

OCCUPATIONAL STRESS OF HIGHER SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR WORK MOTIVATION

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ABSTRACT

This study investigated occupational stress and work motivation of higher secondary school teachers in Cuddalore and Villupuram districts in Tamilnadu. The random sampling technique was used to collect 200 samples from the area of study. A normative survey method was used for collection of data from higher secondary school teachers in relation to their occupational stress scale and work motivation scale. This study revealed that 20.67% of higher secondary school teachers have a low level of work motivation, 51% of higher secondary school teachers have an average level of work motivation and 28.33% of higher secondary school teachers have a high level of work motivation. The results of regression analysis showed that there is a significant relationship between occupational stress and work motivation among higher secondary school teachers.

Keywords: Occupational stress, Work Motivation, Higher Secondary School Teachers.

Introduction

Workers are a significant component in the process of achieving optimal productivity in organizations. Organizations and employees have to reduce occupational stress to face the goals and objectives of work engagement and a good working environment that allow the teachers freely without any issues that may prevent them from performing up to the level of their full potential (Oginyi, Ofoke & Francis 2016). Occupational Stress was defined as a “disruption of the emotional stability of the individual that induces a state of disorganization in personality and behavior” (Nwadiani, 2006). The occupational stressor may be defined as “any demand made by the internal or external environment that upsets a person's balance and for which restoration is needed” (Larson, 2004; Bridger, Kilminster, & Slaven, 2007). Occupational stress can be defined as “the experience of unpleasant, negative emotions that may lead to tension, anxiety, frustration, anger, and depression resulting from aspects of work” (Oginyi, Ofoke & Francis 2016; Salami, 2003; Henry & Evans, 2008). Baizer, Smith, Parra, and Ironson (2001) defined “job stress as something in the work environment that is perceived as threatening or demanding or is something in the workplace which may characterize an individual's work experience, which may also induce feelings of being overwhelmed or nerve-racked. Higher levels of work-related stress that lead to organizational problems, such as low productivity, increased

absenteeism and low income, as well as individual employee problems of consuming alcohol and drug abuse, and ill-being” (Mostert, Rothmann, Mostert, Nell, 2008).

Need and importance of the Study

To be successful in today's environment, one must know to deal with the stress. It can be found in any social or economic activity, from the home to the workplace. An individual is constantly tackled with a variety of stressful events from the moment of conception until their final exhalation. In our 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 scenario, even within the same person. Because of the negative effects

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of stress which leads to a greater significance. Stress may have both positive and negative impacts on the body, and when it becomes severe, it can create both mental and physical health problems.

Objectives of the Study

- To find out the level of occupational stress among higher secondary school teachers.
- To find out if there is any significant difference between male and female higher secondary school teachers in their Occupational Stress.
- To find out the level of work motivation among higher secondary school teachers.
- To find out if there is any significant difference between male and female higher secondary school teachers in their Work Motivation.
- To find out if there is any relationship between occupational stress and work motivation among higher secondary school teachers.

Hypotheses of the Study

- There is no significant difference exists in Occupational Stress among Male and Female, Higher secondary school teachers.
- There is no significant difference exists in Work Motivation among Male and Female, Higher secondary school teachers.
- There is no significant relationship exists between occupational stress and work motivation among higher secondary school teachers.

Method used for the Study

The investigator used the survey method for data collection.

Population and Sample for the Study

The population for the present study consisted of all high secondary school teachers in Cuddalore and Viluppuram Districts. The investigator used a simple random sampling technique, 200 higher secondary school teachers were taken for this investigation.

Tools used in the Study

1. The Occupational Stress Index was prepared and developed by Srivastava, A.K., and Singh, A.P., 1981.

2. Work motivation scale prepared and developed by Investigator and Supervisor



Analysis of Data

Table – 1

Level of Occupational Stress among Higher Secondary School Teachers

| Level of Work Motivation | Number | Percentage |
|--------------------------|--------|------------|
| Low | 23 | 18.45 |
| Average | 153 | 59.00 |
| High | 24 | 22.55 |

The Level is average

The table revealed that 18.45% of higher secondary school teachers have a low level of Occupational Stress, 59% of higher secondary school teachers have an average level of Occupational Stress and 22.55% of higher secondary school teachers have a high level of Occupational Stress.

2. There is no significant difference exists in Occupational Stress among Male and Female, Higher secondary school teachers.

