



## Effect of Stress on Occupational Self-efficacy of Primary School Teachers.

Dr. Bharati Jani<sup>1\*</sup>, Smt. Jayamala Sethi<sup>2</sup>

<sup>1</sup>Assistant Professor in History (TE) DAV College of Teacher Education, Koraput, Odisha.

<sup>2</sup>Assistant Professor in Educational Studies (TE) College of Teacher Education, Balasore, Odisha

| Received: 28.09.2023 | Accepted: 02.10.2023 | Published: 12.10.2023

\*Corresponding author: Dr. Bharati Jani

Assistant Professor in History (TE) DAV College of Teacher Education, Koraput, Odisha.

### Abstract

*The school teachers in general, and at elementary stage are under heavy pressure in the wake of universalization of elementary education and implementation of right to education for the same. The teaching learning process, to provide quality education, is to be taken care of by teacher as all students are not in position of same level of learning outcome. Hence teachers dealing with such groups of student face a high level of stress and also a low self-esteem that is detrimental to their well-being. Therefore, the results of the study have significance for the overall well-being of teachers to be seen in reference to other variables. The findings are expected to have a place for teacher education programmes as well such finding will also be helpful to policy makers to take care of needs of teachers.*

*Looking at the present situation of teachers in KBK areas, teacher has to deal with larger class strength, bigger school as a whole which means a greater work load, unmotivated perks, less recognition, non-conducive working environment, less salary. Those teachers placed in KBK area of Odisha have their own stories to share. Research devoted solely to study the effect of stress on occupational self-efficacy of primary schools teachers of KBK area and how they suffer so many mental stresses, which greatly affects their academic effectiveness and their identity as a teacher.*

**Keywords:** Stress, Occupational self-efficacy, primary schools teachers

### Introduction

Teaching is essentially a spiritual process, involving contact mind with mind. A good teacher exerts a powerful and abiding influence on the life of the individual. They not only shape the future of the child but also construct the future of the nation and the entire human society as such. A good teacher is one who is diligent, industrious, innovative in behavior, maintain good relations with parents, his/her colleagues and head of the school. Teacher is also a human being. We cannot expect him to be perfect in this imperfect world. If the level of stress caused by teaching profession i.e. job satisfaction, over work load becomes too high, then his performance will break down. Behavior under pressure or stress is one of the major concerns of present time. The presence or absence of the stress is not so much important to make a person active or inactive, but it is the way to manage the stress that has a greater importance.

Now days, its happened with the teachers which is greatly influence on their teaching profession. A sound educational system depends on the quality and capability of the teachers, who are in

dispensable to the system and thus, they are important force in the development of the society. Although teacher employed primarily to teach, in primary level teacher are engaged in wide variety of task along with the basic face-to-face teaching, such as curriculum design and development school planning, attaining different type of training programmes, marketing, community relations, information technology, work place, health and safety, resource management, students' welfare as well as playground and sports supervision. While demands on teachers have increased, there has been little change in their pattern of employment, compensation and career advancement. Against this background it is being increasingly realized that teachers will not be in a position to make full and effective use of knowledge and expertise, unless their own basic needs and problems are adequately taken care of. While considerable attention is paid to the debate that education is the vehicle of social change and unless its standard is raised the nation cannot progress, yet adequate attention is not paid the fundamental question pertaining to the education.

## Objective of the Study

- To study the effect of stress on the occupational self-efficacy of Primary School Teachers.

## Research Question

- What is the effect of stress on the occupational self-efficacy of Primary School Teachers?

## Significance of the Study

The teaching learning process, to provide quality education, is to be taken care of by teacher as all students are not in position of same level of learning outcome. Teachers dealing with such groups of student face a high level of stress and also a low self-esteem that is detrimental to their well-being. Therefore, the results of the study have significance for the overall well-being of teachers to be seen in reference to other variables. The findings are expected to have a place for teacher education programmes as well such finding will also be helpful to policy makers to take care of needs of teachers.

Looking at the present situation of teachers in KBK areas, teacher has to deal with larger class strength, bigger school as a whole which means a greater work load, unmotivated perks, less recognition, non-conducive working environment, less salary. Those teachers placed in KBK area of Odisha have their own stories to share.

Research devoted solely to study the effect of stress on occupational self-efficacy of primary schools teachers of KBK area and how they suffer so many mental stresses, which greatly affects their academic effectiveness and their identity as a teacher.

