

“A STUDY OF OCCUPATIONAL STRESS OF TEACHERS RELATED TO PERCEIVED SELF EFFICACY DIMENSSION”

Vishnu Kumar Jatav¹, Dr. Sonia Kaur Bansal

¹Gyan Vihar School of Education, Suresh Gyan Vihar University, Jaipur (Rajasthan)

²Research Supervisor & Assistant professor, Gyan Vihar School of Education, Suresh Gyan Vihar University, Jagat pura , jaipur

Abstract:

In the present paper, after assessing the occupational stress of teachers of private University on the basis of Perceived Self Efficacy dimension of occupational stress their facts have been presented. an attempt has been made to tell how harmful and beneficial this occupational stress is. what are its disadvantages to the students and teachers in the institution, all this is being done through paper for the favour of the society and the favour of the students and the institution.

The present research paper is about occupational stress related to teachers. recently occupational stress is increasing due to globalization and global economic crisis which is affecting almost all countries, all professions and all categories of workers, as well as families and societies. Many organizations want to reduce and prevent the employee stress because they observe that it is a major drain on corporate productivity. Nobody is free from stress and it is not harmful always. In small quantities, stress is good; it can motivate us and help us to become more productive, but too much stress or a strong response to stress can be harmful.

Keywords: Occupational stress, teachers , harmful , beneficial , disadvantages, favour

In the present research paper, an attempt has been made to show the effects of Perceived Self Efficacy Dimension on the teachers of private University.

Introduction

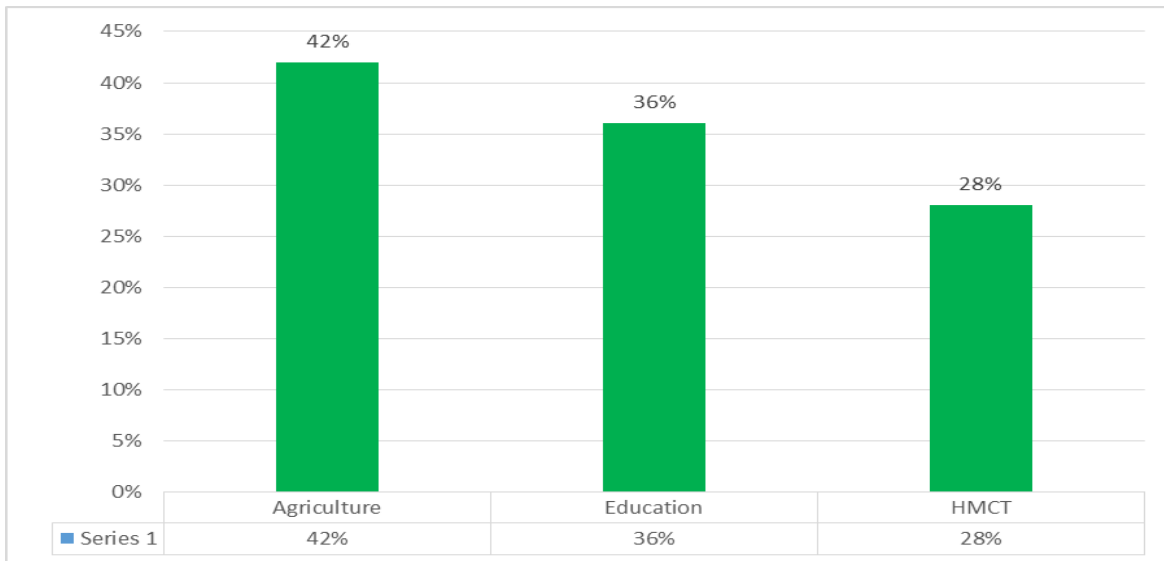
Occupational stress is commonly defined as the harmful physical and emotional responses that occur when the demands of the job exceed the capabilities, needs or resources of the worker. Recently occupational stress is increasing due to globalization and global financial crisis which is affecting almost all countries, all professions and all categories of workers, as well as families and societies

CURRENT SITUATION OF LEVEL OF STRESS AMONG TEACHERS

Integrated Table - 1

Dimension of Occupational stress	Education Dept.	Agriculture Dept.	HMCT Dept.
perceived Self-efficacy	36%	42%	28%

Integrated Graph - 1



Through the table presented by the researcher, the occupational stress of Education Department, Agriculture Department and HMCT Department has been shown by the researcher and by the **Perceived Self-efficacy dimension**, which can be easily understood in the table.

The occupational stress of Agriculture Department is 42%, 36% of Education Department and 28% of HMCT Department, which comes in the following category according to the percentage category displayed.

