



MAPC – Clinical Psychology
Sample Research Project Synopsis

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**“A COMPARATIVE STUDY ON COMPONENTS IMPACTING STRESS
AMONG GOVERNMENT AND PRIVATE SECTOR TEACHERS”**

Project Synopsis

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A COMPARATIVE STUDY ON COMPONENTS IMPACTING STRESS AMONG GOVERNMENT AND PRIVATE SECTOR TEACHERS.

INTRODUCTION:

Considered to be more than profession, teachers are regarded as strongest pillar of the society. Teaching is a profession that is mother of all other occupations. A teacher is like a potter who delicately shapes our impressionable minds and moulds it into the vessel that defines our perception and ambitions. Teachers have always been respected in all societies. In India, we have a special place for teachers. The famous Sanskrit shloka “Guru Brahma Guru Vishnu Guru Devo Maheshwara” commands us to honour our teachers as gods.

The state of teaching is stronger because teachers everywhere are leading from their classrooms and taking on new roles to improve education for kids. And we all know, when teaching is stronger, students benefit with increased engagement and achievement. There is no better resource for a school than teachers who are empowered and equipped to solve problems using their own talent and experience.

Teaching has never been easy, and it never will be. It takes heart, commitment and passion. But for all the very real challenges who are entering the field and who are in the field now who will lead the way—they will shape the state of this profession—and the future prospects of our children.

Challenges of teaching career:

- Every kid is unique and needs unique teaching method. Teaching children requires a high level of patience and composure.
- The education system in India is very vulnerable to orthodoxy and stagnation and hence it can be monotonous.
- Teachers have to face resistance from colleagues and school authority if wish to implement some innovative teaching methods.

- This profession demands constantly updating and hence teachers have to keep learning all life.
- The salary in teaching profession can be comparatively lower than some other private jobs
- There are many moral obligations on a teacher and sometimes your personal life can be judged along with your working life.

Taking in account the responsibilities and the challenges in the profession, teachers suffer with stress at different levels in different situations.

Stress can be defined as a state caused by organism's internal biological responses to physical demands on the body such as disease conditions, exercise, extremes of temperature and the like or the environmental and social situations which are evaluated as potentially harmful, uncontrollable, or exceeding our resources of coping. No life is entirely free of stress. Our needs are not gratified, automatically. There is wide range of personal, environmental obstacles that can lead to frustration. Such obstacles place adjustive demands on us and can lead to the experience of stress.

Types of stress are

Acute stress: Sometimes stress can be brief, and specific to the demands and pressures of a particular situation, such as a deadline, a performance or facing up to a difficult challenge or traumatic event. This type of stress often gets called acute stress.

Episodic acute stress: Some people seem to experience acute stress over and over. This is sometimes referred to as episodic acute stress. These kind of repetitive stress episodes may be due to a series of very real stressful challenges, for example, losing a job, then developing health problems, followed by difficulties for a child in the school setting. For some people, episodic acute stress is a combination of real challenges and a tendency to operate like a 'stress machine'. Some people tend to worry endlessly about bad things that could happen, are frequently in a rush and impatient with too many demands on their time, which can contribute to episodic acute stress.

Chronic stress: The third type of stress is called chronic stress. This involves on-going demands, pressures and worries that seem to go on forever, with little hope of letting up. Chronic stress is very harmful to people's health and happiness. Even though people can sometimes get used to chronic stress, and may feel they do not notice it so much, it continues to wear people down and has a negative effect on their relationships and health.

The stress may have to do with the responsibilities associated with the work itself, or be caused by conditions that are based in the corporate culture or personality conflicts. As with other forms of tension, stress at workplace eventually affects both physical and emotional well-being if not managed effectively. Stress is an inherent factor in any type of vocation or career. At its best, the presence of stress can be a motivator that urges the individual to strive for excellence.

However, excess amounts of stress can lead to a lack of productivity, a loss of confidence, and the inability to perform routine tasks. As a result, quality employees lose their enthusiasm for their work and eventually withdraw from the company.

When left unchecked, occupational stress can lead to emotional and physical disorders that began to impact personal as well as professional lives. The individual may develop a level of tension that interferes with sleep, making relaxation outside the workplace impossible. Over a time, period of this stress can trigger emotional disorders such as anxiety, depression and in some cases various phobias that further inhibit the ability to enjoy any aspect of living.

