



INSTITUTIONAL DIFFERENCES ON WORKPLACE STRESS AMONG TEACHERS AT B.ED COLLEGE

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Abstract

This research paper is based on workplace stress of B.Ed. College teachers located at North 24 Parganas in West Bengal. Mainly here the comparison is between the govt. aided and private B.Ed. college teachers' stress level. At first the total score and then five dimensions of stress of govt. aided and private teachers are compared. These five dimensions are Individual Insight (II), Relationship Status (RS), Work-life Balance (WLB), Performance Responsibilities (PR) and Professional Ethics (PE). As sample, data is collected from 50 govt. aided and 50 private B.Ed. college teachers located at various places at North 24 Parganas in West Bengal. Null hypothesis is used as a hypothesis. Here independent variable is institution which is of two types – govt. aided and private; and dependent variable is stress of B.Ed. college teachers. The tool "Teacher's Workplace Stress Scale" is used for measuring the stress level which is developed by Dr. Ramandeep Kaur Sidhu and Dr. Manu Chandra. For scoring, 5 point Likert scale is used. In the result, private institution teachers are more stressed than govt. aided institutions teachers.

Keyword: B.Ed. College, Workplace, Stress.

Introduction

Workplace stress is estimated to affect at least one third of the workforce in a year. Various studies have shown that for those in employment, work condition tends to be the major source of stress. In certain occupations such as the caring professions stress can be seen to be prevalent, endemic and a workplace hazard. Thompson, Murphy and Standing (1994) found in their research on Stress amongst Social Workers experiencing high levels of pressure was perceived as part of the work, and part of the organisational culture. Within such helping professions, however, the effects of stress are more marked, with high levels of burnout and mental health problems being reported. These authors argued that stress is known to affect work satisfaction, performance and productivity.

Workplace stress refers to a large number of work-related environment conditions or specific events perceived by teachers to impact their health and well-being. Workplace stress and its consequence among teachers have been the focus of several study. For example, investigators have discovered several workplace stressors that teachers typically concern with academic achievement of students, emotional demands of their parents. Inadequate staffing, work overload and conflicts with administrators. Stress is experienced in work situations and appraisal of stress is dependent on a variety of factors including individual perceptions, hardiness, coping, burnout, work satisfaction.

Areas or dimensions of the workplace stress

On the basis of related literature, previously available test in area and opinion of the experts in the field of Psychology, Education and Sociology, the first step was to decide the Dimensions or the areas of the scale.



With the unanimous decisions or of the experts the following Five Dimensions were decided for the Teachers' Workplace Stress Scale:

1. Individual Insight.
2. Relationship Status
3. Work-life Balance
4. Performance Responsibilities
5. Professional Ethics

1. Individual Insight – Individual brings a number of differences to work, such as unique personalities, values emotions and moods. Stables or transient characteristics of newly employed employees in organization, affect how they behave and perform. Moreover, people with the expectations that those individuals have certain skills, abilities, personalities and values, get hired by companies. Therefore, individual characteristics play an important role that matters for employee behaviours at work.

2. Relationship Status – We spend the better part of our early careers in our education and building our skills through on-the-job experience training and professional certificate and advanced degrees. Such efforts from the basis of our ability to succeed on a given work and at our careers in general. But qualifications and experience are only one part of becoming successful. Developing and maintaining positive relationships with colleagues and professional contacts is as important as any item on your resume when it comes to developing a successful career. The relational aspects of our carers-developing meaningful, positive relationships with those whom we work or come into contact-can make the difference not only for on-the-job happiness, but also career advancement and promotion.

3. Work-life Balance – Work life balance is a concept including proper prioritizing between works includes career and ambition and lifestyle includes health, pleasure, leisure, family and spiritual development/meditation. Related through broader, terms include lifestyle calm balance and life style choice.

