



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 8.4
IJAR 2023; SP4: 25-28

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(Special Issue)
**“National Conference on
Multidisciplinary research for sustainable development”**

A comparative study of occupational stress level among government and non-government school teachers of Gurgaon District

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Abstract

In the present time, every human being has a different amount of stress, some have personal, and some have occupational. Stress affects people differently – what stresses one person may not affect another. The present study aimed to discover the difference between occupational stress level of government school and non-government school teachers. For study the Descriptive Survey Method was used, 150 school teachers on the basis of gender (Male and female) were selected randomly from government and non-government schools of Gurgaon District. The number of government school teachers and private school teachers kept the same (75+75). For measurement of occupational stress level, the occupational stress index by A.K. Srivastava and S.P. Singh (1984) was administered to all 150 teachers. After the analysis, the result showed significant difference in occupational stress level between government school teachers and non-government school teachers. Thus, the study found the level of occupational stress level in non-government school teachers is higher as compare to government school teachers. Stress is not an illness but it can make you ill. Recognizing the signs of stress will help school organisation to take steps to stop, lower and manage stress in their schools.

Keywords: Occupational Stress, comparative study, government school teachers, non-government school teachers, female, male

Introduction

Human existence is largely centered on work. It is a manifestation of the fundamental need to produce, create, feel content and important. Stress occurs when people's ability to use their creativity, intellect, and decision-making skills at work is restricted. People may experience work-related stress as a reaction to stresses and demands that are not compatible with their skills and knowledge and that test their capacity for adjustment. With numerous deadlines to make and a variety of responsibilities to carry out in addition to teaching a child what is right and wrong, teaching has grown to be a very demanding profession.

Occupational Stress

The bodily and psychological reaction to situations or events at work that are harmful to one's general health and wellbeing is called occupational stress. It describes the ongoing or increasing stress that an employee goes through as a result of their job duties, working circumstances, environment, or other pressures.

The main causes of teacher stress, according to research, are long work hours, a heavy workload, growing class sizes, changes in the curriculum and courses, changes in assessment and testing requirements, poor management, strict policies and protocols implemented by the organization, limited opportunities for professional and personal self-growth, little to no occupational guidance or direction, workplace bullying, student misbehavior, risk of violence from students, and parental involvement.

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Managing student behavior, taking on additional tasks due to lack of staff, promoting the emotional health and wellbeing of students, enduring frequent termination threats, and receiving extremely low pay.

When a person's capacity for work and the demands of that job are not equal, occupational stress results. Individuals who experience occupational stress often experience psychological impacts first, including hostile and anxious feelings. Long-term exposure to stress may result in typical symptoms, like ineffective behavior and exaggerated reactions, which increase the risk to one's health. This is especially true when a person is unable to deal with the stressful environment they are in for an extended period of time. Researchers from other countries have found that when the body experiences prolonged high levels of tension, it may acquire coronary heart disease, primary hypertension, and other physical illnesses, and the prevalence of musculoskeletal illnesses is also inextricably linked to work stress.

Occupational stress affects mental health, including brain function and emotional states, in addition to harming physical health, intellectual activity, level of consciousness, and other psychological conditions. With common symptoms like irritability, decreased job satisfaction, depression, nervousness, and anxiety, the mental effects of occupational stress can vary from mild subjective symptoms to significant mental abnormalities and even psychosis. It is anticipated that in the upcoming years, mental disorder may surpass all other diseases. Greater than one-fourth of the world's occupational population will be involved in professional activities, and their productivity will be plagued by mental health issues.

There are three different strains that can result from occupational stress: behavioral (such as absenteeism), bodily (such as headaches), and psychological. (e.g., depressed mood).

Numerous individuals with untreated prolonged occupational stress exhibit a range of health issues, including bacterial and viral infections, elevated hormone levels, serious internal damage, and skin conditions. Thus treatment for work stress is very essential just for these reasons.

Review of literature.

According to research, the most stressful types of work are those that place a high value on excessive demands, do not match workers' knowledge and skills, where there are few opportunities for workers to exercise any choice or control, and where there is little social support.

Job burnout has an impact on the loyalty and effectiveness of teachers. Lower productivity and effectiveness are the issues linked to burnout, according to Maslach *et al.* (2001), and it has a negative influence on their coworkers by interfering with job tasks and leading to more interpersonal conflicts.

Female secretarial and clerical workers suffered coronary heart disease at a rate that was twice that of other workers, according to the Framingham Heart Study, which was finished in February 1980.

Additionally, the groundbreaking CWA National Occupational Stress Study (1990) discovered that one stressor, electronic performance tracking, was a significant contributor to and promoter of complaints about one's physical and mental health. Compared to non-monitored

employees, monitored employees reported higher levels of boredom, high tension, intense anxiety and sadness, anger, and severe fatigue. Additionally, compared to non-monitored employees, monitored workers experienced more headaches and musculoskeletal issues, such as wrist, arm, shoulder, neck, and back pain.

According to Rao and Chandraiah (2012), there is negative correlation between job stress and poor mental health. The relationship between occupational stress and mental wellness is inverse. Stress at work has an effect on both the physical and emotional well-being of an individual.

The goal of Zarra-Nezhad *et al.* (2010) was to demonstrate the connection between workplace stress and the effects of an unbalanced work and life. According to the research, women struggle to strike a balance between work and family life and that there is a positive relation between the occupational stress and family life. The piece also examines how men's lower participation in household chores than women affects women's work-life balance.