Stress can also often stems from unexpected responsibilities and pressures that do not align with a person's knowledge, skills, or expectations, inhibiting one's ability to cope. Work stress can increase when workers do not feel supported by supervisors or colleagues, or feel as if they have little control over work processes.

The 6 components impacting the stress are

- 1) Demands: teaching as a profession which demands more physical and mental energy from teachers and on other hand to maintain the balance even teachers have their demands which a help them to reduce the stress.
- 2) Control: teachers need to come up with innovative ideas to make the learning process for students more easy and accessible which are in line of academics .It can be a great motivation if the management accepts it but it can be more stressful if teacher is being blocked to use the methodologies.
- 3) Support: teachers can be supported by training sessions, management support in certain situations and also by staff. Teacher will face stress if they face non supporting elements at school.
- 4) Relationships: stress can also be proportionally related with the relationship that a teacher shares with her students, staff and managerial level.

5) Role: being a teacher is much more than just executing lesson plans, in today's world a teachers is a multifaceted profession. But if there is issue with performance, stress can be experienced by teachers.

6) Change: at times, sudden change in school management or curriculum can induce stressful situation for teachers.

Six occupations were reported worse than average scores on each of the factors – Teaching being one of them. (Sheena Johnson et al., 2006)

REVIEW OF LITERATURE/ BACKGROUND OF THE STUDY:

The research study is conducted to examine the difference between the components affecting the stress among secondary teachers of Government school and Private school keeping the gender- difference. The reviews of related studies have been analysed in this context.

A difference between male and female teachers and experienced and inexperienced teachers. Men reported higher stress compared to women on pupil behaviour and attitude. About two third of teachers were not satisfied with their job. Among all factors studied, teachers were least satisfied with facilities available at schools.

Studying total and occupational physical activity status of school and college teachers in Bangalore, Vaz and Bharathi (2004) found that about 12% of teachers were having truly sedentary life style. On an average, teachers spent 359 to 505 minutes every day at workplace.

Guthrie (2006) found that female teachers in Australia were having higher work related stress than their male counterparts.

In a study among 50 middle-aged female school teachers in Varanasi, Singh and

Singh (2006) found that about 42% of them had 'high' to 'very high' level of stress and were at higher risk of developing psychosocial stress generated problems. Total 80% of teachers were having moderate social dysfunction score, 36% felt depressed and 16 felt anxious.

Ravichandran and Rajendran (2007) measured perceived sources of stress among the Higher Secondary school teachers at Chennai, using Teacher's Stress Inventory developed by the Rajendran. This tool measures eight different factors namely Personal stress, Teaching assignments, Personal

expectation, Teaching evaluation, Lack of support from parents and others, Facilities available at school, Organizational Policy and Parental expectations. Higher level of stress was reported among female teachers on perceived Personal Stress. No sex differences were found on any other factor except Teaching Assignment. Teachers' qualification was also found to significantly associate with these two factors only. Age differences were found on factors Personal Stress, Teaching Evaluation, Facilities available at school and Organizational Policy Experience only. Differences based upon type of school were found on Facilities Available at School, Organizational Policy Experience and Parental Expectations.

In another study among professionals including university teachers, doctors and bank employees in Ludhiana, Bakhshi et al found that 40% of university teachers had a high occupational stress. In the study, occupational Stress Inventory was used to measure stress. Occupational stress was found to affect household activities.

In UK, 43% of head teachers described their work as 'Very' or 'extremely' stressful. According to a cross sectional study by Kyriacou (2004), 26.3% teachers were found to be suffering from 'very high' or 'extreme' stress in Taiwan. In Pakistan 23.9% teachers were either 'highly' or 'extremely' stressed. In a cross sectional study reported from India using a Psycho Social Stress Scale, 42% of teachers showed high to very high level of stress. However this study was conducted among female teachers only.

