

# OCCUPATIONAL STRESS AMONG PRIVATE AND GOVERNMENT PRIMARY SCHOOL TEACHERS

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**ABSTRACT:** *Present research was undertaken to study occupational stress among private and government primary school teachers. 30 private and 30 government primary school teachers were randomly selected from the various primary school of Ahmedabad city. Occupational stress index by Dr. A.K. Srivastav and Dr. A.P. Singh was used for data collection. To test the null hypotheses 't' test was used. Results reveals that significant difference was existed between private and government primary school teachers on occupational stress sub scales such role over load, role ambiguity, role conflict, unreasonable group and political pressures, responsibility for person, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability.*

## **1. Introduction:**

Stress is difficult to define precisely. The concept of stress was first introduced in the life sciences by Selye Hans in 1936. It was derived from the Latin word 'stringere'; it meant the experience of physical hardship, starvation, torture and pain. Selye Hans, 1936 defined stress as "the nonspecific response of the body to any demand placed upon it". Further, stress was defined as "any external event or internal drive which threatens to upset the organismic equilibrium". (Selye, H, 1956).

Praveena Ganapa and A. Sreedevi (2015) found that significant difference between private and government teachers in relation to personality and system factors, but no significant difference is seen in interpersonal factors. Also private teachers show more symptoms of stress.

Dr. Ansarul Hasan (2014) revealed that in general, the primary school teachers have found to be highly stressed. Moreover, the private primary school teachers have also found to be highly stressed in comparison to their government primary school teacher counterparts.

Virender Kumar (2014) studied that (i) Male and female secondary school physical education teachers do not differ significantly on job stress; and (ii) Government secondary school physical education teachers have significantly less job stress than private secondary school physical education teachers.

Dr. S.S.Jeyaraj (2013) investigated that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching (career intention), and less likely to take up a teaching career again (career commitment). Implications for further research are also discussed.

Dr. G. Lokanadha Reddy and Dr. R. Vijaya Anuradha (2013) suggested some measures which could prove beneficial to teachers in coping with stress are: improve self esteem, build self confidence, work on building emotional intelligence competencies, develop a good sense of humour, practice yoga and meditation, exercise regularly, foster a supportive friend circle, cultivate hobbies, develop effective communication skills, and seek professional help, if necessary.

Irshad Ahmad Kumar, Zahoor Ahmad Wani, and Aijaz Ahmad Parrey (2013) found that male and female elementary school teachers differ significantly on overall occupational stress level. It was found that female elementary school teachers have more occupational stress level than their male counter parts.

## **2. Statement of problem:**

In the present main aim is to study and compare various dimensions of occupational stress private and government primary school teachers. The exact problem of the present research is as under: "Occupational stress among private and government primary school teachers".

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### 3. Objective:

The main objective of the present research is to study and compare occupational stress sub scales like role over load, role ambiguity, role conflict, unreasonable group and political pressures, responsibility for person, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability of private and government primary school teachers.

### 4. Hypotheses:

There will be no significant difference between private and government primary school teachers on occupational stress sub scales like role over load, role ambiguity, role conflict, unreasonable group and political pressures, responsibility for person, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability.

### 5. Sample:

In the present research 30 private primary school teachers and 30 government primary school teachers were randomly selected from the various primary school of Ahmedabad city.

### 6. Variables:

In the present research types of school was considered as independent variable and scores of occupational stress sub scales like role over load, role ambiguity, role conflict, unreasonable group and political pressures, responsibility for person, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability was considered as dependent variables.

### 7. Tool:

In the present research Occupational stress index by Dr. A.K. Srivastav and Dr. A.P. Singh was used for data collection.

### Reliability

The reliability index ascertained by split half (odd-even) method and Cranach's alpha-coefficient for the scale as a whole were found to be .935 and .90 respectively. The reliability indices of the 12 sub-scales were also computed on the (split half) method. The following table records the obtained indices.

No.	Sub Scales	Reliability Index
1.	Role over load	.684
2.	Role ambiguity	.554
3.	Role conflict	.696
4.	Unreasonable group and political pressures	.454
5.	Responsibility for person	.840
6.	Under participation	.630
7.	Powerlessness	.809
8.	Poor peer relations	.549
9.	Intrinsic impoverishment	.556
10.	Low status	.789
11.	Strenuous working conditions	.733
12.	Unprofitability	.767

Table: 1 Obtained Indices

### Validity:

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 is likely to positively correlate with the scores on the measures of such work manifest attitudinal and motivational and personality variables which have proved 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

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correlation between the scores on the O.S.I and the measure of job anxiety (Srivastava, 1974) was found to be 0.59 (N=400).

**8. Procedure:**

Occupational stress index was administered simultaneously in testing condition and individual setting after giving adequate instructions and establishing rapport. All the precautions were taken during the test administration as per manual also. After completion of data collection scoring of the test was done by the scoring key.

**9. Statistical analysis:**

To find out the significant difference between two groups on scores of various dimensions of occupational stress index 't' test was used.

