

ASSOCIATION OF SOCIO-DEMOGRAPHIC CHARACTERISTICS WITH STRESS LEVELS OF GOVERNMENT AND PRIVATE HIGH SCHOOL TEACHERS WORKING AT SELECTED HIGH SCHOOLS

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ABSTRACT

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. Quantitative non-experimental approach was used in the present study. For the present study 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 includes 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. The result reveals that there was a significant association between age, present position, engagement in co-curricular activities, perceived workload and stress levels of government high school teachers (Fisher's, $p < 0.001$). Association between selected socio-demographic variables and stress levels of private high school teachers reveals that there was a significant association between type of employment, present position salary and stress levels of private high school teachers ($\chi^2 = 11.718$, $p < 0.05$).

Key Words: Stress, psychophysiological phenomenon, consequences, distress and eustress

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INTRODUCTION

Teacher effectiveness is important because the “effectiveness of every teacher is the life of every educational institution” (Rao and Kumar, 2016) since teachers educate the most valued assets of the country, i.e. students. Campbell et al. (2017) described teacher effectiveness as the impact that factors in the classroom such as teaching methods, expectations of teachers, organization of the classroom, and the use of classroom resources, have on students’ performance.

A teacher’s effectiveness thus has more impact on student learning than any other factor under the control of school systems, including class size and school size (Steven et al., 2015). Teachers are the most resourceful person to bring quality to school education. And, the job satisfaction level is very important for teachers to produce effective learning and bring quality to school education. Therefore, the success of any education system depends upon teachers’ job satisfaction. In fact, job satisfaction is *sin qua non* for a teacher’s mental health which in turn, is conditioned on her/his efficiency (Gupta, 2016). A teacher is not able to initiate desirable outcomes i.e. effectiveness in teaching and teaching profession to cater to the needs of society as well as live up to societal expectations unless and until a teacher derives satisfaction in the job.

Kyriacou who has carried out various studies on teacher stress, defines teachers’ stress as an uncomfortable feeling, negative emotion such as anger, anxiety, pressure and disappointment sourced from their work aspects as a teacher (Kyriacou C, 2017). Already established high levels of stress among teachers, normally lead to work absentee and work dissatisfaction. Ultimately, teachers often opt to leave their profession (Kyriacou C, Sutcliffe J, 2016).

REVIEW OF LITERATURE

Dr. Bhuvaneswari. G, Cassandra Bernard, Divya. R, Felix Amuthan. A, 2020 conducted a study on A comparative study to determine the level of occupational stress among teachers of private and government schools in Chennai. The results shows that the demographic variable gender in private school teachers had shown statistically significant association with level of occupational stress among private school teachers at $p < 0.05$ level and the other demographic variables had not shown statistically significant association with level of occupational stress among private school teachers and that none of the demographic variables had shown statistically significant association with level of occupational stress among government school teachers.

Christopher J. Rees and David Redfern (2000) examined and found that the focus of job stress has become a key work spot problem and suggested the introduction of expert training and development specialists to tackle job stress prominently in the work spot. They too pointed that the general short of agreement about the character and roots of stress. Hence, the expert training and development specialists play the main role in guaranteeing the unbiased and free approach to overcome job stress in the work spot.

Rubab Abdullah et al. (2008) in their research work stated that the organizations must initiate diversified programmes such as profession break proposals, elastic-working, tutoring programs, child care facilities and family-friendly service policies to provide somewhere to desire the working women to stay in the organizations as it helps to eliminate the stress level among the working women. In addition, they found that the job stress eradicate through the redesigning of job and organizations. It contains workers participation, expanding the nature of job and eliminating the conflicts in work role by providing clear cut authorities with responsibilities. They recognized that good interpersonal relationship in working environment acts as a good strategy to overcome the stress among women.

TITLE OF THE STUDY

Association of socio-demographic characteristics with stress levels of government and private high school teachers working at selected High Schools.

OBJECTIVES

1. To associate socio-demographic characteristics with stress levels of government and private high school teachers

METHODOLOGY

Quantitative non-experimental approach was used in the present study. For the present study 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 includes 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

Association of socio-demographic characteristics with stress levels of government high school teachers

Table 1: Association between age and stress levels of government high school teachers. N= 100

Variable	Stress Levels		df	χ^2 /Fisher's Exact Test	P value
	Mild	Moderate& Severe			
Age					
Below 45 years	34	33	1	13.5	0.001 **
Above 45 years	11	22			

**P<0.01

Table 1 shows the association between the age and stress levels of government high school teachers and findings reveals that, there was a significant association between age and stress levels of government high school teachers ($\chi^2=13.5$, $p<0.01$).