## Research Methodology

### Research Design

The Ex-Post Facto research was followed in the present study. The study designed to obtain precise and pertinent information concerning the effect of Stress on Occupational Self-Efficacy of primary school teachers of KBK Districts of Odisha.

### Sample of the Study

Sample of 600 teachers of primary school from KBK districts was selected on a random sampling technique basis. a) Kalahandi (undivided)-200 b) Balangir Undivided)-200c) Koraput (Undivided)-200. Out of the above samples 50% Male and 50% Female sample will be taken. Adequate attention will be given to represent different social categories.

## Research Method

The present study is mainly based on opinion survey in nature. This study is based on the primary data and information collected from various sources of secondary data. The information has to be analyzed with the use of Statistical Techniques.

### Tools used

- Fimian Teacher Stress Inventory developed** by Fimian (1988). It contains 49 stress-related questions divided into 10 subsections.
- Occupational Self-Efficacy Scale** developed by Pethe, S. Chaudhari, S. and Dhar, U (1999). This scale is consisted of 19 items.

### Statistical Techniques

Appropriate statistical techniques like Percentages, Mean, Critical ratio (t Value), standard error of difference & One Way ANOVA is used for the study.

## Delimitation of the Study

The present study is confined only at following aspects keeping in view the time available and limited recourses i.e. teachers working in primary schools level in the KBK districts of Odisha.

## Review of related literature

**Cheung (2008)** conducted a comparative study of teacher efficacy between Hong Kong and Shanghai primary in-service teachers on their teacher efficacy. Objectives: to examine the teacher efficacy of primary in-service teachers. Findings: results showed that the three most commonly cited factors for the contribution of teacher efficacy were: respect and confidence placed in them by students and parents, the training they received from universities and the experience they gained from daily teaching practice. Though, Hong Kong in-service teachers had lower efficacy scores than the Shanghai counterparts.

**Tuchman and Isaacs (2011)** examined the influence of formal and informal formative pre-service experiences on teacher self-efficacy of three hundred fifteen teachers of general and Judaic studies in Jewish day schools in the USA. Objectives: To examined the associations between both formal and informal formative pre-service experiences and teacher self-efficacy. Findings: The results showed that the goal structure of the school culture (mastery or performance orientation) predicted both outcomes. Frequent collaborative interactions with colleagues were related to higher self-efficacy only when the novices were experiencing few difficulties or work in an environment oriented towards mastery goals. The mere occurrence of mentoring and meetings with the principal was not related to the outcomes, but the quality of these activities predicted them significantly.

**Singh Anurag (2012)** Occupational stress has become a great matter of concern among the IT companies all over the world, which create lots of human resources problems like executives intension to leave the organization, it also create loss of talent as well as money of IT companies. The present Paper studies assess level of occupational stress among the executives in Indian multinationals IT companies the paper also studies level of occupational stress among the executives in foreign multinational IT companies.

**Kohinoor Akhtar (2012)** emphasized that the stress is mandatory according to modern school of thought but excessive targets and lack of motivational practices degenerates the engagement level of employee within the organization which causes less job satisfaction and leads to less organizational commitment. HRM policies play a major role in handling stress and healthy environment in organization and show that stress has an inverse relationship with psychological fitness which contributes to the total productivity and employability. This study is based on trend analysis of corporate stress and its relation with the psychological fitness of employees working in Information Technology Industry in Mumbai Region.

**Umender and Anju (2015)** conducted study on Occupational Stress among Secondary School Teachers in relation to their Self-Efficacy. Objectives: 1. To study the effect of self-efficacy on occupational stress among secondary school teachers. 2. To study the effect of self-efficacy on occupational stress among male

secondary school teachers. 3. To study the effect of self-efficacy on occupational stress among female secondary school teachers. Hypotheses: 1. There exists no significant difference in occupational stress among secondary school teachers in relation to self-efficacy. 2. There exists no significant difference in occupational stress among male secondary school teachers in relation to self-efficacy. 3. There exists no significant difference in occupational stress among female secondary school teachers in relation to self-efficacy. Findings: 1. it was found that the sense of humour of secondary school teachers with high and low self-efficacy differ significantly. So, the null hypothesis is not accepted. 2. No significant difference was found in the sense of humour of male secondary school teachers with high and low self-efficacy. So, the null is accepted. 3. It was found that the sense of humour of female secondary school teachers with high and low self-efficacy did not differ significantly. So, the null hypothesis is accepted.

