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Article

Occupational Stress among Secondary School Teachers

**Rohini chaurasia, M. Ed Student*

***Dr. Ishrat Naaz, Assisstant Professor*

School of Education, Galgotias University, G.B. Nagar, U.P. India

Email-Rohini.20gsoe2010003@galgotiasuniversity.edu.in, Mob.- 09039981993

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Abstract

Secondary school teachers have a more critical role to play since they must help pupils get entry to the kind of postsecondary education, training, and careers in which they are interested. As a result, the instructor must be able to recognise the students' issues and aspirations in order to assist them develop the necessary skills. As a result, the researcher was compelled to carry out a study to learn more about the levels of occupational stress experienced by secondary school teachers. Teachers support their pupils in overcoming their difficulties and achieving their objectives. As an administrator, a philosopher, guide, friend and counsellor, a teacher must play the function of a teacher. As a result, teaching seems to be a demanding job with high levels of stress.

Introduction

Humans and civilizations alike have relied on education for its transformative power since the dawn of time. When it comes to ideas and expertise, our nation is a goldmine. Education has had a major influence on our country's culture and individual behaviour from the time

of the ancient civilizations. As a consequence of the increasing competitiveness, specialisation in preferred disciplines, and transmission networks for information and knowledge, education has risen to a multitude of levels in the modern world. In order to keep up with the global competition, no society today can afford to overlook the education of its citizens. Members of society must be well-educated in order to get to a high social status.

There is no denying that India's education sector has grown tremendously since the country's independence. Numerous committees and commissions have been formed to aid in the advancement of education, and hundreds of research institutes, scientific and technology centres, universities offering specialised degrees, and thousands of degree-granting institutions have been established. We all know that the Indian Parliament has enacted a measure mandating free public education for children ages 6 to 14 years old (in both chambers). The Article 21A of the Indian Constitution guarantees the right to education for all citizens.

Providing the necessary input, secondary education is a vital link in the chain of education that connects to higher education. It is vital to evaluate and analyse the current educational situation in the nation from the viewpoint of secondary education. 'The vision for secondary education outlined in the second chapter of the CABE Committee on the Universalization of Secondary Education is as follows.' Vision By 2015, all Indian adolescent girls and boys should have access to high-quality secondary education, and by 2020, all adolescent males should have access to higher education.

The significance of secondary education in our nation is reflected in this ambitious remark. Pre-independence India has had a long history of private engagement in secondary education, which dates back to that time. A substantial portion of secondary education was handled by private organisations, although the government was providing some funding via the under-in-aid system. By encouraging local effort and collaboration in secondary education, the grant-in-aid system was conceived.

Education relies on teachers because of their position as the most important human component, and it is only by virtue of this position that the whole educational system is controlled and its ultimate purpose is fulfilled. Teachers have a critical role in the

educational system's success, and secondary school teachers play a particularly important role in this regard.

Teachers are more prone to stress nowadays since they have to deal with pupils and ensure their improved performance in order to prepare them for the problems of the global world. Today's teachers are confronted with new obstacles in teacher education, which need more work from them. Teachers are also subjected to a great deal of pressure from society and the government, who want them to fulfil a wide range of responsibilities, many of which are ill-defined, inconsistent, or just impossible to carry out in the current socio-cultural, economic, and bureaucratic climate. The heavy workloads, delayed salaries, low status, duties other than teaching, lack of cooperation from the administration and management, the facilities in the institution are the various factors which make the teaching process more stressful.

Definitions of Occupational Stress

Rees (1997) stated, "Occupational stress, in particular, is the inability to cope with the pressures in a job."

Comish and Swindle (1994) defined occupational stress as, "It is a mental and physical condition which affects an individual's productivity, effectiveness, personal health and quality of work."

Kyriacou (1987) stated occupational stress as, "It is the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his/her work as a teacher."

Causes of Occupational Stress

The present study intends to provide a comprehensive picture of teacher stress of secondary school teachers with special emphasis on the four dimension of teachers' occupational stress of scale i.e.

- **Workload** - Workload is related with the amount of work an individual has to do. Workload can also be classified as the amount of work to be done or the difficulty of the work.
- **Student Misbehavior**- Student misbehavior refer to such behavior were student interfere in teachers activities, which create disturbances towards teachers.

- **Lack of Professional Recognition-** Professionalism recognition is a trait that's highly valued in do any professional work.
- **Lack of classroom resources-** Lack of classroom resources relates with the need resources which is required in any working system.
- **Poor colleague Relations-** The way in which one acts or conducts oneself towards other colleagues.

Conclusion

The study has gathered detailed information on occupational stress among teachers in both public and private schools. According to the study's findings, secondary school teachers are extremely stressed. The study's second finding found that, depending on the type of school, private school teachers are equally stressed than government school teachers; this could increased workload as the responsibilities of a teacher are equal as the changing condition government is equally focusing and bringing changes in all directions of education in both private and public schools. Due to occupational health and safety legislation requiring employers to practise duty of care by providing teachers with safe working environments that also cover their psychological well-being, occupational stress in the workplace is becoming a major concern for all teachers, headmasters, and government officials. Teachers will be more likely to deliver efficient and effective service to society if occupational stress is reduced. Occupational stress among secondary school teachers should be eliminated for the sake of education. Higher education standards, decreased absenteeism, increased school enrolment, reduced drop-out rate, improved teacher morale, decreased compensation claims, and reduced workplace accidents are all possible outcomes of a systematic and collaborative approach to stress reduction. The most essential benefit of minimising occupational stress is that it will encourage everyone to enjoy their work. The study highlights the reality that workplace stress is a highly personal issue, and that how one perceives the circumstance affects one's ability to cope efficiently.

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*** Corresponding Author**

***Rohini chaurasia, M. Ed Student**

****Dr. Ishrat Naaz, Assisstant Professor**

School of Education, Galgotias University, G.B. Nagar, U.P. India

Email-Rohini.20gsoe2010003@galgotiasuniversity.edu.in, Mob.- 09039981993