4. Performance Responsibilities – We all have the right to a safe workplace and staying safe on in the workplace is everyone own responsibility. The workplace provides education service, inspections and investigations and resources to ensure you are aware of your workplace rights and responsibilities, and to help you prevent workplace injury. Every person working under certain right as the right to know about information and issues that affect your workplace healthy and safety. The right to participate in your workplace safety by reporting unsafe or unhealthy work conditions, or joining your joint occupational health and safety committee. The right to refuse unsafe or unhealthy work. We will also work with you_to make sure you know that your responsibilities are in keeping your workplace safe.

5. Professional Ethics – Workplace is given opportunities to discuss and demonstrate understanding of ethics through participation in seminars with staff from various institutions do Ethics. A major dimension of internship training is personal growth and development. The development and refinement of personal skills is vital to the interns' overall growth as a professional helper. Workplace are given opportunities to discuss and demonstrate Growth as Vital to the development of personal and professional identity are experiences that allow intern to engage in professional dialogue with colleagues in other settings, both structured and unstructured.



Objectives

The present study is designed to study workplace stress of B.Ed. college teachers serving in govt. aided and private B.Ed. colleges.

Hypothesis

H₀1: There is no difference between the workplace stress level of govt. aided and private B.Ed. college teachers.

H₀2: There is no difference between the workplace stress level of govt. aided and private B.Ed. college teachers in dimension of individual insight.

H₀3: There is no difference between the workplace stress level of govt. aided and private B.Ed. college teachers in dimension of relationship status.

H₀4: There is no difference between the workplace stress level of govt. aided and private B.Ed. college teachers in dimension of work-life balance.

H₀5: There is no difference between the workplace stress level of govt. aided and private B.Ed. college teachers in dimension of performance responsibilities.

H₀6: There is no difference between the workplace stress level of govt. aided and private B.Ed. college teachers in dimension of professional ethics.

Method

Variable

Here independent variable is institution which is of two types –govt. aided and private; and dependent variable is stress of B.Ed. college teachers.

Population and Sample

Here population of the study is all B.Ed. college teachers at the North 24 Parganas district in West Bengal. As sample, data is collected from 50 govt. aided and 50 private B.Ed. college teachers from the North 24 Parganas district. College has been selected randomly.

Delimitation

The sample is limited within govt. aided & private teachers and within North 24 Parganas district.

Tool Used

For the present study, Teacher's Workplace Stress Scale (TWSS) by Dr. Ramandeep Kaur Sidhu and Dr. Manu Chandra has been used to understand the workplace stress of B.Ed. college teachers. The scale measures five main dimensions of stress of teachers' - Individual Insight (II), Relationship Status (RS), Work-life Balance (WLB), Performance Responsibilities (PR) and Professional Ethics (PE).

Scoring

This scale is in the form of five-point Likert scale. Every item is in a statement form. Five response categories are provided for responding to every item. These response categories are Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The subject has to respond to every statement by selecting the most appropriate category indicative of his true feelings for the given statement. In the scale, there are totally 50 items- 25 are positively worded and 25 are negatively.



Table No-1

Types of Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Statistics

Here t-test is used for analyze null hypothesis.

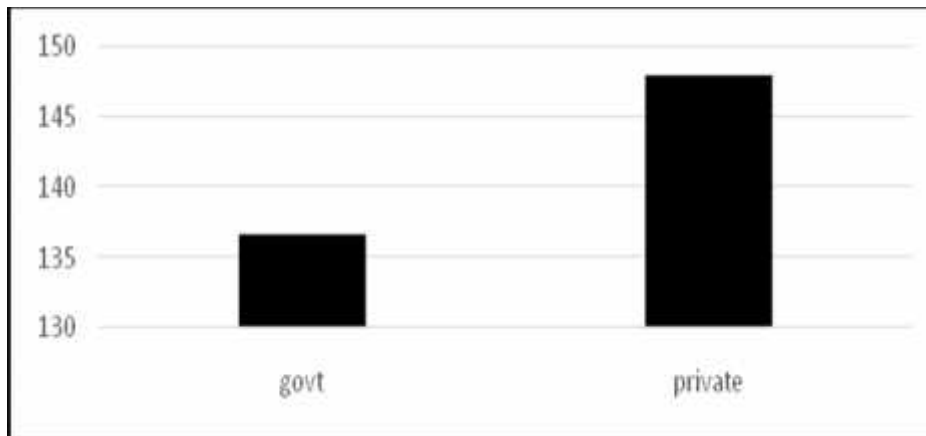
Analysis of Result

H₀₁: There is no difference between the workplace stress level of govt. aided and private B.Ed. college teachers.

