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**A STUDY OF OCCUPATIONAL STRESS BETWEEN
GOVERNMENT AND PRIVATE SCHOOL PHYSICAL EDUCATION
TEACHERS**



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Short Profile

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ABSTRACT:

The aim of the study is to determine the stress level between teachers working in private and government. A sample of 64 (32 Govt. School Teachers and 32 Pvt. School teacher) physical education teachers of secondary schools in Allahabad district (U.P) were taken as sample on the basis of random sampling method. The Occupational Stress Index (OSI) by A.K. Srivastava and A.P. Singh. (1983) Hindi/English was used in the present study. The analysis was

done by adopting statistical mean, "t" ratio. Findings of the study, it was concluded that the significant difference was found between physical education teachers of Government schools and private schools ($t= 8.20, p<0.05$). At the end of the study it was seen that Government schools teachers have mild stress levels and private schools teachers have moderate stress levels.

KEYWORDS

Occupational stress, Teachers, Private schools & Government schools.

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INTRODUCTION

The teaching profession is one of the helping professions in which practitioners are normally committed to giving their best for the welfare of those entrusted in their care. While the commitment is laudable, the consequences can be detrimental when the job demands overshadow the individual's coping resources, as well as the job rewards; thus leaving the practitioner feeling unhappy and unable to perform well (Hayward, 1991).

Stress sources of teachers may be summarised as low motivation in students, discipline problems, the pressure of time and the work load, being assessed by others, colleague relationship, conflict and indefiniteness of roles, bad working conditions and self-respect, students' discipline problems, the inadequate support of colleagues, family and friends (Detert, Derosia, Caravella and Duquette, 2006; Kyriacou, 2001). In addition, students being late to school, their failure and students not doing homework may cause stress in teachers (Adams 2001; Joseph, 2000). It is important for educational organizations to study and manage rationalistically the stress sources of teachers who have the important duty of educating individuals. Although stress in educational organizations has been determined with various studies, the number of researchers who have studied in different societies is limited (Kyriacou, 2001). Kayastha and Kayastha (2012) found that occupational stress is associated with job satisfaction Occupational stress was negatively associated with six job satisfaction facets. It was seen that a high level of occupational stress will reduce job satisfaction. Reducing occupational stress such as workload, conflict and Unreasonable Group and political pressures may lead to high satisfaction with regards to Work, pay, co-workers, supervision, Promotion, Job in General.

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. Teachers are over burdened with regular teaching load. Occupational satisfaction is a necessary condition for a healthy growth of teacher's personality. A teacher at present has a vulnerable position. College teachers protest that they are not paid enough. The importance of pay or a factor in occupational has been greatly over emphasized. In general, occupational stress arises from the working conditions/environment of a system, when we talk of stress among teachers. Many factors cause stress among teachers. School teachers face high amounts of stress during teaching and handling students; Classroom in developing countries remain overcrowded and teacher face intensive verbal communications, prolonged standing, high volume of work load. Teachers are also over burdened with regular teaching work and non-teaching work as election duties, duty in census; populations counting etc. the teachers are often heard of complaining about. Teaching profession occupies important and prestigious place in society. Teachers are considered as the creators of leaders, scientists, philosophers, advocates, politicians and administrators. Teacher is the principle means for implementing all educational programmes of the organizations of educations. With the changing socio economic scenario and increasing unemployment, the values of teacher and their professional concerns associated with the job have undergone a change, increasing stresses and hassles of teachers. For this reason, we have tried to contribute to field research by comparing general stress levels of teachers in different societies. The aim of our study is to determine and compare the stress levels of physical education teachers who work in different socio-cultural situations.

Objective of the Study

To compare the occupational stress of physical education teachers of government school and private schools.

METHODOLOGY

Selection of Subjects

For the purpose of present study 64 Physical Education Teachers (secondary level) of UP Board schools and CBSE Schools from Allahabad district of Uttar Pradesh were selected randomly as the subjects for the study. The age of the subjects were ranging from 28 – 35 years, teachers with experience less than 5 years.

