

OCCUPATIONAL STRESS AND SCHOOL PERFORMANCE AMONG SCHOOL TEACHERS WITH REFERENCE TO TEACHER RELATED VARIABLES

S. Jesintha Victoria*¹

*¹Ph.D. Research Scholar, Department Of Education And Management, Tamil University,
Thanjavur – 613 010, India.

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ABSTRACT

The main objectives of the present study is to find out the levels of occupational stress and teacher effectiveness among the school teachers; and relationship between occupational stress and teacher effectiveness among the school teachers. The population for the present study has been identified as the school teachers who are working in various types and categories of schools in Thanjavur district of Tamil Nadu. Using simple random procedure from the list of schools the researcher collected 600 school teachers from Thanjavur district. Differential study regarding occupational stress shows that significant differences are found among the sub groups of marital status, cadre and educational qualification. One of the significant findings of the study is the occupational stress is correlated with school performance. The process of stress management is one of the keys for teachers to have a successful professional life. There are a lot of stress management techniques which are helpful for teachers to improve their performance. So, the administrators provide intensive training for teachers to manage their occupational stress.

Keywords: Occupational Stress, School Performance, School Teachers.

I. INTRODUCTION

Occupational stress and School Performance

Occupational stress is an adaptive response on an individual to an external situation as a result of his / her interaction with the environment. Confronting an opportunity, constraint or demand causes occupational stress, when the expected outcome is important and uncertain. Occupational stress arises when there is a mismatch between an individual and his/ her environment or an inability to cope with the constraints or demands encountered. Occupational stress is inevitable in our lives. Things or an event that produce occupational stress experience is known as occupational stressors and the person's physiological and psychological response to occupational stress is known as strain. Commonly, the term occupational stress reminds us of its negative effects. In a common man's mind, it has a negative connotation. We generally regard occupational stress to be harmful, destructive, and detrimental that grounds various diseases or destroys happiness. Occupational stress refers to a situation where occupation related factors interact with employee to change i.e. disrupts or enhance his/her psychological and physiological conditions such that the person is forced to deviate from normal functioning as measured. In the present study the occupational stress includes the lack of interpersonal relationship, policy and regulations, behavioural restrictions, strenuous work condition, overload of work and inadequate privileges.

Need and Significance of the Study

The school performance is often one of the determining factors of the success and failure of the school. The results of the study pertaining to school performance and its effect on teacher effectiveness and occupational stress could serve to broaden the implications to be drawn from research and it is also expected to provide a field of great interest in educational philosophy. Today workplace stress is becoming a major issue and a matter of concern for the employees and the organizations. It has become a part of life for the employees, as life today has become so complex at home as well as outside that it is impossible to avoid stress. Occupational stress arises due to lack of person- work environment fit. When occupational stress is mismanaged, it affects the human potential in the organization. It further leads to reduced quality, productivity, health as well as wellbeing and morale. Occupational stress can be inadvertently linked to success or failure at one's job. The general impression about occupational stress is the feeling of failure due to work overload. But if this is the case and so simple a problem than merely by reducing the amount of work,

occupational stress could have been done away with. Stress is a part of everyone's daily life. It means that the person cannot cope with the demands put forward by his or her work, which is opposite to their expectations of rewards and success. It affects both the person concerned and the relationships he or she forms in the society be it with family or friends. In this present era of cutthroat competition, the idea of being perfect becomes very necessary to strive and become successful. To make it reality, a deep understanding of occupational stress and their influence on school performance is desirable. Hence the researcher found a high scope for research in this area and this investigation is a modest venture in this direction.

Statement of the Problem

The present study entitled "**Occupational stress among School Teachers in Relation to School performance with Reference to Certain Teacher Related Variables**".

Objectives of the Study

Following are the objectives of the study.

1. To find out the significant difference between / among the groups of demographic variables of school teachers in the mean score of school performance.
2. To find out the correlation between occupational stress and school performance among school teachers.

Hypotheses of the Study

Follow are the hypotheses if the study.