Table – 2

Mean and SD scores of Higher Secondary School Teachers on Occupational Stress with respect to Gender

| Category | No. | Mean | SD | t - value | Level of significance at 0.05 level |
|----------|-----|-------|-------|-----------|-------------------------------------|
| Male | 111 | 67.01 | 22.68 | 0.135 | NS |
| Female | 89 | 66.6 | 19.88 | | |

(At a 5% level of significance the table value of 't' is 1.96)

The calculated 't' value of 0.135 for higher secondary school teachers on Occupational Stress is not significant at 0.05 level. It was found that there is no significant difference between male and female higher secondary school teachers in their Occupational Stress. It is concluded that the male and female higher secondary school teachers do not vary in Occupational Stress.

Table - 3
Level of Work Motivation among Higher Secondary School Teachers

| Level of Work Motivation | Number | Percentage |
|--------------------------|--------|------------|
| Low | 26 | 20.67 |
| Average | 145 | 51.00 |
| High | 29 | 28.33 |

The Level is average

The table revealed that 20.67 % of higher secondary school teachers have a low level of work motivation, 51% of higher secondary school teachers have an average level of work motivation and 28.33% of higher secondary school teachers have a high level of work motivation.

4. There is no significant difference between male and female higher Secondary school teachers in their Work Motivation.

Table –4
Significant Difference between Male and Female Higher Secondary School Teachers in their mean score of Work Motivation

| Variable | Gender | | | | t value | Level of significance at 0.05 level |
|-------------------------------|------------|-------|-------------|-------|---------|-------------------------------------|
| | Male (111) | | Female (89) | | | |
| | Mean | SD | Mean | SD | | |
| Dependence | 17.23 | 7.16 | 14.79 | 7.35 | 3.83 | Significant |
| Organization Orientation | 13.45 | 7.57 | 17.25 | 7.64 | 5.69 | Significant |
| Work Group Relation | 12.01 | 4.88 | 14.67 | 5.05 | 6.10 | Significant |
| Psychological Work Incentives | 13.45 | 5.21 | 11.65 | 5.28 | 3.91 | Significant |
| Material Incentives | 8.98 | 3.76 | 7.73 | 3.79 | 3.76 | Significant |
| Job Satisfaction | 9.39 | 3.87 | 7.94 | 4.10 | 4.15 | Significant |
| Overall work motivation | 74.56 | 14.62 | 71.92 | 14.45 | 2.06 | Significant |

Since the 't' value is greater than the table value, the null hypothesis is rejected at a 0.05% level of significance. Hence, there is a significant difference between male and female school teachers with regard to variables of dependence, organization orientation, workgroup relation, psychological work incentives, material incentives, job satisfaction, and overall work motivation. The result reveals

that male higher secondary school teachers are having a significantly higher level of work motivation than their female counterparts.

5. There is no significant relationship exists between occupational stress and work motivation among higher secondary school teachers

Table -5
Significant relationship exists between occupational stress and work motivation among higher secondary school teachers

| S.No | Variables | Table Value | “r” Value | Result |
|------|---|-------------|-----------|-------------|
| 1 | Occupational Stress and Work Motivation | 0.138 | 0.182 | Significant |

It is inferred from the above table that the calculated 'r' values are greater than the table value at a 5% level of significance. Therefore, there is a significant positive correlation between occupational stress and work motivation among higher secondary school teachers.

Findings

- ❑ 18.45 % of higher secondary school teachers have a low level of Occupational Stress, 59% of higher secondary school teachers have an average level of Occupational Stress and 22.55% of higher secondary school teachers have a high level of Occupational Stress.
- ❑ There is no significant difference between male and female higher secondary school teachers in their Occupational Stress.
- ❑ 20.67 % of higher secondary school teachers have a low level of work motivation, 51% of higher secondary school teachers have an average level of work motivation and 28.33% of higher secondary school teachers have a high level of work motivation.
- ❑ Male higher secondary school teachers are having a significantly higher level of work motivation than their female counterparts.
- ❑ There is a significant positive correlation between occupational stress and work motivation among higher secondary school teachers

Conclusion

The results indicated that Stress was found to be significantly positively associated with work motivation in higher secondary school teachers. The study revealed that demographic and work motivation factors influence teacher stress. This study provides some basis for finding the possible factors for enhancing teachers' motivation. It also serves as a reference for further research studies on teachers' occupational stress and works motivation in the context of the concerned District, finally, the study concluded that policy frame workers of education need to understand the importance of the negative impact of occupational stress on the work of their teachers.

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