

STUDY OF RELATIONSHIP BETWEEN OCCUPATIONAL STRESS AND SELF-ESTEEM OF SECONDARY SCHOOL TEACHERS

*Sunaina

**Sunita

Abstract

Modern living has not only provided innumerable comforts to human life but also has taxed human body and mind with a plethora of demands termed as stress. Man has been experiencing stress since the origin of structured societies. Occupational or work stress occurs when there is discrepancy between the demands of workplace and an individual ability to carry out and complete those demands. Teaching as a profession also comes under the gamut of stress. Objectives of the study are to compare occupational stress of male and female teachers of govt. and private schools, to compare self esteem of male and female teachers of govt. and private schools and to study relationship between occupational stress and self esteem of secondary school teachers. Occupational Stress Index by Dr. Srivastava and Singh and Self-Esteem Inventory by Coopersmith were used. It was concluded that there was insignificant difference in the level of occupational stress of male and female teachers of govt. and private secondary schools, there was insignificant difference in the level of self-esteem of male and female teachers of govt. and private secondary schools and there was insignificant relationship between the level of occupational stress and self-esteem of secondary school teachers.

Keywords : Occupational stress, Self-esteem, Secondary school teachers

The phenomenon of stress is not new rather man has been experiencing stress since the origin of structured societies. The difference lies with the severity and frequency which has increased now a day to such as extent that it has become a major threat to human life. It has become part of our daily life activities whether it is related to family, education, social activity, economic activity, organization or work. Occupational stress is a term used to define ongoing stress at workplace that is a common feature in our lives, especially as pace of development increases. It may be defined as a "mechanism whereby the human body attempts to adapt to the environment. Studies among teachers have indicated that stress has alarming negative effects on their psychological, physical and behavioural responses. Continuous exposure to stress situations develops in teachers a sense of self apathy, low self-esteem, deprivation of motivation and will to teach, loss of confidence, irritability with

colleagues, unwillingness to co-relationships, inappropriate cynical human' dealing ineffectively with students thus, ultimately lowering the overall performance level. Schwab and Lwanicki (1982) studied that occupational stress in teachers can lead to a variety of negative outcomes including emotional exhaustion, feelings of depersonalization and a sense of failure with one's personal accomplishment- a condition the authors refer to as burnout. Self-Esteem is a set of attitudes and beliefs that a person brings with him or herself while facing the world. Stratton & Hayes (1996) described self-esteem as the personal evaluation which an individual makes of herself or himself, the sense of their own worth or capabilities. Rakhi (2011) studied impact of occupational stress on adjustment of school teachers. It was found that teachers make less adjustment in school when they are under stress. Arora, Sarita (2012) and Nagra, V.(2013) studied occupational stress among teacher

educators and their health and found that there exists significant relationship between occupational stress and health of teacher educators. Sahar Handy El-Sayed, Hanna Hamdy All El-Zeiny, D.A. Adeyemo (2014) studied that majority of faculty members experience a high level of occupational stress, while they have a low level of emotional intelligence and self-efficacy. The occupational stress was negatively related with faculty members' emotional intelligence and self-efficacy.

Modern living has brought with it, not only innumerable means of comfort, but also a plethora of demands that tax human body and mind. Everyone experiences stress, whether he is within the family, business, organization, study, work or any other social or economic activity. Based on a reverend of international research, it is concluded that teacher's occupational stress is a real phenomenon and that high levels are reliably associated with a range of causal factors, including those intrinsic to teaching, individual vulnerability and systematic influences. Limitations with the current research base of teacher occupational stress are indentified. There is a reasonable understanding of the etiology of teachers' occupational stress, but little is known about the effects of reducing or mediating the import of stressors. There are very few studies of effective interventions and none involving long-term follow. Review of related literature also revealed that most of the previous studies have been conducted on various variables of stress like gender, age, marital status, hardiness, self-efficacy etc. So, there is enough scope for further exploration. Hence keeping all these viewpoints in mind, present study naming "Study of relationship between occupational stress and self-esteem of secondary school teachers" has been undertaken by the investigator.

OBJECTIVES OF THE STUDY

The main objectives of the study are:-

1. To study and compare occupational stress among secondary school teachers on the basis of gender and type of school.
2. To study and compare self-esteem among secondary school teachers on the basis of gender and type of school.
3. To study the relationship between occupational stress and self-esteem of

secondary school teachers.

