

## A STUDY OF OCCUPATIONAL STRESS AND WORKLIFE BALANCE AMONG PRIVATE SCHOOL TEACHERS IN JHARKHAND

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### ABSTRACT

Occupational Stress has come to be recognized as one of the most pervasive and potent health hazards in the work environment. The present study describes recent trends in stress-related cases among school teachers in Jharkhand, investigates and reviews the changes in workers' compensation legislation and adjudication that have paved the way for the increase in stress in turn affecting work-life balance, and suggests means that employers may utilize to manage this problem more effectively. This study involved more than 100 teachers who became our respondents in the study of the effect of work life balance and occupational stress which was investigated through multiple and moderated correlation analysis methods. The results shows that respondent teachers considered health equivalent in importance to one's own family and deadline based excessive workload should be reduced to maintain a balanced work life.

**Keywords:** Human Resources, Occupational Stress, Work-life Balance.

### INTRODUCTION

Teachers are the facilitators of knowledge and skill through interactive learning methods across institutions. In present times, young teaching professionals are increasingly experiencing a conflict between work responsibilities and an equally demanding role at home due to the evolving and overburdening nature of profession.

### THEORETICAL CONCEPTS AND FRAMEWORK

In this section, we present the theoretical framework and the existing literature of occupational stress and work life balance.

#### WORK LIFE BALANCE

The idea of "work-life balance" encourages workers to balance their time and attention between work and other vital elements of their lives. In addition to the pressures of the profession, it takes daily effort to prioritise and carve out time for family, friends, community involvement, spirituality, personal development, self-care, and other personal pursuits. It's up for debate what the optimal work-life balance should be. The relevance of a physical site being recognised as a workplace has diminished as a result of the growing use of technology, making work-life balance a hot subject. It has been much simpler for workers to be "permanently" at work because to the development and expansion of technology, such as the rise of mobile technology, cloud-based software, and the spread of the internet,

which has blurred the line between work and personal life. Smartphones and "always-on" access to the office, according to some critics, have replaced bosses' autocratic control over employees, creating a terrible work-life balance that eventually leads to stress. Because of the perception that workers must do more in less time, mental stress has been highlighted as a serious economic and health hazard in the information economy. Although disputed, the consensus is that companies have a duty to care for their employees' health because it is their moral duty to do so, in addition to the reality that stressed-out workers are more prone to make mistakes that reduce their productivity.

#### OCCUPATIONAL STRESS

Occupational stress is a physiological and psychological reaction that is harmful to one's health and well-being to situations or occurrences at work. "A condition emerging from the interplay of individuals and their work and defined by changes inside people that drive them to depart from their normal functioning," according to Beehr and Newman (1978) is what occupational stress is.

According to the National Institute for Occupational Safety and Health (NIOSH), job stress is the detrimental physical and emotional reactions that happen when the demands of the job don't meet the employees' skills, resources, or needs.

According to NIOSH (2008), the following job factors might cause stress:

- Job requirements such job ambiguity, excessive

hours, lack of task management, and work overload

- Organizational elements include strained relationships and unjust management techniques
- Financial and economic issues, such as an inadequate pay raise or salary.
- Issues with work-family duties and obligations, training, and professional development, such as missed opportunities for advancement
- A toxic work environment, including a lack of management commitment to the organization's basic principles and competing communication methods, etc.
- Insufficient staffing numbers, work shifts, deadline pressure, and a lack of social support at work.

External stress factors include things that happen outside of work, such family issues, a second job, or poor mental or physical health. Stress at work may damage one's health and possibly cause harm.

Organizational dedication, as well as people's physical and mental health, are all directly impacted by work-related stress. Murphy (1988) established a model that categorises treatments into three levels, with the primary level being the reduction of causes of stress, the secondary level being the improvement of stress management on an individual level, and the tertiary level being rehabilitation and therapy.