## Result and Discussion

The effect of Stress on Occupational Self-Efficacy of primary school teachers is studied. The group wise number of teachers with their Mean scores and Sum Square of scores of the same are computed and presented in Table-1

**Table-1: Effect of Stress on Occupational Self-Efficacy (OSE) of Primary School Teachers**

Sr. No	Group	N	$\sum X$	$\sum X^2$	Mean X
1	Low	200	11787	698823	58.935
2	Moderate	230	17127	1281717	74.465
3	High	170	14877	1301023	87.511

The table-1 reveals that the Low; Moderate and High groups consist 200, 230 and 170 teachers respectively. The mean scores of the groups, as in figures are 58.935; 74.465 and 87.511 respectively for the effect of overall Stress on Occupational Self-Efficacy of Primary School Teachers.

The graphical representation of mean score of effect of overall Stress on Occupational Self-Efficacy (OSE) of Primary School Teachers is given below.

**Figure-1: Graph showing effect of overall Stress on Occupational Self-Efficacy (OSE) of Primary School Teachers**

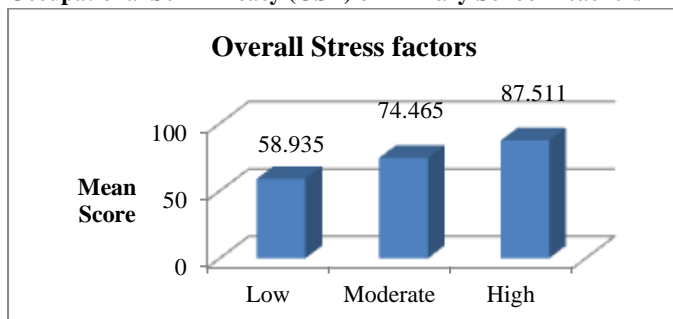


Figure-1 indicates the level effect of overall Stress on Occupational Self-Efficacy (OSE) of Primary School Teachers in which consists of three groups Low, Moderate and High.

To test the significance of the above differences in mean scores one way ANOVA statistical design is applied and summary of the same is presented in Table No-2.

**Table No-2**

**Summary of One way ANOVA for the effect of overall Stress on OSE of teachers**

Source of Variance	S	df	MS	F.	Result	
					Level	Significance
Among SS.	75859.011	2	37929.5	2354.407	0.05	Significant
Within SS.	9617.853	97	16.11			
Total	85476.864	99	37945.61			

N=600, Note:\*=Significant at 0.05 level, NS=Not Significant

The table-2 informs that F-value for the effect of overall Stress on Occupational Self-Efficacy (OSE) of teachers is significant at 0.05 levels. (F=2354.407, df=4.63, P<0.05).

For the differential interpretation of the inter group variance of mean scores for the effect of overall Stress on Occupational Self-Efficacy, t-test is designed. The summarized results have been presented in the Table-3:

**Table-3**

**Summary of the t-test for High-Low, Low and Moderate, Moderate-High group for the effect of effect overall Stress on Occupational Self-Efficacy of Primary School Teachers**

Group	N	S	D	t	Level of significant	Result
High-Low	170	58.93	5.25	0.44	0.05	Not Significant
	200	87.51	3.38			
Low-Moderate	200	58.93	5.25	0.50	0.05	Not Significant
	230	74.46	5.33			
Moderate-High	230	4.465	5.33	0.43	0.05	Not Significant
	170	87.51	3.38			

N=600 Note:\*=Significant at 0.05 level, NS=Not Significant

The above table indicates that the t value for High and Low group teachers is 0.44 which is not significant at 0.05 level of confidence. It is evinced from table-4.33 that the overall factor of stress has no effect on OSE and no significant difference is found between the High and Low groups of teacher in relation to effect of overall factors of stress on OSE.

Likewise when we consider t value for Low and Moderate groups is 0.509, which is not significant at 0.05 levels. It reflects that there is no significance difference is found in relation to effect of overall factors of stress on OSE.

Further, the third intergroup difference between Moderate and High groups is analysed and no difference is found (see table 4.33) in relation to the effect of overall factors of stress on OSE.

It can be interpreted that there is no inter group difference in relation to the effect of overall factors of stress on OSE. These findings are in tune with the findings of Bano (2011), where the results indicate that stress is significant more prominent in various professions and no significant impact on stress level of police person.