METHOD

The present study aims to study relationship between occupational stress and self-esteem of secondary school teachers. Descriptive method of research was used to conduct this study.

SAMPLE

In order to achieve objectives of the study, a sample of 100 secondary school teachers [50 teachers from Govt. schools (25 male and 25 female) and 50 teachers from private schools (25 male & 25 female)] was drawn from different secondary schools of Ferozepur District.

MEASURES

1. Occupational Stress Index-by Dr. A.K. Srivastava and Dr. A.P. Singh.
2. Self-Esteem Inventory-by Coopersmith.

ANALYSIS AND INTERPRETATION OF DATA

Table 1: Descriptive analysis on scores of occupational stress among secondary school teachers

Raw scores	Frequency	Percentage	Category
46-122	42	42	Low
123-155	57	57	Moderate
156-230	1	1	High

Table indicates that 42% cases fall in the category of low level of occupational stress, 57% cases fall in the category of moderate level of occupational stress and 1% cases fall in the category of high level of occupational stress.

Table 2: Difference in the level of occupational stress on the basis of gender and type of school among secondary school teachers

Category	N	MEAN	S.D.	t
Male	50	120.6	15.76	1.90ns
Female	50	126.8	16.81	
Govt.	50	123	17.20	0.42ns
Private	50	124.4	15.92	

Ns- Insignificant at both 0.05 and 0.01 levels

Table indicates that 't' value between the mean scores of male and female secondary school teachers has been calculated to be 1.90. Since our calculated 't' value is less than 1.98 and 2.63. So, it is not significant at both the levels of significant.

Table 2 also indicates that 't' value between the

mean scores of govt. and private secondary school teachers has been calculated to be 0.42. Since our 't' value is less than 1.98 and 2.63. So, it is not significant at both the levels of significance. This means that there is no significant difference in the level of occupational stress among teacher of govt. and private schools.

Table 3: Descriptive analysis on scores of Self-esteem among secondary school teachers

Raw scores	Frequency	Percentage	Category
0-35	2	2	Low
36-70	60	60	Average
70-100	38	38	High

Table indicates that 2% cases fall in the category of low level of self-esteem, 60% cases fall in the category of average level of self-esteem and 38% cases fall in the category of high level of self-esteem.

Table 4: Difference in the level of self-esteem on the basis of gender and type of school among secondary school teachers

CATEGORY	N	MEAN	S.D.	t
Male	50	62.4	14.8	0.72ns
Female	50	64.4	12.71	
Govt.	50	66.6	13.46	2.38*
Private	50	60.2	13.45	

Ns- Insignificant at both 0.05 and 0.01 levels

*- significant at 0.05 level

Table 4 indicates that 't' value between the mean scores of the level of self-esteem of male and female secondary school teachers has been calculated to be 0.72. Since our 't' value is less than 1.98 and 2.63. So, there is no significant difference in the level of self-esteem of male and female secondary school teachers.

Table 4 indicates that 't' value between the mean scores of level of self-esteem among teachers of govt. and private school has been calculated to be 2.38. Since our calculated 't' value is greater than 1.98 but less than 2.63. So, it is significant at 0.05 level but insignificant at 0.01 level.

Table 5: Relationship between occupational stress and self-esteem of secondary school teachers.

Variables	N	r
Occupational Stress	100	0.63**
Self-Esteem	100	

** Significant at both 0.05 level and 0.01 level

Table shows that 'r' is found to be 0.63. Since our obtained value 0.63 is more than 0.195 and 0.254. This shows that there is significant relationship between the level of occupational stress and self-esteem of secondary school teachers.

CONCLUSIONS

It is concluded that there is insignificant difference in the level of occupational stress of male and female secondary school teachers.

There is insignificant difference in the level of occupation stress of govt. and private secondary school teachers. It can be inferred that today's time both government and private school teachers have equal level of Occupational stress. It can be due to the fact, that use of technology in present education system expects teachers to be more active and techno-savvy, but, they are unable to cope up with this situation due to their serious domestic and economic reasons. Further, they have been trained in old system which does not prepare them for use of new developments. The school authorities are sometimes not co-operative which also cause stress among teachers.

There is insignificant difference in the level of self-esteem of male and female secondary school teachers.

There is insignificant difference in the level of the Self-esteem of govt. and private secondary school teachers.