## LITERATURE REVIEW

The ability to combine work and life is increasingly a challenge for many in the teaching profession. Working on this topic interests a lot of scholars. A study on work-life balance has Sivakasi in the Tamilnadu district of Virudhunagar as its focal point. The study's emphasis, which was confined to only 90 sample responses from private schools, is only on the instructors' perspectives on work-life balance. The study's conclusions indicate that there is no connection between respondents' age, level of education, monthly income, family status, or year of work and their capacity to balance their personal and professional life as female instructors. This study examines the factors, such as overtime and additional work, that have an impact on family duties and work-life balance. 2018 (Padmaja et al). (Padmaja et al.). Work-Life Balance (WLB) is gaining popularity across practically all industries. A. Irfan and Dr. F. Azmi conducted study in 2015 (Irfan, n.d.) to examine the predisposing factors and root causes of work-life balance as well as the

outcomes.

112 Aligarh professors participated in this study (UP). A detailed literature evaluation served as the foundation for this qualitative study. The study's results indicate that a variety of antecedents, such as flex time and family-friendly policies, may result in work-life balance, job satisfaction, and organisational commitment when they are present. A study (Muthulakshmi, 2018) of teaching professionals examined the relationship between respondents' attitudes on work-life balance techniques and their gender. around 200 questionnaires. According to the study's findings, it may be categorised into four groups based on factor analysis, percentage analysis, chi-square test analysis, and one-way ANOVA analysis. Dr. K. Navarathinam's (2016) study, which used 85 questionnaires gathered from schools in Madurai (Tamil Naidu), (Karuppannan & Maheswari, n.d.) Tamil Naidu, revealed the variables influencing the work-life balance of HR secondary school teachers. The Chi-square test is used to analyse the connection between work-life balance and health. The majority of participants in the survey (85%) said it was difficult to achieve a work-life balance. The findings indicate a strong link between work-life balance and health. In their 2018 study (Special Issue for International Conference on Emerging Role of Leadership, Values, and Ethics in Organizational Development, KIET School of Management, KIET Group of Institutions, Ghaziaba), Drs. I. Gautam and S. Jain looked at the relationships between work-life balance and various demographic factors, how it affected family life, and how compensation related to work-life balance among 114 employees in the Uttarakhand districts of Dehradun and Haridwar. Version 20 of IBM SPSS was used to analyse the data. The findings suggest that organisations will use employee-driven work-life balance solutions to create and execute work-life policies. They will also increase domestic flexibility, family time, and leisure time while decreasing overtime, stress, and obligations at work.

On the other side, Dr. R. Varghese and J. Kurian performed study to better understand how Kerala's 308 school teachers are operating as a result of their job-related stress (2020). According to the study, stress has a negative impact on a teacher's effectiveness. 2017 (Jendle & Wallnäs) Swedish upper secondary school teachers were the subject of a study by Wallnas and H. Jendle at Rebro

University in Sweden to examine the relationships between resilience, social support, and physical activity and occupational stress. 145 or so questionnaires There was no correlation between gender and social support, physical exercise, or toughness, and female instructors reported much more stress than their male colleagues.

### 3 The Need for and Importance of the Study

This research focuses on the concerns of work-life balance and occupational stress among Jharkhand-based private school teachers. This research emphasises how the strict deadlines set by the state are contributing to rising professional stress among private instructors in Jharkhand. This research emphasises that if occupational stress is reduced, teachers hired by these private schools will have a better work-life balance. Work-life balance and workplace stress are intimately associated in the teaching profession.

Employee commitment may worsen as a result of rising workplace stress, which might have a bad impact on children's academic achievement. High levels of stress at work may have an impact on responsibility level, punctuality, and absenteeism. This research analyses the primary stressors that teachers are facing today and how they are impacting their school-related workdays. Additionally, it emphasises that fewer daily activities should be assigned to teachers in order to increase the levels of the two variables employed in this research.

### STATEMENT OF THE PROBLEM

The achievements of the pupils at a school, both academically and extracurricularly, have a big influence on the institution's reputation. Schools must ensure teachers' well-being since they are critical to children's academic and extracurricular performance. Workplace stress causes a work-life imbalance and has an impact on instructors' effectiveness. In most cases, stress is caused by a job's high expectations together with a lack of power over the situation. Employee loyalty and productivity are strengthened when they can strike a balance between work and personal obligations. The research of "Occupational stress and Work-Life Balance Among Private School Teachers in Jharkhand" is the statement of the issue.

### RESEARCH QUESTION

- Is there a connection between work-life balance and occupational stress?
- What degree of work-life balance do teachers at

private schools in Jharkhand have?

- What is the amount of work-related stress among teachers at private schools in Jharkhand?
- What elements have an impact on the work-life balance and occupational stress?

