

COMPARE THE SOCIO-DEMOGRAPHIC CHARACTERISTICS AND STRESS LEVEL OF PRIVATE AND GOVERNMENT HIGH SCHOOL TEACHERS WORKING AT SELECTED HIGH SCHOOLS

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DOI: <http://doi.org/10.47211/idc.2021.v08i04.015>

ABSTRACT

A number of contributors to teacher stress have been identified, including personal coping strategies and available social supports, perceived self-efficacy, test-based accountability policies, and the larger school climate. The most common predictors of teacher satisfaction include student academic success in the classroom and organizational influences such as positive principal leadership styles and a positive school climate. Not surprisingly, stress and satisfaction often display inverse relationships with similar predictors. For instance, negative teacher-student relationships create stress, while positive teacher-student relationships are associated with greater job satisfaction. A quantitative non-experimental approach was used in the present study. For the present study, a Descriptive Cross-sectional Comparative Survey Research design had been adopted. This study was conducted in selected government and private Vijayapura, Karnataka high schools. The target population for the study is high school teachers working in various private and government high schools in Vijayapur District. Sample and the sample size for the present study included 200 male and female teachers who are in the age group of 25 to 60 years working at selected government and private high schools in Vijayapur District. The result shows that there was a significant difference between government and private high school teachers with respect to the socio-demographic characteristics; education ($\chi^2 = 10.67, p < 0.01$), type of employment (Fisher's $P = 0.00$), salary (Fisher's $P = 0.00$) and perceived workload ($\chi^2 = 18.15, p < 0.001$). Mean stress score for government high school teachers were 16.22 ± 6.8 and the mean stress score for private high school teachers was 18.62 ± 6.7 . A significant difference was found between the stress scores of government and private high school teachers ($U = 3795, P < 0.01$).

Key Words: Stress, strategies, influences, inverse.

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INTRODUCTION

Stress is a rubric for the causes (demands or stressors), consequences (distress and eustress), and modifiers of the psychophysiological phenomenon known as the stress response. Cannon coined “the emergency response” as the label for the complex of mind-body actions now known as the stress response. Selye demonstrated how stress is a risk factor for a range of health disorders and diseases, which he labeled diseases of maladaptation. Quick and Quick brought the public health notions of prevention into an organizational stress context, forging the theory of preventive stress management. Occupational stress was identified during the 1980s as one of the top ten occupational health problems in the United States and likely throughout Western industrialized nations. Sauter, Murphy, and Hurrell began developing a prevention agenda for addressing what some called an epidemic of stress (**Sauter S.L., Murphy L.R., Hurrell J, 2017**).

Stress is directly linked to seven of the ten leading causes of death in the world, with cardiovascular disease being *the* leading cause for both men and women. Occupational and organizational stress is a key cardiovascular risk factor. Despite the fact that occupational stress is a known risk factor for health disorders, a positive side of the issue is found in notions from public health and preventive medicine. Our purpose is to briefly review the known health risk evidence regarding occupational stress, then incorporate enhancing well-being and positive psychology with the known theory of preventive stress management (**Quick J.C., Cooper C.L, 2003**).

Each profession causes a specific level of work-related stress. Teaching as a profession is progressively becoming a rather stressful occupation (Hepburn A, Brown S., 2016). Due to increased responsibilities and demanding deadlines, teaching nowadays is more stressful than ever. It has been recognized for several decades that teachers experience work-related stress on daily basis and this fact has been the focus of extensive research (**Kyriacou C, (2017), Cooper CL (2015), Travers CJ, Cooper CL (2016)**).

REVIEW OF LITERATURE

Rastogi and Kashyap (2003) studied job stress and work adjustment among working women with a sample consisting of 150 nurses, clerks, and teachers. They found that nurses were more stressed than clerks and teachers. It's because nurses worked in harsh working environments. The low-stress perceived group is teachers and that's because of their best working environment compared to the other two groups. **Zembylas (2004)** exposed that emoluments, working hours, and the holidays related to the teaching profession played a key role in the selection of the teaching profession for Cyprus - Cypriot teachers.

Jangaiah (2005) carried out a study on job stress among school teachers and explored that female teachers' job satisfaction was higher than that of male teachers. **Kaur (2008)** in her study on job stress of the school teacher found that women senior secondary school teachers are more significantly under job stress than their male counterparts. Merike Darmody and Emer Smyth (2011) in their study found that female teachers were more satisfied in their job than male teachers, even though gender was not a significant factor in teacher stress.

Merike Darmody and Emer Smyth (2011) in their study on job satisfaction and occupational stress among primary school teachers and school principals in Ireland found that teachers with below 5 years of experience have lesser stress than other teachers and principals.

