

A COMPARATIVE STUDY OF LEVEL OF STRESS OF PRIMARY TEACHERS WORKING IN PRIVATE AND GOVERNMENT SCHOOLS - A COMPARATIVE STUDY

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ABSTRACT

On the basis of results and findings it is concluded that Stress plays a vital role in human life. The excess stress leads to negative effect on the mental and physical state of a person, where as a moderate stress strengthens the working efficiency of any individual. Teaching is one of the most tedious task, and the level of stress deeply affects the professional efficiency of the teacher. The present Research work is an attempt to measure the level of stress of the teachers working in Private and Govt. schools of district Rewari. The commercialization of education affected the psychological state of the teachers in relation to stress. Due to over workload, feeling of insecurity, low promotional opportunity etc. put a negative effect on the mental state of the teachers working in private sector.

INTRODUCTION

Stress is a psychological and physical response of the body that occurs whenever we must adapt to changing conditions, whether those conditions be real or perceived, positive or negative. Although everyone has stress in their lives, people respond to stress in different ways. Some people seem to be severely affected while others seem calm, cool, and collected all the time. Stress is a term in psychology and biology, borrowed from physics and engineering and first used in the biological context in the 1930s, which has in more recent decades become commonly used in popular parlance. It refers to the consequence of the failure of an organism human or animal to respond adequately to mental, emotional or physical demands, whether actual or imagined. Signs of stress may be cognitive, emotional, physical or behavioral. Signs include poor judgment, a general negative outlook, excessive worrying, moodiness, irritability, agitation, inability to relax, feeling lonely, isolated or depressed, aches and pains, diarrhea or constipation, nausea, dizziness, chest pain, rapid heartbeat, eating too much or not enough, sleeping too much or not enough, social withdrawal, procrastination or neglect of responsibilities, increased alcohol, nicotine or drug consumption, and nervous habits such as pacing about, nail-biting and neck pains.

Both negative and positive stressors can lead to stress. The intensity and duration of stress

changes depending on the circumstances and emotional condition of the person who is suffering from it. Some common categories and examples of stressors include:

Statement of the problem sensory input such as pain, bright light, noise, temperatures, or environmental issues such as a lack of control over environmental circumstances, such as food, air and/or water quality, housing, health, freedom, or mobility.

Social issues can also cause stress, such as struggles with conspecific or difficult individuals and social defeat, or relationship conflict, deception, or break ups, and major events such as birth and deaths, marriage, and divorce.

Life experiences such as poverty, unemployment, clinical depression, obsessive compulsive disorder, heavy drinking,[13] or insufficient sleep can also cause stress. Students and workers may face performance pressure stress from exams and project deadlines.

Adverse experiences during development (e.g. prenatal exposure to maternal stress, poor attachment histories, are thought to contribute to deficits in the maturity of an individual's stress response systems.

STRESS

Stress; Lubusden (1981) With increasing complexity of our life style, the level of stress has been increasing at a phenomenal rate. As early

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as in 14th century, the term stress was used to denote hardship, strain, adversity and affliction. Hinkle (1973) In 17th century, Hooke used the word stress in the context of physical science, But its scientific meaning was, in fact given in early 20th century, Stress is the process that occurs in response to the situations or events (called stressors) that disrupt or threaten to disrupt our physical, or psychological functioning (Lazarus and Folkman, 1984; Taylor, 1995; Peston, 1992; Baron, 2002) In fact, stress is a many faceted process that occurs in reaction to events or situations in the environment called stressors. Although we normally think stress to be coming from negative events in our lives, positive events such as getting married or receiving an unexpected job promotion can also produce stress. Brown and McGill, 1989,

While there is little consensus among psychologists about the exact definition of stress, it is agreed that stress results when demands placed on an organism cause unusual physical, psychological, or emotional responses. In humans, stress originates from a multitude of sources and causes a wide variety of responses, both positive and negative. Despite its negative connotation, many experts believe some level of stress is essential for well-being and mental health.

Stressors or situations that cause stress can range from everyday hassles such as traffic jams to chronic sources such as the threat of nuclear war or over-population. Britannica give the following stress definition, "... in psychology and biology, any strain or interference that disturbs the functioning of an organism. The human being responds to physical and psychological stress with a combination of psychic and physiological defenses. If the stress is too powerful, or the defenses inadequate, a psychosomatic or other mental disorder may result" Stress is the physical and psychological effects we experience as a result of the way we react to changes in the surrounding environment. Different people react in their own way to stress. Thus it is really difficult to work out a uniform definition of stress.