Table- 1
Details of the Subjects Distribution with regard to Govt. school teachers and Private school teachers

Teacher	Schools	Number of Subjects
Physical Education Teachers (Secondary School Level)	Govt. Schools	32
	Private Schools	32

Tools:

Occupational Stress Index (OSI) by A.K. Srivastava and A.P. Singh (1983). Hindi/English was used for measuring the occupational stress in the present study. It contains 46 items and related to different stresses - Overload, role ambiguity, role conflict, group pressure, responsibility, under participation, powerlessness, poor peer relationship etc.

Statistical Analysis:

Descriptive statistics and Independent sample t-test were used to measure the level of job stress of physical education teacher between govt. and private school teachers. The level of significance was set at 0.05. Numeral processing of data was evaluated using statistical programmes Microsoft Excel and SPSS 16.0.

RESULT AND FINDINGS OF THE STUDY

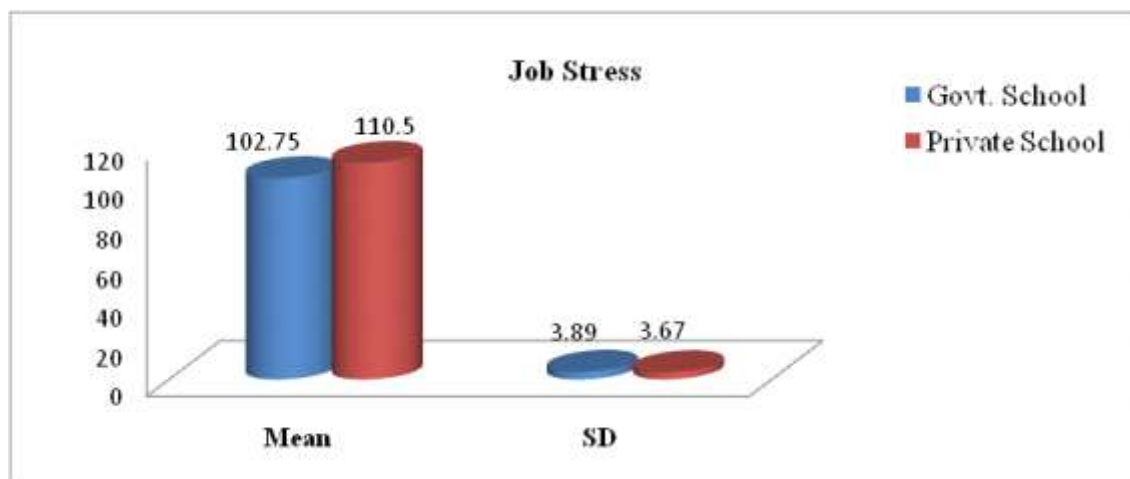
Table: 2
Descriptive and comparative table of occupational stress with respect to Govt. and Private physical education teachers

Variable	Group	N	Mean	SD	t-value	Sig.
Occupational Stress	Govt. School	32	102.75	3.88546	8.20*	.000
	Private School	32	110.50	3.67204		

*Statistically significant at the 0.05 level

Table 2: reveals that t-value (8.20) for the mean scores of job-stress between government and private schools physical education teachers which is significant at 0.05 level. It may therefore be concluded that government secondary school physical education teachers have less job stress in comparison to private physical education teachers.

Fig: 1
Graphical presentation of mean and S.D of Physical Education Teachers of different types of schools in relation to occupational stress



DISCUSSION & CONCLUSION

On the basis of findings of the study it was concluded that the significant difference was found between the occupational stress of physical education teachers of Government schools and private schools (t= 8.20, p<0.05). Another finding of the study was government school teachers (102.75) have less job stress than private school teachers (110.50). The stress level of private schools teachers is higher; it may be due to longer working hours, inadequate facilities/materials, clerical work and non congenial working conditions.

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