

A COMPARATIVE STUDY ON OCCUPATIONAL STRESS AMONG THE TEACHING & NON-TEACHING EMPLOYEES

Tikaram Patel¹, Urmila Bhaina² & Godabari seth³

¹School Counselor, JNV Tarbha, Sonapur, Odisha, India, E-mail id: tppatelbablu@gmail.com

²P.G. Department of Home Science, Berhampur University, Bhanja Bihar, Pin-760007,
Ganjam Odisha, India*Email:bhainaurmila1991@gmail.com

³P.G. Department of Home Science, Berhampur University, Bhanja Bihar, Pin-760007,
Ganjam, Odisha, India.E-mail.id:godabari.jk@gmail.com

Paper Received On: 21 OCT 2021

Peer Reviewed On: 31 OCT 2021

Published On: 1 NOV 2021

Abstract

Stress is an inescapable feature of one's life and work. Anybody doing the job has a vast variation in the potential, which is the starting point of stress. Phenomena of stress must be recognized and interacted with in various professions – in the teaching and non-teaching profession. In recent years inclusive education has risen to prominence, which changed the usual roles of teachers, from employing a "talk and chalk" method to being more pupil-centered. Non-teaching employees also are suffering from stress. Non-teaching employees are also affected by stress. The study's objective was the role of stress among teaching employees and non-teaching employees with the help of 60 samples. The researcher used a stress- scale to measure the level of stress among teaching and non-teaching employees. The Stress Scales (S-scale), developed by Dr Telindker Kaur, Dr Prerna Puri and Prof. Anju Mehta, were used to measure stresses. The 't' test revealed a significant difference between teaching non-teaching staff concerning their stress score. Teachers are more stressed as compared to non-teaching staff.

Keywords: Stress, occupation, teaching employees, non-teaching employees, roles of teachers.



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

I. INTRODUCTION

A teacher is a person who delivers a schedule of education to assess pupils' involvement in an educational programme and give consistent, substantial leadership to an educational program. The ventures of teaching activities impart knowledge to students' skills.

It is well known that the standard of pupil's assessment and success is mainly by teacher capability, thoughtful and educator inspiration. The National Council for Teacher Education has explained teacher education as a programme of education, study and training of persons from day nursery to graduate-school level. The teacher education programme is associated with developing teachers' knowledge and skill to enable and empower the teacher to assemble the profession's necessities and face many challenges there. Teacher education = Teaching Skill + academic + experienced skills

Teaching Skills

It entails teaching and practising the different techniques, approaches, and strategies teachers can use to plan and impart instruction, reinforce it appropriately, and assess students effectively. It also involves effective classroom management throughout the lessons.

Professional Skill

It includes techniques, strategies, and different approaches that should help teachers develop concisely in teacher occupation and effort towards the profession's development. The category of soft skills includes counseling abilities, interpersonal skills, computer skills, information retrieval and management capabilities, and, most importantly, lifelong learning abilities.

Employee

An individual hired by a company to provide regular services in exchange for compensation but not engaged in an independent business. An employee is an individual who works part-time or full-time for an employer through an agreement either verbally or in writing, expressly or impliedly, and has recognized rights and duties.

Teaching Employees

Teaching employees are those who work directly with students, including classroom teachers, special education teachers, and others who work with them either in small groups in a resource room or individually in a classroom. The teaching staff includes department heads whose duties include teaching, but not the non-professional staff who help teachers provide tools for students, such as Teaching assistants and other paraprofessional personnel.

Non-teaching employee

Non-teaching employees are within an academic or vocational environment whose jobs do not involve teaching, i.e., regular or irregular government employees, educational administrators, organizational representatives, ordinary helicopter and farmhand of school.

STRESS

Stress is an inescapable attribute of a living organism and for the job too. Therefore, many potential causes of pressure or stress showed in any position; several reasons are universal to equal for both groups. "Stress" is borrowed from a different parameter of the body. Stress means difficulty or heaviness, or we call it to pressure too, which is an internal difficulty source of 3 lay down of elements-

- a. Endogenous.
- b. Exogenous
- c. Interaction of endogenous and exogenous factors

Endogenous- it means inner (endo-means inter genius means origin-o-genesis) or originated ofdelimited environment, exogenous is peripheral (Exo-means outside), or it's emerged via out. The last position of element authorizes an international and outside part interrelates together.