Discuss of the results obtained for the effect of Stress on Occupational Self-Efficacy of primary school teachers.

The F-value and its concerning t-values for the effect of Stress on Occupational Self-Efficacy of primary school teachers is given in Table-4

**Table-4: 'F' and 't' values for the effect of Stress on Occupational Self-Efficacy of Primary School Teachers**

Sr. No.	Factors of Stress	F-values & Significance		t-values & Significance		
		F	L/Sig	Groups	t-values	L/Sig
1	Time Management	2.639	0.05	Low-Moderate	0.21	0.05
				Moderate-High	0.18	0.05
				High-Low	0.02	0.05
2	Work-Related Stress	204.899	0.05	Low-Moderate	0.20	0.05
				Moderate-High	0.08	0.05
				High-Low	0.2	0.05
3	Professional Distress	137.438	0.05	Low-Moderate	0.18	0.05
				Moderate-High	0.10	0.05
				High-Low	0.18	.05
4	Discipline and	399.77	0.05	Low-Moderate	0.23	0.05

	Motivation			Moderate-High	0.17	0.05
				High-Low	0.25	0.05
5	Professional Investment	434.401	0.05	Low-Moderate	0.24	0.05
				Moderate-High	0.24	0.05
				High-Low	0.11	0.05
6	Emotional Manifestation	247.009	0.05	Low-Moderate	0.60	0.05
				Moderate-High	0.13	0.05
				High-Low	0.60	0.05
7	Fatigue Manifestation	416.92	0.05	Low-Moderate	0.32	0.05
				Moderate-High	0.25	0.05
				High-Low	0.29	0.05
8	Cardiovascular Manifestation	24.45	0.05	Low-Moderate	0.21	0.05
				Moderate-High	0.32	0.05
				High-Low	0.27	0.05
9	Gastronomical Manifestation	28.81	0.05	Low-Moderate	0.16	0.05
				Moderate-High	0.16	0.05
				High-Low	0.20	0.05
10	Behavioural Manifestation	1.71	0.05	Low-Moderate	0.09	0.05
				Moderate-High	0.09	0.05
				High-Low	0.09	0.05
Total	Overall Stress	2354.407	0.05	Low-Moderate	0.50	0.05
				Moderate-High	0.43	0.05



				High-Low	0.44	0.05
--	--	--	--	----------	------	------

**N=600, Note:** \*=Significant at 0.05 level, NS=Not Significant

The table-4 clearly reveals that F values of Stress factor-I Time Management on Occupational Self-Efficacy (OSE) is 2.639, which is significant at 0.05 levels. It means that there is no effect of Time Management on Occupational Self-Efficacy (OSE). The t value of stress groups of Low-Moderate (0.21), Moderate- High (0.18) and High-Low (0.02) groups which is not significant at 0.05 levels. Further it reflects that there is a significant effect of Stress factor-I Time Management on the Occupational Self-Efficacy. The above findings are in agreement with the result of Raheem, Hasan and Jamal (2014) where level of occupational stress among teachers is found to be significant.

Secondly, F values of Work-related Stress on Occupational Self-Efficacy (OSE) are 204.899, which is significant at 0.05 levels. It means that there is no effect of Work-Related Stress on Occupational Self-Efficacy (OSE). The t value of stress groups of Low-Moderate (0.20), Moderate- High (0.08), High-Low (0.2) groups which is not significant at 0.05 levels. Further it reflects that there is a significant effect of Stress factor -II Work-Related Stress on the Occupational Self-Efficacy. The above findings are in agreement with the result of Joseph and Nirmal (2013) where employees in the age group of 30-39 wanted few changes at work place to reduce the stress like timely targets, distributed work load and periodic relaxation because they feel that it is too concentrated and the time to meet these targets is highly insufficient. Fernando (2015), who found work related stress, is the important causes of occupational stress. Karthikeyan and S.Babu (2015), who found that work overload was important cause of stress. The management tries to formulating the policies and strategies to reduce the level of occupational stress and provision for timely promotion. It may help the college teachers to work with stress free environment.