### OBJECTIVE OF THE STUDY

- A. To investigate the level of Occupational Stress among school teachers in Jharkhand.
- B. To investigate the level of Work-Life Balance among school teachers.
- C. To assess the relationship between Occupational Stress and Work-Life Balance among the teachers.

### HYPOTHESIS OF THE STUDY

H1: Occupational stress is a statistically significant predictor of Work life balance.

### RESEARCH METHODOLOGY

A combination of descriptive and Explanatory Research design was adopted to report and validate the phenomena related to occupational stress and work life balance. The information from the respondents was gathered through a survey method. To gather the data, two standard questionnaires were used. In Jharkhand, teachers served as the analysis' unit. More than 110 survey cards were handed out. 102 questionnaires were fully filled out and returned. Sampling designs include purposive sampling and judgmental sampling.

Two questionnaires were used to gather primary data for the study, and the following sources were used to gather secondary data for the creation of the research framework and literature review:

1. Online resources
  2. Books and research articles from journals.
  3. Electronic Database for Research (EBSCO)
- Primary data is first-hand information that has been gathered for the first time directly from respondents.

Data was collected using two different types of questionnaires. They were both organised questionnaires. Shodh Ganga provided the occupational stress questionnaire. The Institute of Employment Studies provided the Work Life Balance Questionnaire. The questionnaire was divided into two sections A and B. Section A consisted of 10 questions from occupational stress, section B consisted of 09 question from work-life balance. This questionnaire was circulated among the teachers in Jharkhand respectively. The teachers responded to the question on a 5-point

Likert scale ranging from 1

— Strongly Disagree to 5 — Strongly Agree.

### ANALYSIS AND INTERPRETATION

Data analysis was done using IBM's Statistical Package for the Social Sciences (SPSS) for Windows, version 18.0. The data were initially analyzed using Expletory Data Analysis (EDA). The reliability of the data was examined using reliability statistics for each of the two variables. The Cronbach's Alpha value served as the basis for this decision. The frequency of the teachers' demographic characteristics, including age, gender, education level, years of experience, and kind of job, was then examined. The final average of the two variables was then studied using scale statistics of the two variables separately. This was done after descriptive statistics of individual items were examined. On the basis of the mean, this was computed. Finally, descriptive statistics constructs were examined. Additionally, the mean was used in this analysis. Each of the two variables was examined individually in this investigation. Crosstabs were used to determine the relationship between the respondent's gender and their degree of education, kind of employment, and year of experience.

Following this, a study of the connections between occupational stress and work-life balance was conducted.

### TOOLS & TECHNIQUES

**Table - 1: Reliability Statistics (Occupational stress)**

Cronbach's Alpha	N of Items
.908	10

First, EDA was performed, and no outliers, missing data, or problems in the data coding were discovered. To determine the validity of the scale utilised in the questionnaire, further analysis was conducted. Cronbach's Alpha is 0.908 in the questionnaire used to evaluate occupational stress and 0.727 in the questionnaire used to measure work-life balance. The two figures show that the

**Table – 2: Reliability Statistics (Work-life Balance)**

Cronbach's Alpha	N of Items
.727	09

The Cronbach's Alpha value is 0.727 which shows that the scale used in Work-life balance questionnaire is reliable and consistent.

### C. Frequency Table

**Table - 1: Age of respondents**

	Frequency	Percent
Below 25	57	55.9

The tools used in this study are reliability statistics, frequency table, and descriptive statistics of individual items, descriptive statistics and correlations analysis in which Model summary table have been used.

### RESULTS

The study's findings have been examined in this chapter in the context of statistical analysis. The topic of the conversation is an analysis of a study on work-life balance and occupational stress among teachers in Jharkhand. In the state's education system, the teaching profession is essential and significant. Therefore, a high level of occupational stress management and work-life balance among instructors can improve the sector's efficacy. In this study, the many aspects of teachers' work-life balance have been taken into account. On the perceived work-life balance of teachers and its many dimensions, the moderating influences of various demographic characteristics and occupational stress have been considered. In this study, the work-life balance and occupational stress levels of teachers working in schools with various aspects were compared.

### Findings Of The Study

#### A. EDA

No error in the data coding, missing data and outliers were found. After that further analysis was done to find the reliability of data.