The issue of stress in the teaching profession particularly has been given a great deal of attention and has been identified as a particularly stressful career often leading to burnout (Johnson et al., 2005; Kieschke and Schaarschmidt, 2008; Montgomery and Rupp, 2005; Kyriacou and Sutcliffe, 1977; Fitzgerald, 2008). The very nature and the unpredictability of the profession can result in high levels of stress. In Ireland it has also been highlighted as a profession which carries with it significant levels of stress (Wynne, Clarkin and Dolphin, 1991; Kerr, Breen, Delaney, Kelly & Miller, 2011; Darmody and Smith, 2011).

Furthermore there is research evidence that indicates that work related stress among teachers has serious implications for their work performance, health and psychological status (Capel, 1987; Cooper, 1986; Pierce and Molly, 1990). Health and psychological outcomes can in turn lead to poorer teaching performance, poor job satisfaction, increased absenteeism, poor decision making and bad judgement (Eckles, 1987; Quick and Quick, 1984). The pupils of stressed teachers have less effective professional and personal attention with attendant negative educational consequences. There is also a general

community cost. Therefore, all those factors which influence occupational stress of teachers and its consequences must be studied thoroughly.

Although the teaching profession has traditionally been regarded as low stress occupation (French et al., 1982) but during the past two decades the situation is somersaulted (Olivier & Venter, 2003). Teaching is becoming more challenging as a profession: a more paper work, more bureaucracy and more unruly classes. Worldwide surveys reveal widespread concern about the effects of stress on teachers' sense of well-being and their willingness to stay in the profession. Compared to the general population, teachers are at risk for higher levels of psychological distress and lower levels of job satisfaction (Schonfield, 1990). Borg (1990) reported that up to one third of the teachers perceive their occupation as highly stressful. It is clear that teachers can be exposed to a number of sources of stress. Kyriacou (2001) also reported that the main sources of teacher stress are teaching students who lack motivation, maintaining discipline in the classroom, confronting general time pressures and workload demands, being exposed to a large amount of change, being evaluated by others, having challenging relationships with colleagues, administration, and management, and being exposed to generally poor working conditions prospects, unsatisfactory working conditions, ambiguity of the teacher's role, poor relationships with colleagues, pupils, and administrators, and job insecurity. There is a pervasive perception among teachers surveyed who have reported their jobs as highly or extremely stressful (Kyriacou and Sutcliffe, 1978; Boriles, 1982; Borg and Falzon, 1989; Solomon and Feld, 1989; O Connor and Guglielmi & Tatrow, 1998; Pithers and Soden, 1998).

Teaching as a profession is progressively becoming a stressful occupation (Hepburn & Brown, 2001). Teaching is more stressful today because teachers have many deadlines to meet as well as more responsibilities to shoulder. These responsibilities include lesson planning, teaching, accountability for student performance, classroom management and discipline, supervisory role, and extracurricular activity conducting and monitoring (NUT, 1999).

RATIONALE/ SIGNIFICANCE OF THE STUDY:

This research study will be try to find out whether there is significant difference in stress affected by its components between teachers of government school and private school. It will also demonstrate the stress contributes to the mental health of secondary teachers, particularly taking in consideration with the marital status and gender based. Stress has been shown to have adverse effect on the personal relations and health of teachers. Teachers who experience greater stress at workplace were less likely

to report positive and productive outcome from students and imbalance in her household activities too. Teachers with professional training and degree may tend to experience less stress. Poor physical and mental health as a response to occupational stress highlights the importance of encouraging stress management for teachers. Teachers tend to be more stress to the demanding nature at workplace which needs physical presences like long working hours. Supporting staff in school and positive relationship can help reduce stress to some extent. The challenge which teacher often face is change in management or curriculum that leads to stress.

As this research study is done taking the different components of stress along with school administration and human resource department, school management can take measures to make sure that teachers are provided with timely stress management programmes to cope with day to day challenges that teachers may face which will be affecting the quality of education and also plan the curriculum activities in such a way that teachers do not face any stressful situation.

Becoming aware of possible causes of stress for school teachers is significant for many reasons. This will help identifying possible stressors which can help teachers choose positive coping strategies rather than negative strategies that may be unhealthy towards other aspects of life. If they can identify possible stressful situations, teachers can actively use coping strategies to deal with it, or even be able to avoid the situation altogether.

This research study will also help for why the well-being of the teacher is important as it will directly affect the well-being of the students too and also it will help them to achieve high productivity and positive results.

