



# The Influence Of Job Stress Among The Para Teachers Of High School

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## Abstract

Para teachers are the essential part of the primary and high school. They are also responsible for the student performance and their future development. The study aims to find out the Job stress level of the para teachers of West Bengal. Data were collected from the different districts of West Bengal. Total 100 para teachers were participated in this research work and Variables are included with locality of school, gender of teachers and subjects, they taught. Srivastava and Singh Occupational Stress Index (SSOCI) was used in this study. The study found Job stress level among the para teachers of high school. Rural school para-teachers found more stress in comparison to the urban school teachers and male teachers also found more stressful than the female Para teachers.

**Keywords:** job stress, high school, para teachers, gender, strata

**Introduction:** Education is the most powerful tool to enhance the capability of the people as it provides them the knowledge and skills to navigate and improve their lives. It encourages people to improve the critical thinking, enable them to challenge the existing system and contribute to the social progress. In school, teachers can enhance the educational experience of students which is relevant to the professional development, collaborative environment and supportive leadership in future life. Eventually, motivated and satisfied teachers are more likely to be enthusiastic, dedicated and effective in their teaching profession. To enhance students' academic performance and futuristic prospects, role of teacher is very crucial. Keeping them all in the mind Para teachers are deployed ensure the resources and supporting team to enhance the educational programme in school. They engaged themselves in instructional support, classroom management, specialised assistance, student engagement and assessment also.

**Job Stress:** Satisfaction in workplace is very important for the development of the institution and the working atmosphere. Some factors like work-life balance, potentials of Professional growth, supporting work environment, fair compensation, Job security, autonomy and empowerment are related to the satisfaction. Sometimes, factors like administrative support, student behaviour and relationships with colleagues play a significant role in enhancing stress. They face some unique challenges like socio-economic status, working conditions, recognition from school administration, difference in salary, insecurity of job and excessive workload which together negatively react on the job satisfaction and increases stress .

## Review of the related literature:

**Tsubono. K , Mitoku. S** (2023) studied on teachers' stress with difference to types of schools during pandemic situation of corona virus in Japan. The study identified workload and long working hours extended the factors related to teachers' stress. **Skaalvik & Skaalvik** (2017) studied teachers' working conditions force to leave teaching profession among teachers in Norwegian senior high school. Total 523 teachers responded central Norway. The research findings showed that within the field of education, various aspects of job requirements and job support are linked to the well-being of teachers. **Simone, Cicotto & Lampis** (2016) examined on teachers' occupational stress, job satisfaction and physical health in Italy. The study reveals that high levels of stress among teachers are associated with low job satisfaction. The study revealed that workload, perception of work place, teachers' perceptions of management and attitude towards change is significant on teachers stress and satisfaction. **Ali. M, Kumar. A** (2022) revealed an insignificance difference between levels of stress of the private and government teachers of school. The study exposed teachers' occupational level in both government and private schools were average and same in both types of teachers. **Reddy & Anuradha** (2013) investigated on occupational stress of higher secondary school teachers of Tamilnadu state. Among 327 higher secondary teachers 232 show moderate stress, while 47 and 42 teachers were under high and low stress. The investigation suggested improve self-esteem, increase self-confidence and emotional intelligence competencies, develop a good sense of humour, practice of yoga and meditation, cultivate hobbies etc. to avoid stress.

## Objectives of the study:

- 1) To study job stress among high school para-teachers
- 2) To compare job stress among arts para-teachers and science para-teachers
- 3) To compare job stress among male and female high school para-teachers
- 4) To compare job stress among urban and rural high school para-teachers

## Hypothesis:

**Ho1:** There is no significant difference between arts para-teachers and science para-teachers of high school with respect towards job stress.

**Ho2:** There is no significant difference between male and female high school para-teachers with respect towards job stress.

**Ho3:** There is no significant difference between urban and rural high school para-teachers with respect towards job stress.

## Methodology:

In this study the researcher focused on the work related stress of para-teachers in high school and if there is any difference among the variables like gender, locality and types of teachers deployed in high school. A normative survey method of investigation and an ex-post facto type has been taken in this study. The main purpose of the present study is to find out the job stress among high school teachers. To collect the data simple random sampling technique had been applied. Srivastava and Singh Occupational Stress Index (SSOCI) was used in this study for the data of para-teachers' stress measurement.

**Sample of the study:**

100 teachers from different high schools were selected randomly from different districts of West Bengal. 12 schools were selected from different 3 districts of West Bengal. 4 schools from 3 districts (Malda, Nadia and Purulia) were selected randomly. From each school teachers were randomly selected. After selecting 100 teachers from different schools divide them according to gender, locale and type of teachers.

**Table-1****Distribution of sample according to gender, locality and types of teachers**

Variation	Sub sample	Total number
Gender	Male	58
	Female	42
Locality	Urban	63
	Rural	37
Type of teachers	Arts Para-Teachers	48
	Science Para-teachers	52
<b>Total</b>		<b>100</b>

**Variables of the study:** In this present study, the researcher identified two types of variables: independent variable and demographic variables. The independent variable is Job Stress and the demographic variables are a) Gender (Male & Female) b) Locality of School (Urban & Rural) c) Types of teacher (arts & science Para-teachers).

