowledge on different careers in life, so their mental well-being is a vital element in determining where a nation is headed. Hence, this study aims to discuss various dimensions of work-related stress experienced by teachers working in +2 level educational institutions in the Sonitpur district of Assam.

Objectives

The present work seeks

- i. To determine how much stress the teachers in +2 level educational institutions undergo.
- ii. To evaluate the extent of occupational stress among teachers in government and private +2 level educational institutions.
- iii. To investigate variations in occupational stress between urban and rural +2 level educational institutions' teachers.
- iv. To compare male and female teachers' stress at work within the context of +2 level educational institutions.

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Hypotheses of the study

1. Teachers in government and private +2 level educational institutions don't differ significantly in occupational stress.
2. There is no notable difference in occupational stress between female and male teachers at +2 levels.
3. In relation to occupational stress, there are no differences between female and male teachers in +2 level educational institutions.

Research Methodology

The research employed a descriptive survey design. This is the most commonly applied mode of investigation in education. A self-structured information schedule and the Occupational Stress Index (OSI) by A.K. Srivastava and A.P. Singh (1981) were used to collect primary data from the respondents. The present research used a two-stage sampling technique to survey these respondents. The first step is the selection of 20 schools spread in urban and rural areas, including public and private schools. In the second stage, 100 teachers were selected from the +2 level schools, which had already been identified through judgement sampling. Half of the teachers are drawn from government institutions, while the remaining half comes from private institutions.

Findings and Discussions

To calculate the level of occupational stress among teachers working in +2 level education, the sum of points gained from the Occupation Stress Index (OSI) was employed. The overall scores on this scale for each participant range from low to moderate to inflated tension levels. Table 1 gives the percentage distribution of the frequencies of teachers by stress levels.

Table 1

Respondents' Level of Occupational Stress Distribution

S. No.	Raw Scores Range	Occupational Stress Level	Teachers	
			Frequency	%
1	46-127	Low-level	29	29
2	128-150	Moderate-level	60	60
3	151-230	High-level	11	11
		Total-level	100	100

The observed outcome from Table 1 shows that it is a low level of stress for 29% of the teachers and medium stress for 60%, while the remaining 11% suffered high stress.

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Hypothesis 1: Teachers in government and private +2 level educational institutions don't differ significantly on occupational stress.

Table 2

SD, value of t, and Mean of OSI score between private and government teachers

Management	N	Mean	SD	T	df	Re marks
Government	50	129.21	17.15	2.297	98	S
Private	50	134.39	14.65			

From the above data, the average and standard deviation for public school teachers were 129.21 and 17.15, respectively, whereas those for private teachers amounted to 134.39 and 14.65, respectively. Regarding this case, the test statistic (t-value) obtained is higher than the listed value or critical value at the .05 level, which is 1.98. Thus, it is significant at the level of 0.05, so null hypothesis has been rejected. It also established that there are considerable disparities between government teachers and private +2 level teachers with regard to the professional distress they go through.

Hypothesis 2: There is no notable difference in occupational stress between female and male teachers at +2 levels.

Table 3

Summary statistics showing means, standard deviations and values of 't' for OSI between urban and rural teachers

Area	N	Mean	SD	t	df	Remarks
Urban	50	133.25	16.86	1.198	98	Not significant at level of 0.05
Rural	50	130.53	15.28			

The mean and SD of urban teachers were obtained from Table 3 as 133.25 and 16.86, respectively. However, the mean and SD for the rural are 130.53 and 15.28,

respectively-the computed value of 't' is 1.198. There is a critical value for 't' at 0.05 level with 98 d.f, which is 1.98. In comparison with the table value, it is lower than that of 't' that has been achieved, so this does not make any sense when we consider the level at significance=0.05. Thus, there are no considerable differences between urban and rural secondary school teachers regarding occupational stress levels. Based on all these facts, it can, therefore, be concluded that the null hypothesis stated above has been accepted.

Hypothesis 3: In relation to occupational stress there are no differences between female and male teachers in +2 level educational institutions.

Table 4

Mean, SD and t-value of OSI for male and female Teachers

Gender	N	Mean	SD	t	df	Remarks
Male	50	128.777	16.52	2.76	98	S
Female	50	134.94	14.94			

Table 4 determines that the mean result for male had a value of 128.777 and an SD of 16.52, while girls had an inflated average score of 134.94 with an SD of 14.94. Thus our computed $t = 2.76 >$ tabular value or critical value, which is 1.98 at the significance level of 0.05, so we reject the hypothesis. Hence there is a significant difference between occupational stress among female and male teachers in +2 level educational institutions.

Conclusion

The main purpose of this research is to reveal the extent of job stress among teachers in Sonitpur District at +2 level (both government and private) in Assam, India, regarding gender and locality. Then, objectives and hypotheses were set. The collected data for the research were analysed, interpreted and discussed according to the pre-assumed objectives and hypotheses. In addition, the study observed that occupational stress levels ranged from very low to high for the teachers. Furthermore, there are observable differences between government and private +2 level teachers in terms of perception of occupational stress. Moreover, no significant difference exists between

urban or rural +2 level teachers' occupational stress levels. Additionally, results from this research revealed that there were significant differences in how male and female teachers perceived their levels of stress. Since it is impossible to make any job environment stressful, the concerned authorities should be careful while assigning teachers' roles and responsibilities, creating a conducive working environment, allowing teachers to participate in making decisions for those actions affecting their interests, adequately rewarding and recognising any extra performance on the part of teachers.

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