Thirdly, F' values of Professional Distress on Occupational Self-Efficacy (OSE) is 137.438, which is significant at 0.05 levels. It means that there is no effect of Professional Distress on Occupational Self-Efficacy (OSE). The t value of stress groups of Low-Moderate (0.18), Moderate- High (0.10) and High-Low (0.18) groups which is not significant at 0.05 levels. Further it reflects that there is a significant effect of Stress factor -III Professional Distress on the Occupational Self-Efficacy. These outcomes are strengthened by the findings of Kaur (2011) and Sankpal, Negi(2010) found that there is a significant difference between role stress of public and private sectors employees; Poornima and Reddy (2011) who found teacher with occupational stress scores 2.98 and above are high 2.05 to 2.97 are moderate and score 2.04 and below are categorized as low.

Fourthly, F' values of Discipline and Motivation on Occupational Self-Efficacy are 399.77, which is significant at 0.05 levels. It means that there is no effect of Discipline and Motivation on Occupational Self-Efficacy. The t value of stress groups of Low-Moderate (0.23), Moderate- High (0.17) and High-Low (0.25) groups which is not significant at 0.05 levels. Further it reflects that there is a significant effect of Stress factor -IV Discipline and Motivation on the Occupational Self-Efficacy. These outcomes are supported following finding of Robert and Ming (2010) found that grater workload stress effect on teachers' self-efficacy which was greatly impact on their discipline and motivation.

Fifthly, F values of Professional Investment on Occupational Self-Efficacy are 434.401, which is significant at 0.05 levels. It means that there is no effect of Professional Investment on Occupational Self-Efficacy. The t value of stress groups of Low-Moderate (0.24), Moderate- High (0.24) and High-Low (0.11) groups which is not significant at 0.05 levels. Further it reflects that there is a significant effect of Stress factor -V Professional Investment on the Occupational Self-Efficacy. These findings are in tune with the findings of Kaur (2014) and Jamil (2014) revealed that stress is negatively correlated with team performance.

Sixthly, F values of Emotional Manifestation on Occupational Self-Efficacy are 247.009, which is significant at 0.05 levels. It means that there is no effect of Emotional Manifestation on Occupational Self-Efficacy. The t value of stress groups of Low-Moderate (0.60), Moderate- High (0.13) and High-Low (0.60) groups which is not significant at 0.05 levels. Further it reflects that there is a significant effect of Stress factor -VI Emotional Manifestation on the Occupational Self-Efficacy. These outcomes are supported following findings of Kaur (2015) found that there is a positive effect of stress on mental health of primary school teachers.

Seventhly, F values of the Fatigue Manifestation on Occupational Self-Efficacy are 416.92 which is significant at 0.05 levels. It means that there is no effect of Discipline and Motivation on Occupational Self-Efficacy. The t value of stress groups of Low-Moderate (0.32), Moderate- High (0.25) and High-Low (0.29) groups which is not significant at 0.05 levels. Further it reflects that there is a significant effect of Stress factor -VII Fatigue Manifestation on the Occupational Self-Efficacy.

Eighthly, the F value of Cardiovascular Manifestation on Occupational Self-Efficacy is 24.45, which is significant at 0.05 levels. It means that there is no effect of Cardiovascular Manifestation on Occupational Self-Efficacy. The t value of stress groups of Low-Moderate (0.21), Moderate- High (0.32), and High-Low (0.27) groups which is not significant at 0.05 levels. Further it reflects that there is a significant effect of Stress factor-VIII Cardiovascular Manifestation on the Occupational Self-Efficacy.

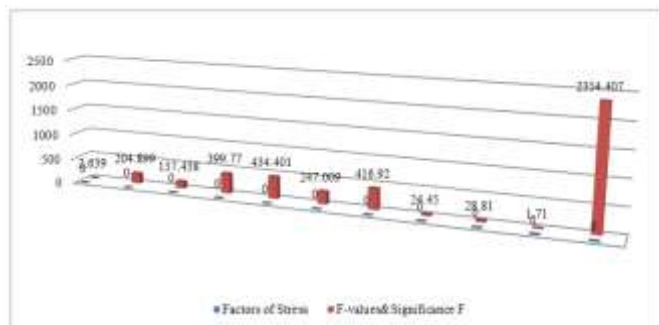
Ninthly, the F values of the Gastronomical Manifestation on Occupational Self-Efficacy are 28.81 which is significant at 0.05 levels. It means that there is no effect of Gastronomical Manifestation on Occupational Self-Efficacy. The t- value of Gastronomical Manifestation factor of stress groups of Low-Moderate (0.16), Moderate- High (0.16) and High-Low (0.20) groups which is not significant at 0.05 levels. Further it reflects that there is a significant effect of Stress factor-IX Gastronomical Manifestation on the Occupational Self-Efficacy.