Causes of stress

An emotional and physical response about any incidence with the purpose of distress our stability is called stress. The prospective grounds of stress exist in every abundance. It may be associated with outside elements, i.e. position of the human race, our surroundings and workplace, or a family environment. It's being authorized from someone negligent performance, unenthusiastic attitudes or reason of stress. It's incredibly high in living organisms or depends on individuality: an all-purpose attitude for existence organisms. Many different things cause stress, physiological to psychological.

Threat: An ostensible hazard determination to guide an individual to experiences tress out. It should be capable of embracing physiological bullying & communal pressure to needs that are to be expected to drive to kind of trauma.

Fears: It's given on to anxiety that repeat to give on stress or traumas. It opens on to imagine consequences natural cause of pressure which is the way of stress.

Uncertainty: When someone is undecided, anyone cannot calculate, suffer uncontrollably or feel scared, something that also open on to stressor pressure.

Cognitive Dissonance/confusion: There is a little gap/space between someone who did or thinks or believes, nearby cognitive difference or stress. Moreover, a difference of opinion occurs after a single can't congregate dedication of opportunity of human being apparent as insincere or accomplished.

Life causes: In attendance of many cause of pressure in a living organism like grief, the defenselessness wounded of offence, self-abuse, family unit transform, sexual troubles or disagreement, physical changes, touching in the direction of new locality, economical amity, and atmosphere as well as to enlarge in conscientiousness.

Frustrations: Frustration always obstructs to avoid convention one's requirements or to achieving individual goals. They should be peripheral (inequity) or inner substantial, necessitate of most wanted capacity and characteristic.

Conflicts: Concerning two or more unable to get along with the goal, the alternative stuck between two unpleasant alternations.

Overwork Fatigue: The pressure builds up for more than a long time and takes a vicious charge. It is capable of the cause through functioning moreover a significant computation or excessively inflexible workplace or house. It knows how to know or manage the moment in good health and receive time used for relaxation.

Symptoms:

Everyone responds toward stress vice versa, but at hand, some universal manifestation of pressure or stress. People may well shake impenetrable, take breaths more rapidly, more profound usual or still be sick. So people may have an asthma attack.

Intellectual symptoms: It comprises remembrance troubles, difficulty making decisions, uncertainty or underprivileged conclusion, and being short of attentiveness.

Physical symptoms: It does consist of digestive problems, sleeplessness, exhaustion, hypertension, weight gain or loss, skin problems/dermatitis, asthma or dumpiness of breathing and heart palpitation.

Emotional Symptoms: It's shown those includes grumpy and oversensitive, agitation and apprehension, hopelessness, annoyance and bitterness, exasperation, require self-confidence, lack of interest, and recommend to express amusement or cry at suitable period.

Behavioral symptoms: Here it includes eating high or low, insomnia, segregation, neglect leadership, enlarged drink and use medication, panicky way of life, enhancement behaviour such as exercise or shopping and bringing up the rear annoyance.

Occupational Stress:

"Workplace stress" is harmful to physiological and psychological response, which comes about while in attendance inconsistency among occupation burden on employee and quantity of domination an employee have larger than a conference of duty. In all-purpose, arrangement of far above the ground requirements in the job and a little amount of dominance

over condition may direct to difficulty and fear of joblessness. For this reason, people may have a doubtful financial system; layoffs improve burden for in the fullness of time due to staff reductions work when unconstructive annoyance. Employees or workers who commence toward an experience of "pressure to perform" may obtain capture into descending curved of growing attempt to meet up growing up expectancy through not enhance in work gratification. A particular firm requisite to the job at most favorable routine affects work unhappiness, staff revenue, decreased effectiveness, infirmity, and constant passing away. Absence, infirmity, dipsomania, "petty internal politics", shocking or impulsive determination, lack of interest and laziness, apathy or creativeness are the consequences of being burdened in the job centre. In the office, stress may result where various situations.

The stress of teaching and non-teaching employee

According to all clarities, the teaching profession is a highly honoured place in all occupations. A professor or a teacher is a crucial player in the whole educational system. Almost all cultures of all civilized world have considered their teachers in very high esteem. An individual has an extremely repeatedly be specified them as "Master" or "Guru". Times have a switch, society and cultures or lifestyle have hugely assorted. Still, its teacher tasks are first and foremost; therefore, this is called passing knowledge to the next generation. A small change can give a new understanding of ours cultural norms and traditions in civil society; show a drastic change in the expectations from an educator or teacher. Many changes have bounded to determine where a teacher past may well experience in the discipline to the student, another way few teachers include to put an extra load on teachers in deference to their training of different lessons and adopt to maintain teaching style- Teaching must grow become it's a challenging profession in the companionship of lot of stress.