Table No-2

Institution	N	Mean	SD	df	t	P value
Govt. aided	50	136.62	15.78	98	3.66**	.000
private	50	147.98	15.21			

Inference 1: H₀₁ is rejected. There is a significant difference between the stress levels of govt. aided and private B.Ed. college teachers. Private B.Ed. college teachers are more stressed than govt. aided B.Ed. college teachers and the difference is significant at 0.01 level of confidence.



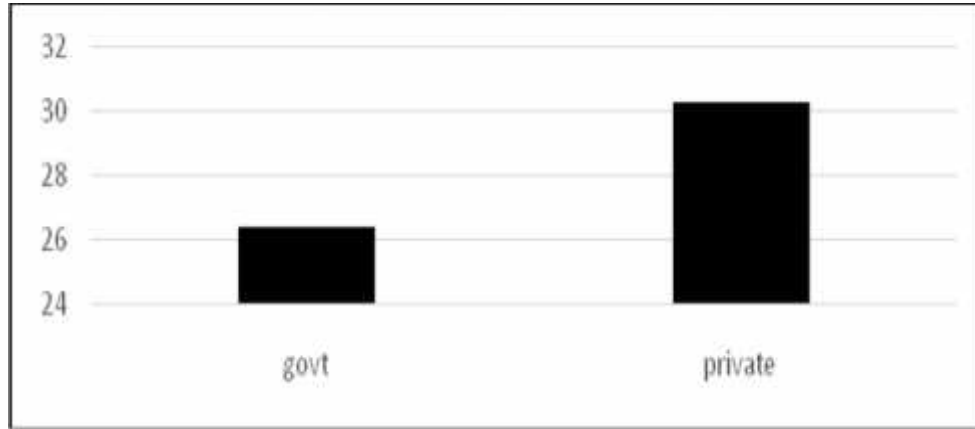
Mean of Total

H₀₂: There is no difference between the workplace stress level of govt. aided and private B.Ed. college teachers in dimension of individual insight.

Table No-3

Institution	N	Mean	SD	df	t	P value
govt aided	50	26.36	7.22	98	2.79**	.006
private	50	30.26	6.76			

Inference 2: H₀₂ is rejected. There is a significance difference between the stress levels of govt. aided and private B.Ed. college teachers in dimension of individual insight. Private B.Ed. college teachers are more stressed than govt. aided B.Ed. college teachers and the difference is significant at 0.01 level of confidence.



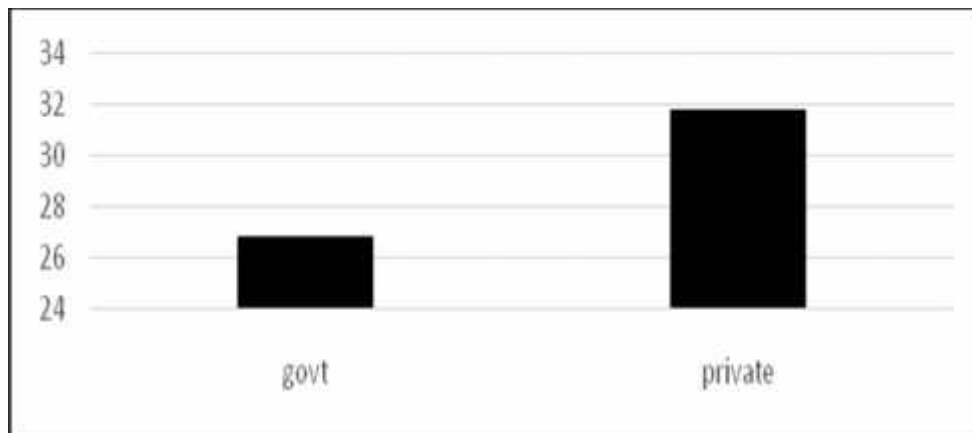
Mean of Individual Insight

H₀₃: There is no difference between the workplace stress level of govt. aided and private B.Ed. college teachers in dimension of relationship status.