**Tool used:** For data collection a standardized questionnaire was used in this study, job stress among high school para-teachers was measured using Self-administered questionnaire. Total 40 statements were given to choose from 5 alternatives following Likert scale.

**Result and Discussion:**

Data were collected from the 100 respondents very carefully from various schools. To measure the data according to the variables t-test was made and mean, median and standard deviation were revealed.

**Table-2****Job stress level comparison between Arts para-teachers and science para-teachers**

Variations	Sub sample	N	M	SD	SED	t ratio	Level of significant
Types of teacher	Arts teacher	48	27.46	4.63	0.90	3.73	P <.01
	Science teacher	52	24.10	4.33			

From the table it was revealed that the calculated value of "t" was higher (3.73) to the table value of 't' (2.56). Therefore 't' ratio was considered significant at 0.01 level of significance. Hence the null hypothesis was rejected. This indicated that arts teachers and science para-teachers displayed differential levels of job stress, the arts teachers showing greater stress over the science para-teachers.

**Table-3**

**Job stress level comparison between male teachers and female teachers**

Variations	Sub sample	N	M	SD	SED	t ratio	Level of significant
Gender	Male	58	28.24	4.42	0.92	4.56	P <.01
	Female	42	24.04	4.85			

The study revealed that the calculated value of 't' being 4.56 was much greater than the table value of "t" at 98 degrees of freedom even at 0.01 level of significance. From the table, it was revealed that the 't' ratio was highly significant. Therefore, the null hypothesis that "there is no any significant difference of job stress of high school teacher due to type of gender variation was rejected.

**Table-4**

**Job stress level comparison between urban school teachers and rural school teachers**

Variations	Sub sample	N	M	SD	SED	t ratio	Level of significant
Locality	Urban	63	25.17	5.24	0.98	2.62	P <.01
	Rural	37	27.74	4.31			

This study revealed that the calculated value of 't' being 2.62 was greater than the table value of 't' at 98 degrees of freedom even at .01 level of significance. Hence the 't' ratio was significant. Therefore, the null hypothesis that 'there is no any significant difference of job stress of school teacher due to locality variation' was rejected. This indicated that rural teachers were more stressful than urban teachers.

**Findings of the study:**

In this present study the researcher found details of teachers job related stress and its' comparison with variables. Gender of teachers, types of teachers and locality of school was depicted clearly with its relation to job related stress.

**Ho1:** There is no significant difference between arts para-teachers and science para-teachers of high school with respect towards job stress. This indicated that arts teachers and science para-teachers displayed mismatch levels of job stress, the arts teachers showing greater stress over the science para-teachers. As the mean value was found 27.46 and standard deviation found 4.63 for arts para-teachers. Again, mean value was found 24.10 and standard deviation found 4.33 for science para-teachers

**Ho2:** There is no significant difference between male and female high school para-teachers with respect towards job stress. This indicated that arts teachers and science para-teachers displayed mismatch levels of job stress, the male teachers showing greater stress over the female para-teachers. As the mean value was found 28.24 and standard deviation found 4.42 for male para-teachers. Again, mean value was found 24.04 and standard deviation found 4.85 for female para-teachers.

**Ho3:** There is no significant difference between urban and rural high school para-teachers with respect towards job stress. This indicated that rural teachers were more stressful than urban teachers. As the mean value was found 25.17 and standard deviation found 5.24 for urban para-teachers. Again, mean value was found 27.74 and standard deviation found 4.31 for rural para-teachers which is greater than the urban para-teachers.

### **Educational implication:**

Stress in work field is a very burning question and it effects badly on the workers' performance. Not only that, the personal life of the worker is also affected. Physical, mental and emotional health is also affected by the high level of stress. Creativity in job field is also affected by the stress. In the field of education, teacher is a very most important part. To enhance the function of education in school level, para teachers also uniquely participate and enhance the mode of education. Para-teachers are not as much functioning as the regular teachers with their working environment and also their social and economic value. In this study the researcher found out the stress level of para-teachers with different variables. The study also revealed that there is a stress level from high to moderate level and male teachers are more stressful in compare to the female teachers and the rural teachers are more stressful than the urban teachers. The data were collected from different part of the West Bengal state and it is also found that the para teachers are not so much satisfied as there are different levels of difficulties. Inequality in social status, inequality in salary, inequality in working environment and functioning in school and the responsibility they are performing against their mind and physical condition, which makes them so much stressful. This study is the vivid presentation of the condition of the para-teacher and their activities. The authorities and the government body must take necessary step to remove the stress related to their job of the para teachers.

### **Conclusion:**

The para teachers are a very vital part in primary and secondary education schools. Their social prestige and economic demand is also very questionable fact in this present situation. Being a part of education, they are asking for minimum level of opportunities from the authorities. The present study is the alarm for them and to develop the educational environment. Working in a peaceful condition with minimum level of social prestige and minimum level of salary can enhance their confidence level and enhance their performance level.

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