Further, F values of the Behavioural Manifestation on Occupational Self-Efficacy are 1.71 which is significant at 0.05 levels. It means that there is no effect of Behavioural Manifestation on Occupational Self-Efficacy. The t value of Behavioural Manifestation factor of stress groups of Low-Moderate (0.09), Moderate- High (0.09) and High-Low (0.09) groups which is not significant at 0.05 levels. Further it reflects that there is a significant effect of Stress factor-X Behavioural Manifestation on the Occupational Self-Efficacy. Thus, the effect of overall Stress on Occupational Self-Efficacy is significant at 0.05 levels. (F=2354.407, df=4.63, P<0.05).

The graphical representation of F' and 't' values for the effect of Stress on Occupational Self-Efficacy of Primary School Teachers is given below.

**Figure-2**

Graph showing effect of F' and 't' values for the effect of Stress on Occupational Self-Efficacy of Primary School Teachers



The above figure shows that there is a significant effect of Stress on the Occupational Self-Efficacy of Primary School Teachers. The t-value for intergroup variance are not significant for Low-Moderate, Moderate- High and High-Low groups, it means that there is no effect of overall stress on the Occupational Self-Efficacy of Primary School Teachers.

## Findings

Findings related to Effect Stress on Occupational Self-Efficacy of Primary School Teachers that there is a significant effect of Stress on the Occupational Self-Efficacy of Primary School Teachers. The t-value for intergroup variance are not significant for Low-Moderate, Moderate- High and High-Low groups, it means that there is no effect of overall stress on the Occupational Self-Efficacy of Primary School Teachers.

Thus, it was concluded that the effect of overall Stress on Occupational Self-Efficacy is significant at 0.05 levels. (F=2354.407, df=4.63, P<0.05).

Therefore, there is a significant effect of Stress on the Occupational Self-Efficacy of Primary School Teachers. The t-value for intergroup variance are not significant for Low-Moderate, Moderate-High and High-Low groups, it means that there is no effect of overall stress on the Occupational Self-Efficacy of Primary School Teachers.

## Conclusion

Writing conclusion is an important part of the research process as it drawn everything together. The present investigation aimed to study effect of Stress on Occupational Self-Efficacy of Primary School teachers. At the outset, the effect of Stress and its factors was examined on the Occupational Self-Efficacy of primary school teachers whereas the Stress had no significant effect on the Occupational Self-Efficacy of primary school teachers. The study revealed that there was a no significant effect of Stress factors upon Occupational Self-Efficacy of primary school teachers.

## References

1. Bakar, A. R., Majid, K.M., Rashid, J. and Lyndon, Novel (2008). Teaching Efficacy of University Putra Malaysia Science Student Teachers, College Student Journal, 42 (2), 493-509.
2. Chan, D.W. (2008). General, Collective, and Domain-Specific Teacher Self Efficacy among Chinese Prospective and In-Service Teachers in Hong Kong,

Teaching and Teacher Education. An International Journal of Research and Studies. 24(4), 1057-1069.

3. Cheung, H. Y. (2008). Teacher Efficacy: A Comparative Study of Hong Kong and Shanghai Primary In-Service Teachers. Australian Educational Researcher. 35(1), 103-123
4. Tuchman, E. and Isaacs, J. (2011). The Influence of Formal and Informal Formative Pre-Service Experiences on Teacher Self Efficacy, Educational Psychology. 31 (4), 413-433.
5. Usman, S., Akbar, M. T., and Ramzan, M (2013). Effect of Salary and Stress on Job Satisfaction of Teachers in District Sialkot, Pakistan. IOSR Journal Of Humanities And Social Science 15 , 2. 68-74.
6. Sharma, N. and Anu, K. (2014). Occupational Stress of the Women Teachers Belonging to Joint and Nuclear Family. International Research Journal of Management, IT and Social Sciences (IRJMIS). 1 (1), 44-49
7. Sharma, R., and Srivastava, N. C. (2012). Job Satisfaction in Teaching Profession of Higher Secondary School's Teachers of Raebareli. International Educational E-Journal, {Quarterly} I (II), 23-27.