TITLE OF THE STUDY

A study to compare the Socio-demographic characteristics and stress of private and government high school teachers working at selected high schools of Vijayapur District Karnataka.

OBJECTIVES

1. To compare the Socio-demographic characteristics and stress of private and government high school teachers.

METHODOLOGY

A quantitative non-experimental approach was used in the present study. For the present study, a Descriptive Cross-sectional Comparative Survey Research design had been adopted. This study was conducted in selected government and private high schools of Vijayapura, Karnataka. The target population for the study is high school teachers working in various private and government high schools of Vijayapur District. Sample and the sample size for the present study included 200 males and female teachers who are in the age group of 25 to 60 years working at selected government and private high schools of Vijayapur District.

RESULTS

Table 1: Comparison of socio-demographic characteristics between government and private high school teachers
N=100+100

Characteristics	Govt. Teachers n=100		Private Teachers n=100		χ^2 /Fisher Exact	P Value
	Frequency	%	Frequency	%		
Age group (Years)						
Below 45 years	67	67	78	78	3.034	0.113
Above 45 years	33	33	22	22		
Gender						
Male	65	65	73	73	0.00	1.00
Female	35	35	27	27		
Religion						
Hindu	90	90	93	93	0.58	0.613
Muslim	10	10	7	7		
Education						
Graduate	57	57	34	34	10.67	0.002*
Post Graduate	43	43	63	63		
Years of Experience						
Less than 10 years	44	44	47	47	0.18	0.78
More than 10 years	56	56	53	53		
Type of Employment						
Temporary	0	0	72	72	Fisher's P= 0.00 ***	
Permanent	100	100	28	28		
Present Position						
Head Master	10	10	11	11	2.59	0.312
Deputy Head Master	8	8	15	15		
Teacher	82	82	74	74		
Salary						
Less than Rs. 10000/-	0	0	70	70	Fisher's P= 0.00 ***	
Rs. 10000/- to Rs. 20000/- & > 20,000/-	100	100	30	30		
Marital Status						
Married	89	89	84	84	1.07	0.408
Single and Others	11	11	16	16		
Type of Family						
Nuclear	77	77	83	83	1.13	0.377
Joint	23	23	17	17		
No. of Dependents						
1-2	5	5	8	8	0.75	0.755
3-4	79	79	77	77		
More than 4	16	16	15	15		
Engaged in Co-Curricular activities						
Yes	62	62	60	60	0.08	0.885
No	38	38	40	40		
Perceived Workload						
Low	13	13	16	16	18.15	0.00 ***
Moderate	71	71	43	43		
High	16	16	41	41		

*** P<0.001

Comparison of stress scores between government and private school high teachers.

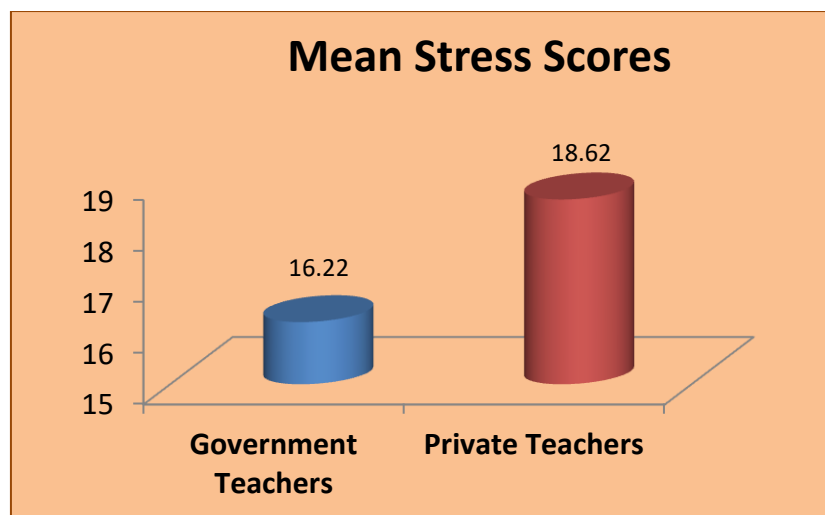


Figure 1: Bar diagram showing comparison of mean stress scores among government and private school teachers.

RESULTS

The result shows that there was a significant difference between government and private high school teachers with respect to the socio-demographic characteristics; education ($\chi^2 = 10.67$, $p < 0.01$), type of employment (Fisher's $P = 0.00$), salary (Fisher's $P = 0.00$) and perceived workload ($\chi^2 = 18.15$, $p < 0.001$). mean stress score for government high school teachers was 16.22 ± 6.8 and the mean stress score for private high school teachers was 18.62 ± 6.7 . A significant difference was found between the stress scores of government and private high school teachers ($U = 3795$, $P < 0.01$).

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