#### B. Reliability of two questionnaires

scale used to evaluate the levels of occupational stress and work-life balance among the teachers working in three schools in Jharkhand is significantly more consistent and trustworthy.

The Cronbach's Alpha value is 0.908 which shows that the scale used in Occupational Stress questionnaire is highly reliable and consistent.

Valid	25-35	35	34.3
	35-45	8	7.8
	45-55	1	1.0
	55+	1	1.0
Total		102	100.0

The total number of respondents taken are 102. The frequency of age Below 25 respondents is 57 which accounts for 55.9% of the total respondents. The frequency of respondents in 25-35 age level is 35 which accounts for 34.3% of the total respondents. The frequency of respondents in 35-45 age level is

8 which account 7.8% of the total respondents. The frequency of respondents in 45-55 age level is 1 which account 1.0% of the total respondents and the frequency of respondents in 55+ age level is 1 which account 1.0% of the total respondents.

Table - 2: Gender of Respondents

		Frequency	Percent
Valid	Female	74	72.5
	Male	28	27.5
	Total	102	100.0

The frequency of Female respondents is 74 which account 72.5% of the total respondents and the

frequency of Male respondents is 28 which account 27.5% of the total respondents

Table - 3: Level of Education

		Frequency	Percent
Valid	Diploma	3	2.9
	Bachelor	47	46.1
	Master	27	26.5
	Post Graduate	25	24.5
Total		102	100.0

The total number of respondents taken are 102. The frequency of Diploma level respondents is 3 which accounts for 2.9% of the total respondents. The frequency of respondents in Bachelor level is 47 which accounts for 46.1% of the total respondents.

The frequency of respondents in Master level is 27 which account 26.5% of the total respondents. The frequency of respondents in P.G. level is 25 which account 24.5% of the total respondents.

Table - 4 : Year Of Experience

		Frequency	Percent
Valid	0-5	88	86.3
	6-10	10.8	10.8
	10-15	1.0	1.0
	16+	2.0	2.0
Total		102	100.0

The frequency between 0-5 year of experience is 88 which accounts for 86.3%. The frequency between 6-10 year of experience is 10.8 which accounts for 10.8%. The frequency between 10-15 year of

experience is 10.8 which accounts for 10.8%. The frequency between 16+ year of experience is 2.0 which accounts for 2.0%.

Table - 5: Nature of Employment

		Frequency	Percent
Valid	Temporary	61	59.8
	Permanent	41	40.2
Total		102	100.0

The frequency of respondents who is temporary is 61 which accounts for 59.8% and frequency of

respondent who is Permanent is 41 which accounts for 40.2%.

#### **D. Descriptive Statistics**

Descriptive Statistics							
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Occupational Stress 1	102	1	5	3.00	1.081	-.192	.239
Occupational Stress 2	102	1	5	2.79	1.008	.072	.239
Occupational Stress 3	102	1	5	3.25	1.050	-.426	.239
Occupational Stress 4	102	1	5	3.50	1.167	-.648	.239
Occupational Stress 5	102	1	5	3.16	1.217	-.273	.239
Occupational Stress 6	102	1	5	3.06	1.124	-.160	.239
Occupational Stress 7	102	1	5	3.02	1.194	-.181	.239
Occupational Stress 8	102	1	5	2.82	1.172	.163	.239
Occupational Stress 9	102	1	5	2.97	1.173	-.055	.239
Occupational Stress 10	102	1	5	2.99	1.112	-.068	.239
Work-life Balance 1	102	1	5	2.89	.994	-.088	.239
Work-life Balance 2	102	1	5	2.94	.983	-.199	.239
Work-life Balance 3	102	1	5	2.98	1.090	-.054	.239
Work-life Balance 4	102	1	5	3.17	1.063	-.190	.239
Work-life Balance 5	102	1	5	3.21	1.037	-.208	.239
Work-life Balance 6	102	1	5	3.38	.912	.038	.239
Work-life Balance 7	102	1	5	3.34	.928	-.438	.239
Work-life Balance 8	102	1	5	3.25	1.031	-.256	.239
Work-life Balance 9	102	1	5	3.21	1.102	-.329	.239
Valid N (list-wise)	102						

N denotes the number of respondents which are 102. Mean is the average.

