International Journal of Advanced Technology in Engineering and Science
Vol. No.5, Issue No. 02, February 2017
www.ijates.com
ijates
ISSN 2348 - 7550

RELATIONSHIP BETWEEN TEACHER OCCUPATIONAL STRESS AND NEGATIVE MOOD REGULATION EXPECTANCY (NMR) AMONG SCHOOL TEACHERS

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ABSTRACT

The study investigated the relationship between teacher occupational stress and Negative Mood Regulation Expectancy (NMR). The sample size of 400 private school teachers of Himachal Pradesh was taken in to consideration which included both primary and secondary school teachers. The test of Teacher stress Survey by Malik, 1993 and Negative Mood Regulation Expectancies (Catanzaro & Mearns, 1990) was used. Firstly, correlation analysis design was used to see the significant relationship between all the subs components of stress viz., stress related to students, stress related to Parents, stress related to administration, stress related to fellow teachers with Negative Mood Regulation Expectancy (NMR). Secondly, multiple regression analysis was also computed to examine the clear picture of relationship among the variables.

Keywords: Occupational Stress, Negative Mood Regulation Expectancy, Teachers

I. INTRODUCTION

Today's fast-paced society subjects many of us to stress. We are constantly pressured to accomplish more and more in less and less time. Stress occurs when people are faced with events that they perceive as enduring their physical or psychological well being. These events are usually referred to as stressors and people's reaction to them as stress responses. Stress is an important issue and is growing rapidly in every facet of life. Stress is something which makes one feels uncomfortable.

Stress is a part of life and everyone experience stress daily. But people may differ in their level of stress experience. It may range from mild to severe. In fact, a certain level of stress is necessary for motivation, growth, development and change has been referred to as *eustress.* However unwanted, unmanageable stress situations are damaging and can lead to *distress.*

Stress is derived from the Latin word stringer, meaning to draw tight, and was used in the 17 centaury to describe hardships or affliction. During the late 18 centaury, stress denoted "force, pressure, strain or strong effort," referring primarily to an individual or to an individual's organs or mental powers (Hinkle, 1973).

The word 'stress' was first introduced into the fields of biology and medicine in 1926 by an Austrian endocrinologist, Hans Selye (who is the father of stress research) in 1956 while working in Monetréal, Canada. His concept of stress at the time was a physiological one. Since its introduction in to Biomedicine, the concept of stress has proved to be as difficult to define precisely as it is complex. One of the first scientific attempts to explain the process of stress-related illness was made by Hans Selye in 1946. Selye (1974) in his most recent definition stated that stress is 'the non-specific response of the body to any demand.' The nonspecific nature of the response is central to Selye's concept.

Today's world is a world of machines. Men are running fast to achieve their goals and success in life. To attain their motives they work day and night for hours. This fast life has caused tension leading to stress in their lives. Stress is a major factor affecting the lives of human beings. There is a total change in the standards of living because of stress.

Work stress may be generally defined as any characteristics of the job environment which threatens the social and emotional well being of an individual (Caplan, Cobb, French, Harrison, & Pinneau, 1980). It represents a general stress syndrome (Sweeney, 1981) characterized by physical depletion and feelings of helplessness and hopelessness

Stress is basically intellectual and physical, circumstantial or emotional change that you have to adjust to stress is what you feel when you react to pressure from others or from yourself. Pressures can come from anywhere, including school, work activities, friends and family members. Stress comes in many forms and everyone feels stress.

Occupational stress is used in broader way, which refers to as the intrinsic aspects of job, organizational structure and the climate as well as the role facets in the organization. Survey of literature on occupational stress reveal that there are number of factors related to job, affect the behavior of employees and as a result the normal life is disturbed (Brief, Schuler, & Vanshell, 1981; Maclean, 1974). Occupational stress is now a major concern and will very likely to be so in future. Stress in the work environment and its effect are not restricted to just the employees but also include the organizations that hire them. Occupational stress initially arises from the constituent factors of job and its psychological environment.

Stress in teacher is much talked of phenomenon, however there is little congruence between different professional groups regarding its etiology or how to tackle it. Based on a review of studies it is concluded that teachers stress is a real phenomenon. Teaching profession has been identified as particularly stressful by many researchers (Greenglass, Burke & Konarski, 1998; Savicki & Cooley, 1983).

Since teaching profession is generally considered as noble profession with a lot of expectation from the parent's towards their children's education and development of personality, these expectations arise from the various sources lead to the component of sources of teacher's stress (Husain & Rashid, 2004).