Common Stressors of Teachers:

- Poor common room condition (small room, lots of students).
- Not have proper instructive equipment and teaching sources.
- Don't have convenient services in school (health/cooling, lighting, media facilities, noise, room structure).
- Secure employment funds cuts mean no availability of teachers.
- Drop job shifting
- Poor scale
- No promotions/encouragement
- Interruption in-class hour

- Conflicting in time to teach and core curriculum.
- No time find out due to workload in a day
- They get work home and have no time to finish
- Responsible for administration/ Board objectives policies
- Liable to class, parents, school management/board.

Employees stress the upward apprehension of schools nowadays. It may define as an energetic situation in that people express constraints, opportunities and be short of impressive aspiration. The significance of that equally random and imperative stress has conscientiousness of an individual to difficult to deal with pressure or burden placed for the teacher.

SOURCES/ CAUSES OF STRESS

There are some causes of stress:

1. Organizational :

Organizational stress is complex when it grows, where its increase in an organizational factor is the cause of stress between teachers. Some of such elements are –

- Pay structure
- harsh rule regulations
- vain announcement/ ineffective communication
- colleague demands
- Conflict Goal
- Less opportunity for promotion
- less participation in making a decision

2. Individual

There are kinds of opportunities that the family unit, peers, superiors and subordinates have from the employee. An unsuccessful person understands such expectations or expresses all those expectations leads to a function of uncertainty/ responsibility variance that causes employees stress. Another employee's pressure is natural individuality qualities such as annoyed, hostile, inflexible, reaction, time pressure, etc. In the same way, family problems, individual economic troubles, unexpected professional change all show the form of stress.

3. Job Concerning

Specific factors related to the job which cause stress among employees are as follows:

- Repetitive nature of the job
- Insecure and unfavorable work environment

- Lack of confidence
- Crowding condition

4. Managing Stress

If someone is suffering from stress, the underlying cause must be identified. Changes in everyday life style and little further changes in doing work can help in stress realisation. The jobs know how to be shared and pass up an altercation with challenging social groups. Knowledge must be self-confident, regular exercise, avoid alcohol, the drug can decrease stress. On further supply, consumption of healthy food, reasonable go on a diet rich in fruits or kind of vegetables, announcement humor in a traumatic situation, time manage the conversation to connections or relatives. Distribution judgment and worries may struggle with stress or pressure, be supposed to in no way acquire up extra job than be know or maybe deal with listening to tune or leisure time tape, hypertension, calming muscle were several easy ways to deal with stress.

II. REVIEW OF LITERATURE

Hanit (2004) find out the difference between the term "Stress" and "teacher's stress". Many people of different age groups like 26 to 35 years old on working in organization complaint that their supervisor did not concern for their career advancement goal, therefore; employees similarly do not get concerned to perform their duties well, which comprises having a vast ranking of stress in the minds of an employee. **Rutter (2002)** conclude that elevated self-expectation, secure economic support for making inquiries, unsatisfactory improvement in this field, insufficient wages, script explore, the burden of responsibility, at the variance of unable to get along the job demands, a low improvement in professional development, everyday interruption and extensive congregation are the cause of pressure along with academic employees. **Begley (1993)** suggested that committed employees are less distressed by occupational terrors and therefore perceive less stress because of their positive attitudes. **Kyriacou (1978)** studied and found that lengthened teacher stress contribute to slowing down professional contentment, condensed teacher-students relationship and drop off teacher support in convention enlightening goals. **Pelsma (1988)** said that job approval and teacher or professor stress are so strongly interrelated, as the sum of stress and measure of fulfillment well-informed by teachers influence eminence of existence among teachers. **Larchick (2004)** found that teaching-related stress may affect a teacher's physical condition or classroom performance from an executive perception, which translates to fruitless employee's attitude such as isolation, lack of concern and absence. Stress affects equally both

teachers and learners in the teaching process. **Guglienin (1995)** professional stress or physical condition of teachers shows that a methodological investigation regarding teacher's suffer exhaustion. The possible depressing consequence of these professional hazards has caused stress short-tempered empirical investigations have acknowledged of pressure toward teacher's physical condition. **Schonfeld (1991)** study links professional circumstances and depressive symptoms in recently appointed teachers' professional stress in first-year teachers.

