



REVIEW OF LITERATURE



OCUPATIONAL STRESS OF HIGHER SECONDARY TEACHERS

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ABSTRACT:

The present study was explored to find out the occupational stress of higher secondary teachers. Survey method was employed on a sample of 280 higher secondary teachers from Madurai district. Occupational Stress Inventory by Dr. A. K. Srivastava was used for data collection. Data was analyzed by using t-test and F-ratio. Findings showed that there is no significant difference in occupational stress of higher secondary teachers in respect of gender, locality of school, type of management and teaching stream.

KEYWORD: Occupational Stress, Higher Secondary Teachers.

INTRODUCTION

Occupational stress has become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals. A major source of distress among teachers is result of failure of school to meet the social needs and jobs demands of the teachers. According to Margolis and Kores (1974), “occupational stress is a condition worth interacting with worker characteristics is to disrupted psychological and physiological homeostasis. The causal situation conditions are job

stressors and the disrupted homeostasis is job related stress.”

OBJECTIVES OF THE STUDY

•To study the significant difference in occupational stress of higher secondary teachers in terms of gender, locality of school, type of management and teaching stream.

HYPOTHESES

1. There is no significant difference in occupational stress of higher secondary teachers with respect to

gender.

2. There is no significant difference in occupational stress of higher secondary teachers with respect to locality of school.

3. There is no significant difference in occupational stress of higher secondary teachers with respect to type of management.

4. There is no significant difference in occupational stress of higher secondary teachers with respect to teaching stream.



METHODOLOGY

Normative survey method is adopted for the present investigation. The sample consisted of 280 higher secondary teachers working in Madurai District, Tamil Nadu.

Tool

- Occupational Stress by Dr. A. K. Srivastava & Singh.

Data Analysis

Table 1: Occupational Stress of Higher Secondary Teachers based on Gender

Gender	N	Mean	SD	t-value	Level of Significance
Male	158	164.19	11.51	0.717	Not Significant
Female	122	163.23	10.51		

From Table-1, the t-value 0.717 is less than the table (1.96) at 0.05 level of significance. Hence, the hypothesis-1 is accepted.

Table 2: Occupational Stress of Higher Secondary Teachers based on Locality of School

Locality of School	N	Mean	SD	t-value	Level of Significance
Rural	88	163.06	10.62	0.726	Not Significant
Urban	192	164.10	11.29		

From Table-2, the t-value 0.726 is less than the table (1.96) at 0.05 level of significance. Hence, the hypothesis-2 is accepted.

Table 3: Occupational Stress of Higher Secondary Teachers based on Type of Management

Source of Variance	Sum of Squares	df	Mean Square	F	Remark
Between Groups	848.475	2	424.238	3.517	Not Significant
Within Groups	33415.796	277	120.635		
Total	34264.271	279			

Table-3 shows that the F-value 3.517 is not significant at 0.05 level. Hence, the hypothesis-3 is accepted.

Table 4: Occupational Stress of Higher Secondary Teachers based on Teaching Stream

Source of Variance	Sum of Squares	df	Mean Square	F	Remark
Between Groups	57.206	2	28.603	0.232	Not Significant
Within Groups	34207.65	277	123.491		
Total	34264.271	279			

Table-4 depicts that the F-value 0.232 is not significant at 0.05 level. Hence, the hypothesis-4 is accepted.

FINDINGS

- There is no significant difference in occupational stress of higher secondary teachers with regard to gender, locality of school, type of management and teaching stream.

RECOMMENDATIONS

- Steps should be taken to reduce the workload of the teachers. Measures may include limiting the additional non-teaching activities.
- Recruitment of more teaching staff to reduce the workload on teachers.
- Emphasis on performance of individual should be minimized. In other words, a flexible approach may be adopted. Incentives may be given to motivate teachers.
- Initiate programmes to sensitize the students on accepted behavior.
- Counseling and stress management programmes must be started in schools on pilot basis. Successful programme models must be extended to all schools. Interventions like training about relaxation techniques and more social interactions with school events might be helpful. These interventions must be supported with periodic health check-ups of the teachers to diagnose stress related problems.
- It is better if stress management programs and encouragement services are provided to the older and more experienced teachers in order to improve their problem.

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