Numerous studies have examined job stress among faculty (Barnes, Agago, & Coombs, 1998; Blackburn & Benty, 1993; Thorenson, 1996). Occupational stress among Indian teacher has been examined by a number of researchers

(e.g., Sud & Malik, 1999; Upadhaya & Singh, 1999). Studies done in India report a low to moderate level of burnout among teachers (Mishra, 1997; Sahu & Mishra, 1995). Researchers have also identified a number of personal and environmental factors associated with burnout. Personal factors include unrealistic expectations, low self esteem, self critical attitude, over commitment, lack of social support etc. (Lavandero, 1981; Maslach, 1982). Environmental factors are particularly related to work environment which encompass workload, role conflict, lack of authority to carry out responsibility, strenuous working condition (including lack of control, overworking condition etc.) (Jackson, 1983; Lavendero, 1981).

Mood regulation expectancy is a belief about one's ability to alleviate negative moods (Catanzaro & Mearns, 1987, in press). Mood regulation expectancies are related to Lazarus concept of secondary appraisal (Lazarus, 1966; Lazarus & Folkman, 1984b), which is person's evaluation of what can be done in response to an environmental stressor.

High NMR expectancies buffered individual from distress even when they were experiencing high levels of stress, and they were less likely to avoid stressors than those of weaker beliefs (Catanzaro & Mearns, 1990; Mearns, 1991), whereas those with low NMR expectancies were much more vulnerable to experiencing distress related to stressful events (Mearns & Mauch, 1998) and more likely to avoid stressors.

Recently, Mearns and Cain (2003) also observe that teachers who had stronger belief that they could regulate their negative mood reported experiencing less burnout and distress. One can gain strength, courage and confidence by believing in oneself.

Negative mood regulation (NMR) expectancies has been defined, with in Rotter's (1954, 1982) social learning theory as people's belief that they can alleviate the negative moods they experience (Catanzaro & Mearns, 1990). NMR expectancies represent people's level of confidence that they can terminate their negative moods. People with strong NMR expectancies believe that they can make themselves feel better when they are in bad mood. People with weak NMR expectancies feel relatively powerless to affect their negative mood states, (Catanzaro & Mearns, 1990).

In general, NMR expectancies predict the use of more adaptive active coping strategies as well as lower incidences of the negative consequences of stress, such as anxiety, depression, physical health problems, and abusive drinking (Kirsch, Mearns, & Catanzaro, 1990; Mearns, 1991; Catanzaro, 1993; Catanzaro, Wasch, Kirsch, & Mearns, 2000; Kassel, Jackson, & Unrod, 2000)

Catanzaro (1993) found that high level of distress were reported by individuals with weak NMR expectancies and strong anxiety sensitivity, where as the least distress was reported by those with strong NMR expectancies and low levels of anxiety sensitivity.

It is hoped that the present study will help us to understand and determined the role of NMR in stress among male and female as well as primary and secondary school teachers. So the *objectives* of the present study are:

OBJECTIVES

To assess the relationship between teacher occupational stress and Negative Mood Regulation Expectancies for male and female as well as primary and secondary school teachers.

To predict job *stress* from NMR expectancies for both male and female as well as primary and secondary school teachers.

II. HYPOTHESIS

Based on review of related literature and the aims of the present study, the following hypotheses were framed for male and female as well as *primary* and *secondary* school teachers.

Job stress (due to students, parents, administrations, colleagues, and over all stress scores) will be significantly and negatively correlated with (NMR) negative mood regulation expectancies.

(NMR) negative mood regulation expectancies will emerge as significant predictor of job stress (due to students, parents, administrations, colleagues, and over all stress scores).

III. METHODLOGY

3.1.Research Design

The present investigation was designed to study the relationship of teacher occupational stress and Negative Mood Regulation Expectancies (NMR expectancies). Thus a correlation (non-experimental) design was used.

3.2.Sample

This study was conducted on a total sample of 400 private school teachers selected from the schools of Shimla city (H.P.). Equal numbers of (200 each) teachers were taken from both primary as well as secondary school.

IV. TOOLS USED

The following tools were used in the present study

Demographic Profile

Teachers Stress Survey (Malik, 1993).

Negative Mood Regulation Expectancies (Catanzaro & Mearns, 1990).

V. PROPOSED STATISTICAL ANALYSIS

Correlational analysis: It has been used to see the relationship between different variables

Simultaneous Multiple regression analysis: were conducted on job stress total and four subscales of stress, these subscales were separately regressed on Negative Mood Regulation Expectancies.