**E. CROSSTABS:**

**TABLE 1:**

Gender of Respondents \*

Level of Education Cross tabulation

Count

		Level of Education				Total
		Diploma	Bachelor	Master	Post Graduate	
Gender of Respondents	Female	1	32	20	21	74
	Male	2	15	7	4	28
Total		3	47	27	25	102

The relation between Gender of respondents with Level of Education in which 1 Female has done Diploma , 32 have done Bachelors, 20 have done Masters and 21 have done Post Graduation and 2

Males have done Diploma , 15 have done Bachelors, 7 have done Masters and 4 have done Post Graduation.

**TABLE 2: Gender of Respondents \***

Nature of employment Cross tabulation

Count

		Nature of employment		Total
		Temporary	Permanent	
Gender	Female	47	27	74
	Male	14	14	28

of Respondents			
Total	61	41	102

The relation between Gender of respondents with Nature of employment shows that 47 Female are

Temporary and 27 are Permanent. On the other side 14 Male are Temporary and 14 are Permanent.

TABLE 3 : Gender of Respondents \*

Year of Experience Cross tabulation

Count		Year of Experience				Total
		0-5	6-10	10-15	16+	
Gender of Respondents	Female	63	9	1	1	74
	Male	25	2	0	1	28
Total		88	11	1	2	102

The relation between Gender of respondents with Year of Experience are shows that 63 Female has 0-5 year of experience, 9 has 6-10 year of experience, 1 has 10-15 year of experience and 1 has 16+ year

of experience. On the other side 25 Male has 0-5 year of experience, 2 has 6-10 year of experience and 1 has 16+ year of experience.

**F. CORRELATION:**

Descriptive Statistics			
Mean		Std. Deviation	N
OS Average	3.0569	.83696	102
WLB Average	3.1525	.57020	102

**Descriptive Stats**

TABLE 1: The total average value for occupational stress is 3.0569 and total average value for Work-life balance is 3.1525

TABLE 2: Correlations

OS Average			WLB Average
OS Average	Pearson Correlation	1	.366**
	Sig. (2-tailed)		<.001
	N	102	102
WLB Average	Pearson Correlation	.366**	1
	Sig. (2-tailed)	<.001	
	N	102	102

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The data is showing that both the variables are moderately co-related as it is coming more than 0.3. It is significant with Alpha .001 and it is showing that both the level are more than average.

**CONCLUSION**

The goal of the current study was to evaluate and characterize the work-life balance and occupational stress among teachers employed in Jharkhand schools. For this reason, a few crucial elements on workplace stress, such as severe deadlines and many types of tasks given to instructors every day are the causes of an increase

in stress in the workplace. Job-related stress was regarded as a crucial element in improving the instructors' work-life balance. In the investigation, it was discovered that the attrition rate among the teachers was exceptionally high. It was discovered that if the workload of the teacher is decreased, their occupational stress will decrease and they will be more successful in combining their work and personal lives. Additionally, it has been discovered that less work during vacations promotes work-life balance and lowers occupational stress. The data is showing that occupational stress and work-life balance are moderately co-related. The attrition rate of

teachers working in schools in Jharkhand will be decreased if these factors are taken into account.

### SUGGESTIONS

In order to support teachers working in schools in Jharkhand in balancing work and life, the administration should concentrate on lowering occupational stress.

As a result, the teacher will be better able to maintain a healthy work-life balance, experience less work-related stress, and be more appreciative of their respective organizations and their efforts, all of which will lead to better education. By implementing such strategies, teachers who work in schools would experience less stress and a more balanced work/life balance. The schools will implement efficient procedures to guarantee that there will be reduced workplace stress and a greater emphasis on work-life balance. Policies should be provided for the work. To reduce

occupational stress and promote work-life balance, which we gain from their job, the pay and other perks offered to teachers should be altered.

#### 5.1 Directions for Future Research

Future studies should concentrate on comprehending occupational stress and work life balance among teachers employed in educational institutions. The first step in establishing work-life balance among educators is to recognize occupational stress and work-life balance in minority instructors and to implement effective policies for their improvement. This might be thought of as one of the areas for further study.

Future research will be strengthened by using a bigger sample size and a random sample. Prioritizing the components of occupational stress and work-life balance in the education sectors would also be necessary for future research in order to get more specific analysis from the study.

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