Table 2: Association between years of experience and stress levels of government high school teachers. N= 100

Variable	Stress Levels		df	χ^2 /Fisher's Exact Test	P value
	Mild	Moderate& Severe			
Year of experience					
Less than 10 years	18	26	1	13.002	0.001**
More than 10 years	27	29			

**P<0.01

Table 2 shows the association between the years of experience and stress levels of government high school teachers and findings reveals that, there was a significant association between years of experience and stress levels of government high school teachers ($\chi^2=13.002$, $p<0.01$).

Table 3: Association between present position and stress levels of government high school teachers. N= 100

Variable	Stress Levels		df	χ^2 /Fisher's Exact Test	P value
	Mild	Moderate& Severe			
Present Position					
Head Master	0	10	1	Fisher's P= 0.000 ***	
Deputy Head Master and Teacher	45	45			

***P<0.001

Table 3 shows the association between the present position and stress levels of government high school teachers and findings reveals that, there was a significant association between present position and stress levels of government high school teachers (Fisher's $p<0.001$).

Table 4: Association between engagement in Co-Curricular Activities and stress levels of government high school teachers. N= 100

Teacher's: N= 100					
Variable	Stress Levels		df	χ^2 /Fisher's Exact Test	P value
	Mild	Moderate& Severe			
Engagement in Co-Curricular Activities					
Yes	26	36	1	9.127	0.010 *
No	19	19			

*P<0.05

Table 4 shows the association between the engagement in co-curricular activities and stress levels of government high school teachers and findings reveals that, there was a significant association between engagement in co-curricular activities and stress levels of government high school teachers ($\chi^2=9.127$, $p<0.01$).

Table 5: Association between Perceived Workload and stress levels of government high school teachers. N= 100

100

Variable	Stress Levels		df	χ^2 /Fisher's Exact Test	P value
	Mild	Moderate& Severe			
Perceived Workload					
Low	12	1	1	Fisher's P= 0.000 ***	
Moderate and High	33	54			

***P<0.001

Table 5 shows the association between the perceived workload and stress levels of government high school

teachers and findings reveals that, there was a significant association between perceived workload and stress levels of government high school teachers (Fisher's, $p < 0.001$).

Association of socio-demographic characteristics with stress levels of private high school teachers

Table 6: Association between age and stress levels of private high school teachers. N= 100

Variable	Stress Levels		df	χ^2 /Fisher's Exact Test	P value
	Mild	Moderate& Severe			
Age					
Below 45 years	17	61	1	6.8	0.031*
Above 45 years	11	11			

* $P < 0.05$

Table 6 shows the association between the age and stress levels of private high school teachers and findings reveals that, there was a significant association between age and stress levels of private high school teachers ($\chi^2 = 6.8$, $p < 0.05$).

Table 7: Association between type of employment and stress levels of private high school teachers. N= 100

Variable	Stress Levels		df	χ^2 /Fisher's Exact Test	P value
	Mild	Moderate& Severe			
Type of employment					
Temporary	8	64	1	37.447	0.000 ***
Permanent	20	8			

*** $P < 0.001$

Table 7 shows the association between the type of employment and stress levels of private high school teachers and findings reveals that, there was a significant association between type of employment and stress levels of private high school teachers ($\chi^2 = 37.447$, $p < 0.001$).

Table 8: Association between present position and stress levels of private high school teachers. N= 100

Variable	Stress Levels		df	χ^2 /Fisher's Exact Test	P value
	Mild	Moderate & Severe			
Present Position					
Head Master	6	5	1	12.764	0.011*
Deputy Head Master and Teacher	22	67			

* $P < 0.05$

Table 8 shows the association between the present position and stress levels of private high school teachers and findings reveals that, there was a significant association between present position and stress levels of private high school teachers ($\chi^2 = 12.764$, $p < 0.05$).

Table 9: Association between salary and stress levels of private high school teachers. N= 100

Variable	Stress Levels		df	χ^2 /Fisher's Exact Test	P value
	Mild	Moderate& Severe			
Salary					
Less than 10000/-	13	57	1	11.718	0.018 *
10000-20000 and above 20000	15	15			

* $P < 0.05$

Table 9 shows the association between the salary and stress levels of private high school teachers and findings reveals that, there was a significant association between salary and stress levels of private high school teachers ($\chi^2 = 11.718$, $p < 0.05$).

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