RATIONALE OF THE STUDY

A stressful environment has been shown to affect interpersonal conflict adversely, cultivate interpersonal relations, and lay the groundwork for career success. The higher institution or organization of advanced knowledge wherein good physical shape or healthy socialization is expected to take place needs to deal with the stress of its employees and suitable tackle involvement procedures if necessary. Stress influences a person's actual and psychological and physical condition, the act of presentation and interpersonal relation. A person can be stressed in two ways, namely, in Eustress or Distress. Details of variance in the job working stress are sexual category, staff member's rank in the working place, salary, and profession. A significant amount of stress is experienced by non-teaching employees; job positions do not modify the level of stress experienced by non-academic employees; stress negatively impacts the interactions between non-academic employees; the level of interaction between the two cadres of employees is low; Stress is a significant consequence on kind of job presentation and mutual relations between employees.

Objective

To examines the level of Occupational stress among teaching and non-teaching employees.

Hypothesis

Stress will be higher between teaching employees as compared to non-teaching employees.

III. METHOD OF STUDY

Study Area and Sample Collection

The size of the sample for this study was 80. Out of 80 employees, 40 were from the teaching profession, and 40 were from the non-teaching profession. Data from teachers were collected randomly from various colleges from western Odisha. Data from non-teaching employees were also collected randomly from various colleges.

Measure

Stress was measured using a Stress-Scale (S-scale) questionnaire, developed by Dr Telindker Kaur, Dr Purna Puri, and Prof. Anju Mehta. The scale had 26 items. These 26

items were based on different behaviours, feelings, and thoughts related to daily life. All things were answered in terms of options such as very often, often, sometimes and never. Each item scores are to be scored as very often (4), often (3), sometimes (2) and never (1). The maximum score would be 104, and the minimum score would be 26. Thus, the score would range from 26-104. The score obtained for each item were summated to get a total score. The scale had high reliability of 0.94 and a high validity of 0.45.

Procedure

As indicated earlier, employees were randomly selected from different colleges from teaching and non-teaching employees. A quality rapport was initiated among the researcher and respondents. Instruction for each question of questionnaires was well described to respondents, and to be concerned about ensuring they acknowledged all questions—the questionnaire was completed in English and translated in Odia as per requirement. The researcher requested that all respondents respond to all the questions freely and frankly without any doubt. The employees were administered the measure of stress individually. All participants/employees answered for clarity and considered the previous question to which they set out to respond. There was no time limit to fill the questionnaire, but employees were instructed to finish the questionnaire in a maximum time; half an hour. The questionnaire was given to 40 teaching employees of different colleges and 40 non-teaching employees of various colleges. The main objective of the study was that to determine the stress level of teaching and non-teaching employees. The study was conducted in compliance with 'Ethical' principles or ethical manner.

