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A study on level of stress among the government and private primary school teachers of Kanpur city

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Abstract

The present study was planned to investigate stress among the government and private primary school teachers. A sample of 120 (60 each of government and private) primary school teachers of Kanpur city was selected randomly for the study. The Occupational Stress Index (OSI) developed by Srivastava, A.K., and Singh, A.P., was used to assess the level of job stress. The finding of the study revealed that the level of stress among school teachers was in low level. The most dominant stress factor was in the areas of role overload, role ambiguity, role conflict, unreasonable group and political pressure, and unprofitability.

Keywords: Teacher stress, occupational stress

Introduction

We are living in an era of growing complexities and pressures where human constitution and capabilities are being taxed severely. Modern living has brought with it, not only innumerable means of comfort, but also a plethora of demands that tax human body and mind. Now-a-days everyone talks about stress. It is cutting across all socio-economic groups of population and becoming the great leveller.

Not only just high-pressure executives are its key victims, but it also includes labourers, slum dwellers, working women, businessmen, professionals and even children. Stress is often referred to as having negative connotation. The calamitous consequences of stress can affect an individual in three ways *i.e.*, physiological, psychological, and behavioural. Teachers are very important professionals and society members. Teachers are responsible for the education of the society and in that sense the quality of the teachers can indirectly shape the future direction that their country goes in. The profession of teacher does have its fair share of job stress and pressure.

Teaching has been identified as one of the most stressful professions today. Teaching has now become a very demanding occupation with a lot of stresses for a teacher who has a lot of deadlines to meet and a lot of responsibilities to shoulder besides teaching a child what are in a text book. In 1965 teacher stress is defined by Kiriakou as “the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, resulting from aspect of work as a teacher” (Brown and Uehare, 1999) [2]. Studies showed teachers of Private School having more stress in comparison to government teachers at primary and secondary school level Singh and Katoch (2017) [5], Hasan, A. (2014) [5].

Statement of the problem

Keeping in view the above facts, the following problems have been selected for the present research work, “A study on level of stress among the government and private primary school teachers of Kanpur city.”

Objectives of the study

1. To assess the level of stress among primary school teachers.
2. To compare the level of stress among the primary teachers from government and private school.

Methodology

The sample for this study consisted of 120 primary teachers (60 each of government and private), drawn based on random sampling from primary schools situated in and around Kanpur City, India.

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Questionnaire method was used to collect data from the respondents. Occupational Stress Index scale (Srivastava, A.K., and Singh, A.P.,) used to collect required data. For the analysis of the collected data, statistical techniques like frequency, percentage, and Z-test were carried out. Frequency

and percentage were used to interpret the level of stress among the teachers. Z-test was used for the comparison between two groups.

Results and Discussion

Table 1: Distribution among the respondents of government and private schools according to the level of stress

Sl. No.	Level of stress	Score range	Respondents	
			Government (N=60)	Private (N=60)
1	Low	46-127	48 (80)	38 (63.33)
2	Moderate	128-150	10 (16)	21 (35)
3	High	151-230	2 (3.33)	1 (1.67)

Note: Figures in the parentheses indicate percentage

The result of table 1 indicated that all over, 71.67% of the teachers experienced low status followed by moderate (25.83%), and (2.5%) high stress. Further results illustrated that; higher percentage of the private teachers were in low stress category. The studies conducted by Pandey and Srivastava (2000) [4], Anitha Devi (2007) [1] reported that the level of stress was least among teachers. The reasons

attributed were that teaching profession is generally associated with limited working hours, with clear cut duties, reasonable pay, longer periods of vacation due to which they can give enough time for recreation with family members and social activities, less role overload. Their nature of job remains unchanged; as a result, they experience low level of stress.

Table 2: Comparison among the respondents from government and private schools across the components of Occupational Stress Index

Sl. No.	Components	Teachers	Mean	S.D.	Z- value
1	Role overload	Government	18.15	4.87	4.98*
		Private	13.90	4.46	
2	Role ambiguity	Government	9.56	2.33	2.78*
		Private	8.25	2.89	
3	Role conflict	Government	13.38	2.89	3.32*
		Private	11.40	3.59	
4	Unreasonable group and political pressure	Government	10.75	2.71	3.59*
		Private	8.92	2.95	
5	Responsibility for person	Government	9.45	2.44	-0.74
		Private	9.77	2.19	
6	Under participation	Government	11.48	3.51	0.55
		Private	11.18	2.27	
7	Powerlessness	Government	8.53	2.11	1.29
		Private	8.05	1.97	
8	Poor peer relations	Government	9.61	2.74	1.58
		Private	8.82	2.80	
9	Intrinsic impoverishment	Government	10.48	1.81	2.89*
		Private	9.56	1.66	
10	Low status	Government	6.23	1.72	2.57*
		Private	5.42	1.76	
11	Strenuous working condition	Government	8.55	2.67	-0.73
		Private	8.88	2.31	
12	Unprofitability	Government	4.73	1.30	-1.98*
		Private	5.46	2.55	

Note: *-significant at 5%, $z > 1.98$, significant at 5%, $z > 1.98$

Based on z- value, it was found that only seven out of twelve components of Occupational Stress Index significant difference in the level of stress between the respondents from government and private primary schools. Results confirm the strong influence of role overload; role ambiguity; role conflict; unreasonable group and political pressure; intrinsic impoverishment; and low status in the government school teachers.

Conclusion

The findings of the study were important from the point of view of excellence of teachers and their effectiveness and efficiency in job situation. Stress affects the efficiency of the individual. So, it is necessary to provide proper environment

and support to each to maintain individual stress.

The study has shown that there are variations in the experience of stress related to role overload, role ambiguity, role conflict, unreasonable group and political pressure, responsibility for person, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working condition, and unprofitability by the government and private primary school teachers. Therefore, there is the need for effective management of the stressors by making use of different management strategies by providing effective guidance and counselling.

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