OBJECTIVES

The present study is designed to achieve the following objectives:

1. To identify the level of Stress among male teachers working in Government primary schools.
2. To identify the level of Stress among male teachers working in Private primary schools.
3. To identify the level of Stress among female teachers working in Government primary schools.
4. To identify the level of Stress among female teachers working in Private primary schools.

HYPOTHESES

1. There exists no significant difference between the level of stress of male and female teachers working in Government primary Schools.
2. There exists no significant difference between the level of stress of male and female teachers working in Private primary Schools.
3. There exists no significant difference between the level of stress of male teachers working in Government and Private primary Schools.
4. There exists no significant difference between the level of stress of female teachers working in Government and Private primary Schools.

METHODOLOGY

Survey method of research has been adopted.

SAMPLE

A sample of 120 teachers working in Government and Private Primary Schools is drawn out. In order to have vast representation, the sampling has been drawn out from male and female population.

TOOLS USED

The Personal Stress Source Inventory by Arun K Singh, Ashish K Singh and Aparna Singh (Patna) has been used in the present study.

STATISTICAL TECHNIQUE USED

The descriptive statistics like mean and S.D. have been used in this study. The inferential statistic 't' test has been used in the study.

RESULTS AND DISCUSSION

The results and discussions are given below in the forthcoming tables:

TABLE-1

Factor	Male Teachers Working in Govt. Primary Schools	Female Teachers Working in Govt. Primary Schools	t Value	Level of Significance
	Mean S.D	Mean S.D		
Stress	88.43 6.31	34.25 3.13	2.60	Significant

Table No-1 shows the mean and S.D. of male and female teachers working in Government primary schools in relation to stress. Results indicate that the stress level of female teachers working in Govt primary schools is higher than the male teachers working in Govt primary schools. The computed value of 't' of the groups in relation to stress is higher than the table value. It shows that the groups are significantly differing from each other. Hence, the null hypothesis "There is no significant difference in male and female teachers working in Government primary schools in relation to stress" is rejected.

TABLE-2

Factor	Male Teachers Working in Private Primary School	Female Teachers Working in Private Primary Schools	t Value	Level of Significance
	Mean S.D	Mean S.D		
Stress	88.96 6.25	29.93 11.14	2.05	Significant

Table No-2 shows the mean and S.D of the male and female teachers working in private primary schools in relation to stress. The score indicates that the stress level of the female teachers working in private primary schools is higher than the male teachers. It shows that the groups significantly differ from each other. Hence, the null hypothesis "There is no significant difference exists in the level of the stress in male and female teachers working in Private primary schools" is rejected.

TABLE-3

FACTOR	Male Teachers Working in Private Schools	Male Teachers Working in Government Schools	t Value	Level of Significance
	Mean S.D	Mean S.D		
Stress	87.80 5.67	24.9 8.12	4.48	Significant

Table No-3 shows the mean and S.D of the male teachers working in private and government primary schools. The score at stress factor indicates that the stress level of the male teachers working in private primary schools is higher than the male teachers working in government primary schools. Hence, the null hypothesis "There is no significant difference in the level of stress in male teachers working in private and government primary schools" is rejected.

TABLE-4

FACTOR	Female Teachers Working in Private Primary Schools	Female Teachers Working in Government Primary Schools	t Value	Level of Significance
	Mean S.D	Mean S.D		
Stress	87.46 5.96	25.25 4.72	2.97	Significant

Table No-4 shows the mean and S.D of the female teachers working in private and govt. primary schools in relation to stress. At factor stress, the score indicates that the stress level of the female teachers working in private primary schools is higher than the female teachers working in government primary schools. The computed value of 't' of the groups in relation to factor stress, is greater than that of the other group. It shows that the groups are significantly differing from each other. Hence, the null hypothesis "There is no significant difference in female teachers working in private and government primary schools in relation to stress" is rejected.

CONCLUSION

On the basis of results and findings it is concluded that the stress level of the male and female teachers working in government primary schools is of low level and the stress level of the male and female teachers working in private primary schools is of high level. The above results indicate that the commercialization of education affected the psychological state of the teachers in relation to stress. Due to over workload, feeling of insecurity, low promotional opportunity etc. put a negative effect on the mental state of the teachers working in private sector.

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