Table No-4

Institution	N	Mean	SD	df	t	P value
govt. aided	50	26.82	6.18	98	4.12**	.000
private	50	31.82	5.96			

Inference 3: H₀₃ is rejected. There is significance difference between the stress levels of govt. aided and private B.Ed. college teachers in dimension of relationship status. Private B.Ed. college teachers are more stressed than govt. aided B.Ed. college teachers and the difference is significant at 0.01 level of confidence.



Mean of Relationship Status

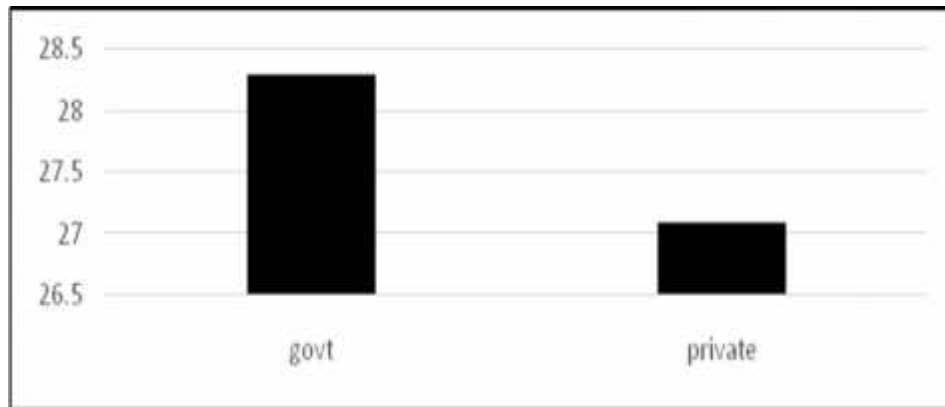
H₀₄: There is no difference between the workplace stress level of govt. aided and private B.Ed. college teachers in dimension of work-life balance.

Table No-5

Institution	N	Mean	SD	df	t	P value
govt. aided	50	28.30	6.83	98	.85	.395
private	50	27.10	7.22			



Inference 4: H_04 is accepted. There is no significance difference between the stress levels of govt. aided and private B.Ed. college teachers in dimension of work-life balance.



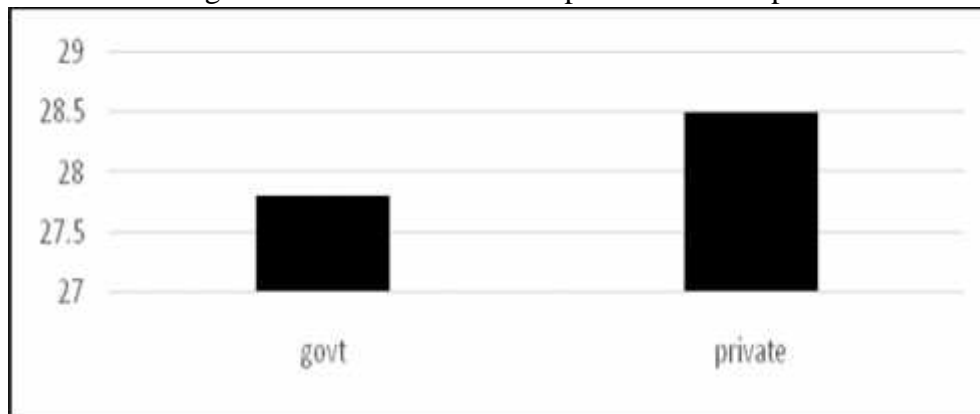
Mean of Work-life Balance

H₀₅: There is no difference between the workplace stress level of govt. aided and private B.Ed. college teachers in dimension of performance responsibilities.