IV. RESULT

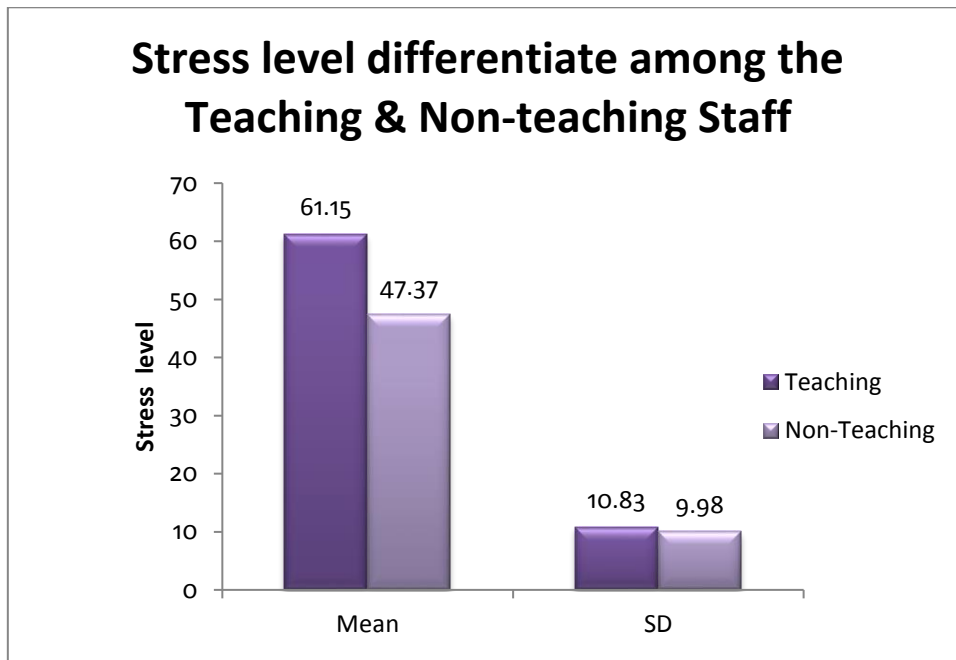
Table -I

	Type of Job	N	Mean	SD
Stress	Teaching	40	61.1500	10.83572
	Non-teaching	40	47.3750	9.98380
‘t’ Test				
	Statistical Analysis	‘t’ Test	df	sig
stress	Stress	5.913	78	.000

The result evident from the table-1 is that the teaching employees were more stressed (mean = 61.1500) than non-teaching employees (mean= 47.3750).

The above table revealed a significant difference between teaching and non-teaching employees regarding their stress score, $t=5.913$, $p = .000$.

Figure I: Stress among teaching and non-teaching employees



The above figure shows stress among teaching and non-teaching employees. It is evident from the above figure that stress is higher among teaching employees, whereas stress is lower among non-teaching employees.

V. DISCUSSION

This research was focused on gaining insights into the stress among teaching and non-teaching employees. For this study, 40 teaching employees and 40 non-teaching employees were taken. T-test was used to analyze the result.

Major Findings

1. Stress among teaching employees is higher (Mean = 61.15) than stress among non-teaching employees (Mean = 47.37).
2. There is a significant dissimilarity among teaching and non-teaching employees with regard to their stress scores.

Stress and Teaching Profession

The present study revealed that the stress of teaching employees is higher than the stress of non-teaching employees. Research indicates that there are various stressors in teaching employees like poor common room condition, insufficient educational equipment and up-skill support system, managing personal and academic life, research activities, preparation of lesson plan, low salary, the opportunity of promotion, encouragements, disturbance in classes, conflict of teaching curriculum, time management, the burden of

workload and teaching staff bring class work to home there is no time to finish that work in the workplace and transfer from one place to another.

It is a common observation that stress has a more significant impact on both teaching and non-teaching employees. But teachers are more stressed than other non-teaching employees. Both teaching and non-teaching employees are stressed at their work. Still, non-teaching employees are relaxed after office hours, whereas teaching employees are stressed after office hours since they have to prepare their lessons for the next day and manage household chores.

VI. IMPLICATION

By identifying the stressors, the stress of the teachers can be reduced. By changing lifestyle, learning assertiveness, giving equal importance to personal and professional life, avoiding alcohol and drug, a teacher can reduce their stress. Time management, discussion with friends or family members, intercommunicating, listening to music, or relaxing are ways to manage stress among teaching employees.

DIRECTION FOR FURTHER RESEARCH

The study does not include the difference in stress among young teachers, middle-aged teachers and senior teachers. Future researchers should take age differentiation to know the presence of stress across ages. The researchers should also take more than 100 samples to get the approximate result. So, any further research on the above topic should give importance to age and sample size to know the impact of teaching and non-teaching employee stress.

VIII. CONCLUSION

Good students should opt for teaching as their career so there would be unity between profession and person, leading to lower stress among teachers. There is a need for stress management among teachers. Teachers can reduce their stress levels by managing anger through compassion and using humour inside the class.

REFERENCES

- Forlin, C., Douglas, G. & Hattie, J. (1996): "Inclusive practices: How accepting are teachers?" *International Journal of Disability, Development and Education*, 43 (2), 119-133.
- Guglielmi, S.R. and Tat row, K. (1998): "Occupational stress, burnout and health in teachers: A method logical and theoretical analysis". *Review of Educational Research*, 68, 61-91
- Kyriacou, C. (2001): "Teacher stress: Directions for future research". *Educational Research*, 5311: 27-35.
- Larchick, R. And Chance, E. (2004): "Teacher performance and personal life stressors: Implications for urban life school administrators". *National Forum of Teacher Education Journal*, 19-30
- Pelsma, D.M., & Richard, G.V. (1988): "The quality of teacher work-life survey: A preliminary report on a measure of teacher stress & job satisfaction and implications for school counsellors". Paper presented at the annual convention of the American Associating for Counseling and Development.
- Rutter, H., Herezberg, J., & Paice, E. (2002): "Stress in Doctors and Dentist who teach, *Medical Education*", (36), 543-549.