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STUDY THE OF JOB STRESS OF DIFFERENT CATEGORIES OF HIGHER SECONDARY SCHOOL TEACHERS

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ABSTRACT

It is essential that our schools should have mentally healthy teachers who are able to cope-up with the stress of their work and adjust with school environment. They must be able to give quality results in terms of student’s achievement and learning outcomes. The students would be directly affected by the teacher’s positive and healthy happiness and cheerfulness. Since teacher is one of the key factors in a teaching learning process. The most important objectives of the study is to see the mean difference of job-stress of different categories of higher secondary school teachers. In the study teachers were selected randomly giving an equal chance of inclusion every teacher. A sample size of 135 SC, ST and OBC teachers were selected from 9 schools of Bilaspur district of Chhattisgarh state. In the present study, the tools used are-Occupational Stress Index by Dr. A.K. Shrivastav. It is found that there is no significant mean difference of job stress of different categories of higher secondary school teachers.

KEYWORDS: Job Stress, SC, ST and OBC Higher Secondary School Teachers.

INTRODUCTION

No job is well done unless the doer is well satisfied in doing it. Any worker has to feel a sense of satisfaction in completing his job. Therefore, for best results, a person has to achieve complete satisfaction in doing his job. Job stress among teachers causes them trouble in adjusting well with their associates, family, students etc. If they are satisfied in their profession, they would, yield better outcomes in terms of students achievement. Since teacher is endowed with such an important responsibility it is vital that he/she is well satisfied with job. So that he/she can give his/her best to shape the future society. This explains well the importance of the study of job stress of different categories of higher secondary school teachers. This study is all the more important because it reveals the anomalies existing in our system. The aspirations and forces
working on teachers are brought out in this study and also the comparison between different categories of teachers in reference to job stress.

**RATIONAL OF THE STUDY**

Stress at work affects employee behaviour in adverse ways. It also affects the economy of the nation. So job stress seems to play a very important role. Employees trained over a long period of time at great cost may break down when there is stressed on the job. They may make poor decisions, miss the days of work or need to be replaced by other workers who need training which is a costly affair. As Yerkes and Dodson (1908) have pointed out the optimum level of stress leads to higher levels of performance. Therefore, the proper management of stress involves working to arrive at this optimum stress level for individuals and organization. Effective stress management will result in better adjustment with the colleagues, family members, social setup, psychological and physiological matters. At all time the teacher is the pivot in the system of education. This is especially the case in a period of basic change and reorientation. It is therefore necessary that the conditions of teaching should be improved if their job related stress may be reduced. The reasons responsible for job-stress need to be revealed and removed. Education is a human process. In this process the most important influence is that of the teacher. The teacher’s impact on pupil’s personality development is tremendous and so it is essential that our schools should have mentally healthy teachers who are able to cope-up with the stress of their work and adjust with their school environment and are able to give quality results in terms of student’s achievement and learning outcomes. The students would be directly affected by the teacher’s positive and healthy happiness and cheerfulness. Since teacher is one of the key factors in a teaching learning process, it is important that the extent of their job-stress be studied extensively, so that the reasons responsible for maladjustment may be sought out which may hamper teacher efficiency causing ill – performances of the students. As stated earlier the effect of job stress of different categories of higher secondary school teachers has not been studied so far. That is why, the topic “Study the of Job Stress of Different Categories of Higher Secondary School Teachers” has been chosen for the study.
OBJECTIVES OF THE STUDY

These queries inspired and gave rise to following objectives for investigation.

1. To study the job stress of scheduled tribe and scheduled caste teachers.
2. To study the job stress of scheduled tribe and other backward class teachers.
3. To study the job stress of scheduled caste and other backward class teachers.

HYPOTHESIS OF THE STUDY

In order to realize the earlier mentioned objectives, the following hypotheses are required to be verified.

1. There exist no significant mean difference of job stress of scheduled tribe and scheduled caste teachers.
2. There exist no significant mean difference of job stress of scheduled tribe and other backward class teachers.
3. There exist no significant mean difference of job stress of scheduled caste and other backward class teachers.

SAMPLING

In this study, the researcher has adopted following methods of sampling for schools and teachers.

1) For Schools - Deliberate Sampling Method.
2) For Teachers - Simple Random Sampling Method.

In this study, the researcher has selected Raipur District of C.G. as his field of investigation. Due to limitation of time the investigator had to take 135 teachers i.e. ST-45, SC-45, OBC-45 from 9 selected higher secondary school. These teachers were selected randomly giving an equal chance of inclusion every teacher.

TOOLS USED

In the present study, the tools used are-

Occupational Stress Index by Dr. A.K. Shrivastav & A.P. Singh

Data were collected individually. The scoring of responses was done in accordance with the scoring key given in the manual. Statistical treatment of obtained data was done to test signification of each hypothesis.
STATISTICAL TECHNIQUES USED

The scores obtained were subject to statistical treatment using proper statistical techniques. For this purpose Mean, Standard Deviation, t-test, was used. The result so obtained are interpreted and discussed in the light of problem factors to make the result meaningful.

FINDINGS

Job stress of ST and SC Teacher

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<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’value</th>
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</thead>
<tbody>
<tr>
<td>ST</td>
<td>45</td>
<td>117.02</td>
<td>16.94</td>
<td>0.225</td>
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<tr>
<td>SC</td>
<td>45</td>
<td>125.35</td>
<td>27.06</td>
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</tbody>
</table>

Df-88  .05- 1.99  .01- 2.63

Job stress of ST and OBC Teacher

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<td>0.962</td>
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<tr>
<td>OBC</td>
<td>45</td>
<td>120.91</td>
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Job stress of SC and OBC Teacher

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<td>125.35</td>
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<tr>
<td>OBC</td>
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<td>120.91</td>
<td>21.16</td>
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</tbody>
</table>

The above table shows that’s-

1. There is no significant mean difference of job stress of scheduled tribe and scheduled caste teachers.
2. There is no significant mean difference of job stress of scheduled tribe and other backward class teachers.
3. There is no significant mean difference of job stress of scheduled caste and other backward class teachers.

CONCLUSION

On the basis of result and discussions, the following conclusion was drawn. The study shows that there is no significant mean difference of job stress of different categories of higher secondary school teachers. The teacher whether they are ST, SC and OBC there is no significant mean difference of job stress. It means caste can not affect the job stress among different categories of teacher.
SUGGESTION

Though caste can not affect the job stress among different categories of teacher, the teacher should try to short out the exact cause of job-stress and solve the problem by a mutual discussion with the management. Teachers should consider their profession as a service to the society rather than a wage earner. Teachers should constantly try to improve themselves with the latest development in the educational field. Teachers should release the stress from their mind. They should try and find a way to establish peace of mind. The management should see that a proper congenial environment should be provided to the teachers. They should arrange for open-discussion symposiums etc. for teachers to express their opinion. There should be a constant effort by the management to maintain harmonious relationship between teachers and management and also among the teachers. There should not be discrimination among teacher in any case with regard to salary, work distribution or sharing of responsibilities. The management should constantly keep a watch on causes that result in dissatisfaction and stress among teacher. Steps should be taken immediately to remove irrelevant factors.

REFERENCES