1. There is no significant difference between male and female groups of school teachers in the mean scores of occupational stress.
2. There is no significant difference between married and unmarried groups of school teachers in the mean scores of occupational stress.
3. There is no significant difference among the various age groups of school teachers in the mean scores of occupational stress.
4. There is no significant difference among the various teaching experience groups of school teachers in the mean scores of occupational stress.
5. There is no significant difference among the various cadre groups of school teachers in the mean scores of occupational stress.
6. There is no significant difference among the various educational qualification groups of school teachers in the mean scores of occupational stress.
7. There is no significant correlation between occupational stress and school performance of among the school teachers.

Limitation of the Study

There are several limitations on the scope of this study. The findings of the study are of limited generalizability in many respects with regard to the population generalizability. The subjects for the study are the teachers working in all types of schools of Thanjavur district in the state of Tamil Nadu, India. The findings are applicable to similar background. The temporal generalizability, the result of this study shall not be generalized in future. The data were collected from the teachers during 2020 – 2021. In a near future, due to policy of the government the change may happen among the variables which had been included in the study. Hence, these results might be invalid across time. The result is also limited to the specific psychological tests. Constraint of money and time the investigator limit the samples only in Pudukkottai district, using simple random sampling, consisting of 600 school teachers.

II. RESEARCH METHODOLOGY

Research Methodology

The present study in investigator adopted the descriptive survey method. The population for the present study has been identified as the teachers, in Thanjavur district of Tamil Nadu. The population has been further limited to the 600 secondary teachers who are working at the secondary stage level. Using simple random procedure from the list of schools the researcher identified various types and categories of schools from Thanjavur district and 600 teachers selected from the population.

Research Tools

The following tools were selected and used by the investigator in the present study. Therefore, the researcher standardized the following tools considering the previous tools which were used in earlier research. (1) The occupational stress questionnaire was developed and standardized by Jesintha Victoria and Ravivarman (2021). (2) The tool on school performance questionnaire was developed and standardized by Jesintha Victoria and Ravivarman (2021).

Procedure of Data Collection

The investigator visited personally each and every selected school and met the headmaster and clarified the purpose of visit. With his kind permission the teachers teaching in primary, secondary and higher secondary level were met and the purpose of meeting was explained to them. They were assured that information collected from them will be kept confidential and will be used for the research purpose only. The investigator received the responses from each unit of the sample in person. The tools selected for the study i.e., school performance scale, occupational stress scale and occupational stress questionnaire along with the personal data sheet were administered to the teachers constituting the sample for the study, in a group of 2 to 5 at a time and collected back immediately. In certain cases, tools were given home to teachers and collected back after 2 or 3 days. Necessary instructions and clarifications (wherever required) were given to teachers for answering the tools provided to them. There was no time limit for answering this tool. However, they were requested to complete the task as early as possible and not to leave any items unanswered.

Statistical Techniques for Analysis of Data

The Statistical Package for the Social Sciences (SPSS) version 20.0 was used to analyse the collected data and all the hypotheses were tested at 0.05 and 0.01 levels of significance.

III. ANALYSIS AND INTERPRETATION OF DATA

Null Hypothesis - 1

There is no significant difference between male and female groups of school teachers in the mean scores of occupational stress.

Table 1: Test of significant difference between male and female groups of school teachers in the mean scores of occupational stress

Background Variables		N	Mean	SD	t-value	Level of Significance
Gender	Male	261	65.23	11.577	1.622	Not Significant
	Female	339	63.67	11.807		

From the table 1, the obtained 't' value 1.622 is less than the table value 1.96 at 0.05 level. It is clear that there is no significant difference between the male and female school teachers in the mean scores of occupational stress. Hence, the stated null hypothesis is retained. It is concluded that the mean scores of occupational stress do not differ in male and female groups. The mean scores of occupational stress of male teachers is higher than the female teachers.

Null Hypothesis - 2

There is no significant difference between married and unmarried groups of school teachers in the mean scores of occupational stress.