**10. Results and discussion:**

Mean, SD and t value of private and government primary school teachers on occupational stress index as under:

No.	Dimension of Occupational stress	Group of school teachers	N	Mean	SD	t	Level of significant
1.	Role over load	Private	30	18.8	1.49	5.68	.01
		Government	30	16.7	1.37		
2.	Role ambiguity	Private	30	10.8	1.01	3.11	.01
		Government	30	9.93	1.21		
3.	Role conflict	Private	30	16.07	1.84	6.68	.01
		Government	30	13.33	1.27		
4.	Unreasonable group and political pressures	Private	30	13.27	1.91	6.98	.01
		Government	30	10.27	1.37		
5.	Responsibility for person	Private	30	10.77	1.38	0.04	NS
		Government	30	8.97	1.17		
6.	Under participation	Private	30	11.97	1.25	4.81	.01
		Government	30	10.43	1.20		
7.	Powerlessness	Private	30	11.4	1.33	5.29	.01
		Government	30	9.6	1.31		
8.	Poor peer relations	Private	30	13	1.25	6.76	.01
		Government	30	10.7	1.38		
9.	Intrinsic impoverishment	Private	30	13.87	1.09	11.52	.01
		Government	30	10.53	1.16		
10.	Low status	Private	30	11.5	1.18	5.51	.01
		Government	30	9.57	0.27		
11.	Strenuous working conditions	Private	30	12	1.34	7.84	.01
		Government	30	9.57	1.02		
12.	Unprofitability	Private	30	7.13	1.19	8.03	.01
		Government	30	4.8	1.04		

In above Table-1 an attempt is made to find out the significant difference between private and government primary school teachers on occupational stress index.

Mean scores of private primary school teachers on role over load is 18.8 and SD is 1.49 and the mean scores of government primary school teachers on role over load is 16.7 and SD is 1.37. The 't' value is 5.68 which is significant at .01 level. It means private primary school teachers differ significantly as compare to government primary school teachers on role over load.

Mean scores of private primary school teachers on role ambiguity is 10.8 and SD is 1.01 and the mean scores of government primary school teachers on role ambiguity is 9.93 and SD is 1.21. The 't' value is 3.11 which is

significant at .01 level. It means private primary school teachers differ significantly as compare to government primary school teachers on role ambiguity.

Mean scores of private primary school teachers on role conflict is 16.07 and SD is 1.84 and the mean scores of government primary school teachers on role conflict is 13.33 and SD is 1.27. The 't' value is 6.68 which is significant at .01 level. It means private primary school teachers differ significantly as compare to government primary school teachers on role conflict.

Mean scores of private primary school teachers on unreasonable group and political pressures is 13.27 and SD is 1.91 and the mean scores of government primary school teachers on unreasonable group and political pressures is 10.27 and SD is 1.37. The 't' value is 6.98 which is significant at .01 level. It means private primary school teachers differ significantly as compare to government primary school teachers on unreasonable group and political pressures.

Mean scores of private primary school teachers on responsibility for person is 10.77 and SD is 1.38 and the mean scores of government primary school teachers on responsibility for person is 8.97 and SD is 1.17. The 't' value is 0.04 which is not significant. It means private primary school teachers do not differ significantly as compare to government primary school teachers on responsibility for person.

Mean scores of private primary school teachers on under participation is 11.97 and SD is 1.25 and the mean scores of government primary school teachers on under participation is 10.43 and SD is 1.20. The 't' value is 4.81 which is significant at .01 level. It means private primary school teachers differ significantly as compare to government primary school teachers on under participation.

Mean scores of private primary school teachers on powerlessness is 11.4 and SD is 1.33 and the mean scores of government primary school teachers on powerlessness is 9.6 and SD is 1.31. The 't' value is 5.29 which is significant at .01 level. It means private primary school teachers differ significantly as compare to government primary school teachers on powerlessness.

Mean scores of private primary school teachers on poor peer relations is 13 and SD is 1.25 and the mean scores of government primary school teachers on poor peer relations is 10.7 and SD is 1.38. The 't' value is 6.76 which is significant at .01 level. It means private primary school teachers differ significantly as compare to government primary school teachers on poor peer relations.

Mean scores of private primary school teachers on intrinsic impoverishment is 13.87 and SD is 1.09 and the mean scores of government primary school teachers on intrinsic impoverishment is 10.53 and SD is 1.16. The 't' value is 11.52 which is significant at .01 level. It means private primary school teachers differ significantly as compare to government primary school teachers on intrinsic impoverishment.

Mean scores of private primary school teachers on low status is 11.5 and SD is 1.18 and the mean scores of government primary school teachers on low status is 9.57 and SD is 0.27. The 't' value is 5.51 which is significant at .01 level. It means private primary school teachers differ significantly as compare to government primary school teachers on low status.

Mean scores of private primary school teachers on strenuous working conditions is 12 and SD is 1.34 and the mean scores of government primary school teachers on strenuous working conditions is 9.57 and SD is 1.02. The 't' value is 7.84 which is significant at .01 level. It means private primary school teachers differ significantly as compare to government primary school teachers on strenuous working conditions.

Mean scores of private primary school teachers on unprofitability is 7.13 and SD is 1.19 and the mean scores of government primary school teachers on unprofitability is 4.8 and SD is 1.04. The 't' value is 8.03 which is significant at .01 level. It means private primary school teachers differ significantly as compare to government primary school teachers on unprofitability.

## **11. Conclusion:**

Significant difference was existed between private and government primary school teachers on occupational stress sub scales such role ambiguity, role ambiguity, role conflict, unreasonable group and political pressures, responsibility for person, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability.

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