Table No-6

Institution	N	Mean	SD	df	t	P value
govt. aided	50	27.8	7.15	98	.50	.617
private	50	28.5	6.81			

Inference 5: H_05 is accepted. There is no significance difference between the stress levels of govt. aided and private B.Ed. college teachers in dimension of performance responsibilities.



Mean of Performance Responsibilities

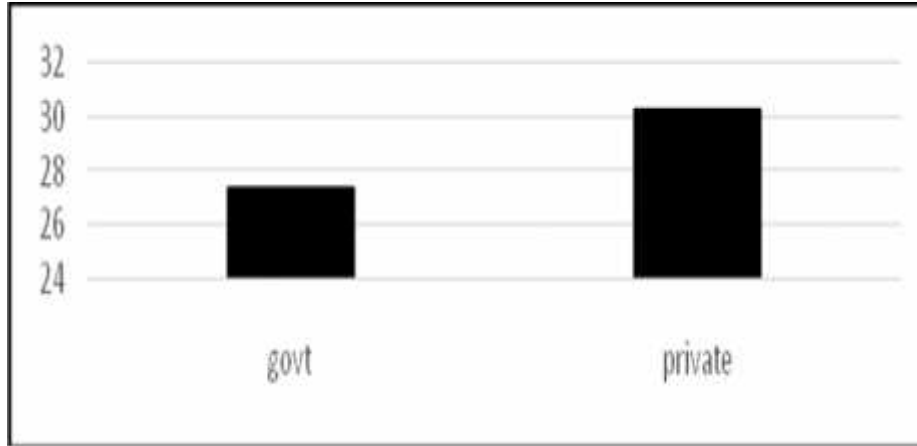
H₀₆: There is no difference between the workplace stress level of govt. aided and private B.Ed. college teachers in dimension of professional ethics.

Table No-7

Institution	N	Mean	SD	df	t	P value
govt. aided	50	27.34	6.57	98	2.49*	.014
private	50	30.30	5.24			



Inference 6: H_06 is rejected. There is significance difference between the stress levels of govt. aided and private B.Ed. college teachers in dimension of professional ethics. Private B.Ed. college teachers are more stressed than govt. aided B.Ed. college teachers and the difference is significant at 0.05 level of confidence.



Mean of Professional Ethics

Research Findings

1. There is an institutional effect on the stress level of govt. aided and private B.Ed. college teachers. Private B.Ed. college teachers are more stressed than govt. aided B.Ed. college teachers.
2. There is an institutional effect on the stress level of govt. aided and private B.Ed. college teachers in dimension of individual insight. Private B.Ed. college teachers are more stressed than govt. aided B.Ed. college teachers.
3. There is an institutional effect on the stress level of govt. aided and private B.Ed. college teachers in dimension of relationship status. Private B.Ed. college teachers are more stressed than govt. aided B.Ed. college teachers.
4. There is no institutional effect on the stress level of govt. aided and private B.Ed. college teachers in dimension of work-life balance.
5. There is no institutional effect on the stress level of govt. aided and private B.Ed. college teachers in dimension of performance responsibilities.
6. There is an institutional effect on the stress level of govt. aided and private B.Ed. college teachers in dimension of professional ethics. Private B.Ed. college teachers are more stressed than govt. aided B.Ed. college teachers.

Discussion

If we see the total figure, we see that the stress level of private teachers are more than govt. aided teachers. But if we see the view of different dimension of stress, we see that the result of different dimension is variant. Now we discuss the result of stress level in the view of various dimension. In the dimension 'individual sight' & 'relationship status' private teacher are more stressed than govt. aided teachers and its level of significance is 0.01. And also, in the dimension of 'professional ethics' private teachers are more stressed than govt. aided teachers, but here the level of significance is 0.05. But in the dimension of 'work-life balance' & 'performance responsibilities', there is no difference of stress level between govt. aided and private teachers.



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