

A Comparative Study of Stress Level of B.T.C. and Special B.T.C. Trained Teachers

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In the whole educational process there are many factors, which separately or collectively determine the quality of education. The teacher is the most significant factor responsible for the reformation, success and advancement of educational programs. Teachers play an essential role in the teaching and learning process based on their proficiency and competence. But now a days, teaching profession has become very stressful profession.

Teachers stress may have an impact on teachers as an individual and also on the pupils they teach. It is also estimated to have an economic impact on the educational system in term of loss of teaching time and additional costs of replacement of teachers, unfortunately.

Societal dynamics and increased public demands on education have produced adverse stressful classroom situations that have led to increased emotional and physical disabilities amongst teachers.

The present study has been formulated in order to know the difference between BTC & special BTC teachers on their stress level.

Objectives of the Study:

The study purports to achieve the following objectives.

- To compare the stress level of B.T.C. and special B.T.C. teachers.
- To compare the stress level of B.T.C. male and B.T.C. female teachers.
- To compare the stress level of special B.T.C. male and special B.T.C. female teachers.

Methodology:

As per requirement of the research, survey method was employed to collect the data.

Samples:

The sample for the study consisted of 80 B.T.C. (40 male, 40 female) and 80

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special B.T.C. (40 male, 40 female) teachers working in 50 primary schools of Varanasi district.

Tool Used:

Teacher stress scale developed by Karuna Shankar Misra and Poonam was used to obtain the data on stress level of teachers.

Results and Discussion:

The first objective of this study was to compare the stress level of B.T.C. and special B.T.C. teachers. Findings after the analysis of data regarding stress level of B.T.C. and special B.T.C. teachers are shown in table 1.

Table 1 Showing comparison of Stress level among B.T.C teachers and Special B.T.C teachers.

	B.T.C teachers		Special B.T.C. Teachers		t- value
	Mean	S.D.	Mean	S.D.	
Stress	133.1	24.28	140.9	28.92	3.72**

** Significant at 0.01 level

Observation of the table shows that there exists significant difference among B.T.C teachers and special B.T.C. teachers on stress; as the obtained value of t (3.72) is greater than the required value (2.63) for significance at 0.01 level. The direction of difference favours the special B.T.C. teachers. It indicates that special B.T.C teachers are high on their stress level in comparison to B.T.C. teachers.

The second objective of this study was to compare the stress level of male B.T.C. and female B.T.C. teachers. Findings after the analysis of data regarding stress level of male B.T.C. and female B.T.C. teachers are shown in table 2.

Table 2 Showing comparison of Stress level among male B.T.C teachers and female B.T.C teachers.

	Male B.T.C teachers		Female B.T.C. Teachers		t- value
	Mean	S.D.	Mean	S.D.	
Stress	127	25.31	145	19.60	6.85**

** Significant at 0.01 level

Observation of the table shows that there exists significant difference among male B.T.C. teachers and female B.T.C. teachers on their stress level as the obtained value of t (6.85) is greater than the required value (2.63) for significance at 0.01 level. The direction of difference favours the female B.T.C. teachers. It indicates that female B.T.C teachers have high stress level in comparison to male B.T.C. teachers.

The third objective of this study was to compare the stress level of male special B.T.C. and female special B.T.C. teachers. The finding after the analysis of data regarding stress level of male special B.T.C. and female special B.T.C. teachers is shown in table 3.

Table 3 Showing comparison of Stress level among male special B.T.C teachers and female special B.T.C teachers.

	Male special B.T.C teachers		Female special B.T.C. Teachers		t- value
	Mean	S.D.	Mean	S.D.	
Stress	133.80	25.07	154.4	29.83	6.54**

** Significant at 0.01 level

Observation of the table shows that there exists significant difference among male special B.T.C. teachers and female special B.T.C. teachers on their level of stress as the obtained value of t (6.54) is greater than the required value (2.63) for significance at 0.01 level. The direction of difference favours the female special B.T.C. teachers. It indicates that female special B.T.C teachers have high stress level in comparison to male special B.T.C. teachers.

The first objective of the study was to compare the stress level of B.T.C teachers and special B.T.C teachers. Finding revealed that there exists significant difference among B.T.C teachers and special B.T.C teachers on stress. Again the finding indicates that the special B.T.C teachers have high stress level in comparison to B.T.C. teachers. The probable reason for this finding may lie in the fact that special B.T.C teachers are more qualified than B.T.C. teachers and are

placed at the same level as with B.T.C. teachers which may be creating a sense of under achievement in them leading to anxiety and stress.

The finding revealed that there is significant difference in the Stress level among male B.T.C. and female B.T.C. teachers and male special B.T.C. and female special B.T.C. in all the cases the direction of difference favors female teachers i.e. female teachers are in more stress as compared to male teachers. The probable reasons for higher stress levels of female teachers may be due to workload, challenging behaviour of the children, inadequate administrative support, differently able children in a class, student teachers ratio, time constraint and family responsibilities, whereas the daunting task of work and personal life balance is more challenging in case of female teachers which apparently brings them under considerable high degree of stress.

The outcome of the study reflects that the stress of special B.T.C. teachers is higher than B.T.C. teachers. The apparent reason for high stress level of special B.T.C. teachers is a sense of under achievement inculcated in them because of the fact that they are being placed at the same level with less qualified B.T.C. teachers. Moreover the promotion policy and other benefits such as perks etc also do not distinguish between special B.T.C. and B.T.C. teachers. Throughout the service tenure, there is no mechanism to insure that some value is accorded to the extra qualification (B.Ed. L.T. degree) possessed by special B.T.C. teachers. This brings about a sense of frustration and despair resulting in an increased stress level of special B.T.C. teachers.

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