There is insignificant relationship between the level of occupational stress and Self-Esteem of secondary school teachers.

EDUCATIONAL IMPLICATIONS

Technological advancements had brought so many revolutions all over the sphere including the Education System. These revolutions had passed numerous challenges for the teacher community thus, generating lot of stress for the teachers. Teachers' stress has to be seriously dealt otherwise

it can have detrimental emotional, cognitive, physiological and behavioural impact on their health, work and personal lives further accelerating a gamut of problems in Education System. In order to prevent the teachers from adverse consequences, the policy makers, stake holders, educationists, administrators, and managements must find ways to lessen their stress level such as providing congenial working environments, less work load, job securities, maximum provisions of facilities, etc. They must have also be familiarized with the various coping strategies to be followed whenever they experience stress like, exercise, meditation, walking, listening to music, yoga, social networking, etc.

As we know that the person who has belief in his own worth can do wonders and those who lacks confidence, expect to fail, stop trying and just quit. So self-esteem is considered an integral part of one's performance. Therefore it should be included in evaluative criteria and achievement in various educational, professional and technical courses.

REFERENCES

- Anbuchelvan, C. (2010). *Occupational Stress of High School Teachers*. Edutracks, 9(9), 31- 33.
- Austin. & Shah, S. (2006). *Teacher stress and coping strategies*. Occupational Therapy International, 12(6), 63-80.
- Barry, Christopher T, Grafeman, Saran J, Adler, Kristy K, Pickard & Jessica D. (2007). The relations among narcissism self-esteem and delinquency in a sample of at-risk adolescents. *Journal of Adolescence*, 30(6), 933-942.
- Bayani, A.A., Bagheri H. & Bayani A. (2013). Teacher self-esteem, self-efficacy & perception of school context as predictors of professional burnout. *European Online Journal of Natural and Social Science*, 2(2), 298-304
- Coopersmith, S. (1981). *Self-esteem inventory*, 577 College Avenue, polo Alto CA: Consulting Psychologists Press.
- Ferkany (2008). The educational importance of self-esteem. *Journal of Philosophy of Education*, 42(1).
- Jeon et. Al. (2014). Association among working hours, occupational stress, and p-resenteesim among wage worker: Results from the second Korean working conditions survey. *Annals of Occupational and Environment Medicine*, 26(6), 1-8.
- Kaur, S. (2011). Comparative study of occupational stress among teachers of private and govt. schools in relation to their age, gender and teaching experience. *International Journal of Educational Planning and Administration*, 1(2), 151-160.
- Mika, K., Raija, K. (1996). Self-Esteem and the occupational stress process: Testing two alternative models in a sample of Blue-Collar workers. *Journal of Occupational Health Psychology*, 1(2), 187-196.
- Nagra, V., Arora, S. (2013). Occupational stress and health among teacher educators. *International Journal of Advanced Research in Management and Social Sciences*, 2(8), 1-13
- Rakhi (2011). A Study of the impact of occupational stress on the adjustment of school teachers. *Researcher's Tendem*, 2(7), 50-57.
- Reddy, G.L. & Anuradha, R. V. (2013). *International Journal of Educational Planning and Administration*, 3(1), 9-24.
- Syed, El. (2014). Relationship between occupational stress, emotional intelligence, and self-efficacy among faculty members in faculty of nursing Zagazing University, Egypt. *Journal of Nursing Education and Practice*, 4(4).
- Srivastava, A.K. & Singh, A.P. (1984). Occupational stress Index, Varanasi: Manovaigyanic Parikshan Sansthan.
- Subramanian, S. and Vinodh Kumar M. (2009). *Journal of Indian Academy of Applied Psychology*, 3(5), 48-56.
- Tabassum, F., Ali, M.A. (2012). Professional Self-Esteem of Secondary School Teachers. *Journal of Asian Social Science*, 8(2), 206-210.
- Virek, J., Chhabra, J. & Kumar, R. (2011). Occupational stress and work motivation in relation to age job level and Type-a behaviour. *Journal Indian Association Applied Psychology*, 27(1&2), 51-55.
- http://shodhganga.inflibnet.ac.in/bitstream/10603/33651/6/10_chapter1.pdf.
- http://shodhganga.inflibnet.ac.in/bitstream/10603/7872/9/09_chapter%202.pdf.