Insufficient work-life balance was identified by Shepherd-Banigan *et al.* (2016) as a significant source of stress. Their research concentrated particularly on mothers of young children. Working remotely for these women is challenging and has a negative impact on both their personal and professional lives. Furthermore, the article asserts that this will have an impact on women's general wellbeing. The result is frequently emotional distress.

Importance of the study

Workplace conditions can significantly affect workers' general well-being and productivity. An organization can create its own scale for measuring occupational stress to assess how the demands affect their staff members. An organization can take the required actions and make the necessary changes to improve occupational stress management strategies, workplace conditions, and employee wellbeing by determining when and how employees are affected by workplace stressors.

Managing workplace stress

Employees have many options for managing, preventing, and treating occupational stress. Employees can avoid procrastination and reliably complete the tasks they start by working diligently and at a reasonable speed. Additionally, workers should emphasize traits that foster a positive work environment, such as punctuality, consistency, time management, honesty, diligence, and discipline because these qualities foster a positive, professional attitude that upper management staff frequently notice and reward.

HR departments, on the other hand, can contribute by promoting a positive, proactive workplace atmosphere to avoid occupational stress. It is crucial to swiftly put an end to bullying, discrimination, and harassing behavior as well as to support an open-door policy where people feel secure and at ease disclosing such behavior. HR offices can, however, play a significant role in reducing occupational stress levels by putting in place programs, initiatives, and strategies that keep staff members feeling encouraged, supported, and at home.

Pay attention to the psychological well-being of workers through psychological counseling, expand leisure and entertainment options, reduce employee anxiety, and encourage their physical and mental health development for higher quality of life.

The impact of any problem decreases the earlier it is recognised. Encourage an employee to speak with a supervisor, employer, or member of the occupational health team if you suspect they are experiencing any stress issues.

Statement of the problem

A Comparative Study of Occupational Stress Level among Male and Female Teachers of Government and Non-Government Schools of Gurgaon District of Haryana

Objectives

1. To compare the occupational stress level among male teachers working in government and non-government schools of Gurgaon district of Haryana state.
2. To compare the occupational stress level among female teachers working in government and non-government schools of Gurgaon district of Haryana state.

Hypothesis

1. There is no significant difference in the occupational stress level among male teachers working in government and non-government school.
2. There is no significant difference in the occupational stress level among female teachers working in government and non-government school.

Limitation

The present study is limited to 150 (75+75) teachers of 5 government and 5 Non Government schools of Gurgaon district of Haryana

Variable

The following variable are studied:

Independent variable - Occupational Stress level

Dependent variable - (Gender Male and Female)

Method used

In the present study descriptive survey method has been used to find out the significant difference in occupational stress level among Government and Non-government school teachers in relation to Gender.

Population and Sample

The teachers of Government and non-government schools of Gurgaon district constituted the population of the subjects in the present study. The random sample method was used to draw the sample for the present study. The Gurgaon district constituted the area of study. Thus 150 school teachers constituted the sample for this study.

Tools used for the study

Occupational stress index by A.K. Srivastava and S.P. Singh (1984) was used in this study.

Statistical techniques used

The mean and standard deviation and 't' test were used to analyse the data.

Results

The Differences in occupational stress level of male and female teachers of government and non-government schools were given in table 1 & 2.

Table 1: Difference between the mean scores of occupational stress level of male teachers of Government and Non-Government schools

S. No.	Teachers	N	Mean	Standard Deviation	't' Value	Level of Significance
1.	Government Teachers	45	136.4	9.4	2.48	0.05
2.	Non Government Teachers	30	140.6	5.49		

From Table 1, it is evident that the 't' value of occupational stress of male teachers of Government and Non-Government schools is 2.48 which is significant at 0.05 level. It indicates that male teachers of government and non-government school differ significantly on occupational stress level. Further the mean score reveals that the male teachers of non-government school (140.6) is found to be higher on occupational stress level as compare to the male

teachers of government schools (136.4). Thus the null hypothesis i.e. "There is no significant difference between the occupational stress level of teachers of Government and Non-Government schools" is rejected. It may, therefore, be concluded that male teachers from Non-Government schools have more occupational stress level than the male teachers working in Government schools.

Table 2: Difference between the mean scores of occupational stress level of female teachers of Government and Non-Government schools

S.No.	Teachers	N	Mean	Standard Deviation	't' Value	Level of Significance
1.	Government Teachers	30	133.1	8.13	3.35	0.05
2.	Non Government Teachers	45	139.9	7.46		

From Table 2, it is revealed evident that the 't' value of occupational stress level of female teachers of Government and Non-Government schools is 3.35 which is significant at 0.05 level. It indicates that female teachers of Government and Non-Government schools differ significantly on occupational stress. Further, the mean score reveals that the female teachers of non-Government schools (139.9) is found to be higher on occupational stress level as compare to the female teachers of Government schools (133.7). Thus, the null hypothesis i.e. "There is no significant difference between the occupational stress level of female teachers of Government and non-Government schools" is declared rejected. It may, therefore, be concluded that female

teachers working in non-Government schools have more occupational stress level than the female teachers working in Government Schools.

Conclusion

The results of the present study reveal that the teachers working in non-Government schools have high occupational stress level as compare to the teachers working in Government schools.

Therefore, non-government schools should employ methods to recognize and reduce workplace stressors in order to enhance teachers' health and wellbeing. Pressure can be reduced and stress levels can be decreased by planning,

training, and assistance. Additionally, productivity will rise and absenteeism and lost work time will drop significantly, which is essential to management.

Demands, control, support, relationships, role, and change are the six major components of work design that can affect stress levels. You ought to handle these well. In order to control stress in the school, School Management & Heads should evaluate the risks in these categories.

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