Table 2: Test of significant difference in the mean score of occupational stress between the groups of school teachers with respect to marital status

Background Variables		N	Mean	SD	t-value	Level of Significance
Marital Status	Married	549	64.74	11.751	2.956	Significant
	Unmarried	51	60.10	10.636		

From the table 2, the obtained 't' value 2.956 is greater than the table value 1.96 at 0.05 level. It is clear that there is a significant difference between the married and unmarried school teachers in the mean scores of occupational stress. Hence, the stated null hypothesis is not retained. It is concluded that the mean scores of married and unmarried groups differ in occupational stress. The group of married teachers possesses higher mean score than the unmarried teachers in occupational stress.

Null Hypothesis - 3

There is no significant difference among the various age groups of school teachers in the mean scores of occupational stress.

Table 3: Test of significant difference among the various age groups of school teachers in the mean scores of occupational stress

Source of Variation	Sum of Squares	df	Mean Square	F ratio	Level of Significance
Between Groups	290.791	2	145.396	1.058	Not Significant
Within Groups	82037.407	597	137.416		
Total	82328.198	599			

From the table 3, indicates that the obtained 'F' is 0.783 which is less than the critical value 3.01 at 0.05 level. It is concluded that there is no significant variance among below 40 years, 41 – 50 years and above 51 years school teachers in the mean scores of occupational stress. Hence, the stated hypothesis is retained. It is inferred that there is no significant difference among the groups with reference to age groups of teachers in their mean score of occupational stress. The group of teachers with above 51 years possesses the highest level of mean score in occupational stress. Other groups such as (41 – 50 year) and below 40 years age groups have lesser mean scores.

Null Hypothesis - 4

There is no significant difference among the various teaching experience groups of school teachers in the mean scores of occupational stress.

Table 4: Test of significant difference among the various teaching experience groups of school teachers in the mean scores of occupational stress

Source of Variation	Sum of Squares	df	Mean Square	F ratio	Level of Significance
Between Groups	322.808	2	161.404	1.175	Not Significant
Within Groups	82005.390	597	137.362		
Total	82328.198	599			

From the table 4, indicates that the obtained 'F' is 0.883 which is less than the critical value 3.01 at 0.05 level. It is concluded that there is no significant variance among below 10 years, 11 – 20 years and above 21 years school teachers in the mean scores of occupational stress. Hence the stated hypothesis is retained. It is inferred that there is no significant difference among the groups with reference to teaching experience in their mean scores of occupational stress. The mean score in occupational stress of the teachers with higher experience (above 21 years) is the highest mean scores among the groups. Other groups such as 11 – 20 years, and below 10 years of teaching experience groups have lesser mean scores.

Null Hypothesis - 5

There is no significant difference among the various cadre groups of school teachers in the mean scores of occupational stress.

Table 5: Test of significant difference among the various cadre groups of school teachers in the mean scores of occupational stress

Source of Variation	Sum of Squares	df	Mean Square	F ratio	Level of Significance
Between Groups	16196.688	2	8098.344	73.108	Significant
Within Groups	66131.510	597	110.773		
Total	82328.198	599			

From the table 5, indicates that the obtained 'F' is 3.291 which is greater than the critical value 3.01 at 0.05 level. It is concluded that there is a significant variance among secondary grade, BT, and PG school teachers in the mean scores of occupational stress. Hence, the stated hypothesis is not retained. It is inferred that there is a significant difference among the groups with reference to cadre of teachers in their mean score of occupational stress. The mean score in occupational stress of the group of PH teachers are higher than each one of the groups. Other groups such as BT and secondary grade groups have lesser mean scores.

Null Hypothesis - 6

There is no significant difference among the various educational qualification groups of school teachers in the mean scores of occupational stress.