Teachers need to identify how much stress they are experiencing, and how it is affecting their teaching before they can learn and incorporate positive coping strategies. It is imperative that teachers learn that stress can be diminished with simple strategies which could then lead to a healthier and more fulfilling career.

OBJECTIVES OF THE STUDY:

The objectives of the present research study are the following:

1. To compare stress level between secondary teachers working in government school and private schools.

2. To study the demand as a component of stress level among teachers of government and private schools.
3. To study the control as a component of stress level among teachers of government and private schools.
4. To study the support as a component of stress level among teachers of government and private schools.
5. To study the relationships as a component of stress level among teachers of government and private schools.
6. To study the role as a component of stress level among teachers of government and private schools.
7. To study the change as a component of stress level among teachers of government and private schools.

RESEACH METHODOLOGY:

This present research study will be conducted to examine to compare the components of stress among teachers in government school and private school. The study will be intentionally done on teachers since the teaching has been regarded as one of the most stressful professions, and workplace stress within this professional category has been thoroughly investigated. A consent form will be filled up by the teachers for their permission. Earlier studies have indicated that teachers have more stress at workplace than compared to other professions.

HYPOTHESES:

1. There will be significant difference among the stress levels of teachers of government school and private school.
2. There will be significant difference between government and private school teachers on component of Demand.
3. There will be significant difference between government and private school teachers on component of Control.
4. There will be significant difference between government and private school teachers on component of Support.

5. There will be significant difference between government and private school teachers on component of Relationships.
6. There will be significant difference between government and private school teachers on component of Role.
7. There will be significant difference between government and private school teachers on component of Change.

SAMPLE:

Sample is a subset of objects, people, observations, etc. selected from a population. By studying the sample, it is hoped to draw valid conclusions or inferences about the larger group in an unbiased manner. For the current research study, convenient sampling process is being used.

This research study is proposed to be conducted at government and private schools in *****. The total sample size will be approximately 60 which will be collected from Government and private schools, in which 30 will be male teachers and 30 will be female teachers. The researcher will take care that equal representation to each and every variable under consideration for this research study will be taken.

Inclusion criteria:

- Teachers working in same school for 3 years.
- Teachers who do not have special child at home'
- Teachers with local language background.

Exclusion criteria:

- Teachers who joined recently in the school.
- Teachers having experience less than 3 years.
- Teachers with changed marital status i.e. widowed or divorced.

TOOLS:

Keeping in the view the objectives of the research study and to suit the specific needs of the research study as well as the sample to be studied, NUT Teacher stress Survey questionnaire along with demographics Questionnaire seems to be ideal choice.

Demographics Questionnaire is designed to get general information, namely their name, age, marital status, education and experience of the teacher.

The National Union of Teacher's stress audit questionnaire (NUT,2000) published and revised to bring it into line with the Health and Safety Executive (HSE). Stress Audit NUT Teacher Stress Survey assesses six dimensions of stress like Demand, Control, Support, Relationship, Role and Change. It has 34 items which are being scored on 5 point Likert scale.

The questionnaire begins with instructions to the teachers regarding the nature and purpose of the research. Necessary instructions were given to fill each item. Assistance will be provided if teacher faces any difficulties in filling up questionnaire.

The validity of the questionnaire is ($r > 0.50$).

SCORING:

SAMPLE

Time taken to complete the test is 30- 35 minutes. The responses are on five point scale the responses are scores as below:

1 = strongly disagree

2 = Disagree

3 = Ambivalent

4 = Agree

5 = strongly agree

More than 100 – low evidence of stress

51 to 100 - moderate evidence of stress

Up to 50 – high evidence of stress

After completion of test, all the response scores will be added, lesser the score more the stress.

ANALYSIS OF DATA:

The data collected will be obtained from the will be scored and analysed with the help of SPSS. The analysis may involve Mean, Standard Deviation, and T test.

Simple Percentage Analysis: Simple percentage analysis is one of the basic statistical tools which is widely used in the analysis and interpretation of the main data. It deals with the number of respondents' response to a particular question in percentage arrived at the total. Simple percentages will be used in the study to analyse the factors like demographic and other details of the respondents.

T-Test: The independent samples t-test will be used when two separate sets of independent and identically distributed samples are obtained, one from each of the two populations being compared.

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