Through the table and graph presented by the researcher, the occupational stress of Education Department, Agriculture Department and HMCT Department has been shown by the researcher and by the **Perceived Self-efficacy dimension**. Which can be easily understood in the graph. The occupational stress of Agriculture Department is 42%, 36% of Education Department and 28% of HMCT Department, which comes in the following category according to the percentage category displayed.

The presented table shows the data collected by the researcher at the time of tool making by the researcher, three dimensions were created through which the questionnaire was Graph - 4.6.1 constructed. In which the first dimension is Perceived Self Efficacy Dimension. On the basis of this dimension, the data collected on the occupational stress of teachers has been shown by the researcher here in this table. In which 36% teachers of education department suffer from occupational stress, 42% teachers of agriculture department and 28% teachers of HMCT department are suffering from occupational stress.

This percentage of occupational stress comes in the following category according to the category described. Thus, the data obtained through this dimension can be well understood by the graph. It is clear in the graph that 42% of all the teachers of Agriculture Department are suffering from occupational stress. Which is counted in the low category. All the teachers of the education department are 36% stressed whoever comes in the lower class. And also 28% of all the teachers of HMCT department are stressed which comes below the low grade.

The data obtained through the perceived self-efficacy dimension is shown in percentage by the table and graph presented. by which it is proved that the graph of percentage of occupational stress by this dimension is only up to 42%, which is of the teachers of Agriculture Department. Clearly the data obtained from this dimension proves that by this the occupational stress of teachers makes them suffer less. And the difference between the three departments also shows that no teacher is suffering from this dimension in private University.

Therefore, after analysing all the departments here, it is found that there is a difference in the occupational stress of all the teachers of Agriculture Department, Education Department and HMCT Department. Which is clearly being targeted, mainly because of the Perceived Self Efficacy dimension here.

According to the percentage category, the level of occupational stress generated by Perceived Self-Efficacy Dimension falls in the low-level category and it can be said that the occupational stress of teachers of Suresh Gyan Vihar University is not due to Perceived Self-Efficacy dimension. and it is shown by this table and graph that the occupational stress of Agriculture Department is of low grade. whose percentage is 42%.

Individual level Stress management techniques:

Most stress management approaches focus on the individual attempt to teach coping skills for management or reduction of stress

(A) Biofeedback (B) Deep breathing exercises (C) Exercise/physical activity

(D) Meditation (E) Progressive relaxation exercise (F) Stress- inoculation training and Yoga

Conclusion

Stress is an integral part of human life. Stress can occur due to workplace environments, and organizational climate. Long term stress may lead to physical, psychological disorders, and negative health effects that include cardiovascular disease, gastrointestinal disease and health service utilization. Stress prevention should be at organizational and individual level. In conclusion, it can be said that the effect of self efficacy behavior dimension is completely on teachers. due to teachers are not able to do their teaching work in true sense due to stress.

References

- B, Dutta & MS, Khanikor. (2022). Occupational Stress and Coping among Nurses. *International Journal of Health Sciences and Research*. 12. 309-316. 10.52403/ijhsr.20220640.
- Brown, Jennifer & Horvath, Miranda. (2021). 5.4 - Occupational Stress and Traumatic Stress. 697-715. 10.1017/9781108848916.043.
- Allison, Penelope & Mnatsakanova, Anna & Fekedulegn, Desta & Violanti, John & Charles, Luenda & Hartley, Tara & Andrew, Michael & Miller, Diane. (2019). Association of occupational stress with waking, diurnal, and bedtime cortisol response in police officers. *American Journal of Human Biology*. 31. 10.1002/ajhb.23296.
- Timms, Carolyn & Brough, Paula & Graham, Deborah. (2012). Burnt-out but engaged: the co-existence of psychological burnout and engagement. *Journal of Educational Administration*. 50. 327-345. 10.1108/09578231211223338.
- Brough, Paula & Williams, Joanne. (2007). Managing Occupational Stress in a High-Risk Industry. *Criminal Justice and Behavior*. 34. 10.1177/0093854806294147.
- Jr, Jack. (1995). Appraising occupational stress-related disorders.. 10.1037/10183-025.
- Houdmont, Jonathan. (2008). Defining a Case of Work-related Stress.
- Junça, Ana & Lopes, Cannanda. (2021). Cognitive and affective predictors of occupational stress and job performance: the role of perceived organizational support and work engagement. *Journal of Economic and Administrative Sciences*. ahead-of-print. 10.1108/JEAS-02-2021-0020.
- Polworth, E. (1982). Occupational stress and the radiographer. *Radiologic technology*. 54. 91-103.