Table 6: Test of significant difference among the various educational qualification groups of school teachers in the mean scores of occupational stress

Source of Variation	Sum of Squares	df	Mean Square	F ratio	Level of Significance
Between Groups	15664.695	4	3916.174	34.954	Significant
Within Groups	66663.504	595	112.040		
Total	82328.198	599			

From the table 6, indicates that the obtained 'F' is 6.398 which is greater than the critical value 2.38 at 0.05 level. It is concluded that there is a significant variance among UG with D. T. Ed., D. T. Ed. with degree UG with B.Ed., PG with B.Ed. and research qualified school teachers in the mean scores of occupational stress. Hence, the stated hypothesis is not retained. It is inferred that there is a significant difference among the groups with reference to educational qualifications of teachers in their mean score of occupational stress. The mean score in occupational stress of the group of D.T.Ed. qualified teachers are higher than each one of the groups. Other groups such as UG with B.Ed., research, D.T.Ed. with degree and PG with B.Ed. degree qualified groups have lesser mean scores.

Null Hypothesis - 7

There is no significant correlation between occupational stress and school performance among the school teachers.

Table 7: Test of significant correlation between occupational stress and school performance among the school teachers

Background Variables		Occupational Stress	School Performance
Occupational Stress	Pearson Correlation	1	.356**
	Sig. (2-tailed)		.000
	N	600	600
School Performance	Pearson Correlation	.356**	1
	Sig. (2-tailed)	.000	
	N	600	600
**. Correlation is significant at the 0.01 level (2-tailed).			

The above table 9 shows that there is a positive correlation between school performance and occupational stress. Hence the stated hypothesis is not retained. The correlation value is very low i.e., $r=.356$. It means the teachers occupational stress influence the school performance; at the same the school performance influences the occupational stress. So, the administrators try to reduce the occupational stress of school teachers, then the school performance may improve, and the students' performance also improved.

Major Findings of the Study

Following are the major findings of the study.

1. There is no significant difference between male and female groups of school teachers in the mean scores of occupational stress.
2. There is a significant difference between married and unmarried groups of school teachers in the mean scores of occupational stress.
3. There is no significant difference among the various age groups of school teachers in the mean scores of occupational stress.
4. There is no significant difference among the various teaching experience groups of school teachers in the mean scores of occupational stress.
5. There is a significant difference among the various cadre groups of school teachers in the mean scores of occupational stress.
6. There is a significant difference among the various educational qualification groups of school teachers in the mean scores of occupational stress.
7. There is a significant correlation between occupational stress and teacher among the school teachers

Educational Implications

The following suggestions are laid down for educational implications based on the present study. Differential study regarding occupational stress shows that significant differences are found among the sub groups of marital status, cadre and educational qualification. The study recommended that teachers should pursue advance education program and undergo more seminars and trainings to sustain their professional development and to update themselves in the innovative trends and techniques. A proposed plan of action is recommended for implementation. The orientation to which occupational stress management strategy will be frequently used is based on the principal's preparation and personal maturity, the school's philosophy and precepts, and the school's physical properties. The government equipping guidance and counselling department and training of peer mediation programs for the school teacher should improve their characteristics like sense of equality and brotherly / sisterly feeling towards all students; sense of duty and responsibility in school work; interest in teaching profession; emotionally balanced and adjustment capacity; acquire knowledge of new technology of education and to solve the problems in teaching profession.

Special training programmes arranged by the government for the school teacher to maintain the interpersonal relations like behave with honour to all parents / guardian without considering their caste, social and economic status; relationship of friendship and brotherhood with fellow teachers; contribution in the meetings of professionals and scholarly societies; and maintaining cordial relationship to the headmaster, colleague, non-teaching staff, students and parents. The study expresses that the occupational stress and school performance is low correlation. It means the occupational stress is less the school performance is more. So, the teacher reduces the occupational stress, it will lead to high performance of school teacher.

IV. CONCLUSION

In the present study most of the findings of the teachers' demographic variables were significantly differs between / among the groups. Hence, remedial measures taken from the government to eradicate the difference among the sub groups of the teachers' demographic variables. It is concluded from the study that there was a significant low correlation between occupational stress and school performance. It means the occupational stress is less the school performance is more. So, the teacher reduces the occupational stress, it will lead to high teacher performance and school performance.

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