VI. RESULTS

Table.1

Correlation among Total Male School Teachers (N=200)

Sr. No.	Variables	Mean	S.D.	N	SDS	SDP	SDA	SDC	Stress Total	NMRE
1.	(SDS) Due to Students	29.19	14.31	200	X	.672**	.634**	.538**	.843**	-.191**
2.	(SDP) Due to Parents	26.50	10.92	200			.726**	.620**	.874**	-.137
3.	(SDA) Due to Administration	38.02	18.02	200				.600**	.900**	-.196**
4.	(SDC) Due to Colleagues	17.46	10.10	200					.775**	-.158*
5.	(ST) Stress Total	111.17	45.65	200						-.205**
6.	(NMRE) Negative Mood regulation expectancies	102.39	9.83	200						X

Note: ** p<.01; * p<.05

Table: 2

Correlation among Total Female School Teachers (N=200)

Sr. No.	Variables	Mean	S.D.	N	SDS	SDP	SDA	SDC	Stress Total	NMRE
1.	(SDS) Due to Students	30.07	15.21	200	X	.780*	.810**	.744**	.905**	-.026
2.	(SDP) Due to Parents	26.55	16.26	200			.812**	.713**	.903**	-.013
3.	(SDA) Due to Administration	41.57	25.26	200				.823**	.959**	.036
4.	(SDC) Due to Colleagues	15.99	12.59	200					.883**	.035
5.	Stress Total	114.17	63.79	200						-.012
6..	(NMR) Negative Mood Regulation Expectancies	101.06	9.31	200						X

Note: ** p<.01; * p<.05

Table: 3

Correlation among Total Primary School Teachers (N=200)

Sr. No.	Variables	Mean	S.D	N	SDS	SDP	SDA	SDC	Stress Total	NMR
1.	(SDS) Due to Students	28.27	13.45	200	X	.644**	.673**	.589**	.825**	-.101
2.	(SDP) Due to Parents	27.37	12.60	200			.800**	.733**	.901**	-.007
3.	(SDA) Due to Administration	38.46	21.23	200				.690**	.934**	-.076
4.	(SDC) Due To Colleagues	15.40	10.11	200					.827**	-.002
5.	Stress Total	109.5	50.65	200						-.008
6.	(NMRE) Negative Mood Regulation Expectancies	99.19	7.17	200						X

Note: ** p<.01; * p<.05

Table: 4

Correlation among Total Secondary School Teachers (N=200)

Sr. No.	Variables	Mean	S.D	N	SDS	SDP	SDA	SDC	Stress Total	NMRE
1.	(SDS) Due to Students	30.99	15.87	200	X	.805**	.779**	.686**	.899**	-.146*
2.	(SDP) Due to Parents	25.68	14.95	200			.781**	.661**	.889**	-.140*
3.	(SDA) Due to Administration	41.14	22.68	200				.766**	.937**	-.184**
4.	(SDC) Due to Colleagues	18.06	12.49	200					.843**	-.144
5.	Stress Total	116.36	59.42	200						-.174*
6.	(NMRE) Negative Mood Regulation Expectancies	104.26	10.95	200						X

Note: ** p<.01; * p<.05

VII. DISCUSSION

In the present study a significant and negative relationship is evident between negative mood regulation expectancies and all the variables of stress (except for stress due to parents) for only male school teachers and (except for stress due to colleagues) for only secondary school teachers.

When the teachers feel that their investment in their students, colleagues, and schools are greater than outcomes they receive, they are likely to experience emotional, psychological and professional consequences (VanHorn Schaufeli& Enzmann, 1999; Taris Peeters,Blane,Schreurs,& Schaufeli,, 2001; VanHorn Schaufeli & Taris, 2001). And the more demanding the job is perceived to be, the greater these consequences are (Demorouti Bakker,Nachreiner,& Schaufeli,2001).

Negative mood regulation expectancy is people's level of confidence that they can terminate their negative mood. People with strong negative mood regulation expectancy believe that they can make themselves feel better when they are in bad mood. And people with weak negative mood regulation feel relatively powerless to affect their negative mood states. High level of distress was reported by individual with weak NMR expectancies and least distress was reported by individuals with strong negative mood regulation expectancies (Catanzaro, 1993). Some authors have sited their negative mood regulation expectancy as a component of emotional intelligence (Salovey, Hsee,& Mayer,1993).

In general, stronger negative mood regulation expectancies predicted lower level of stress (Kirsch et al., 1990; Mearns & Cain, 2003). Negative mood undermine one's physical and mental well being. Therefore factors that terminate negative mood or enhance and maintain positive mood should promote great adjustment and health (Bryant, 1989; Gross & Munoj, 1995).

Individuals with stronger NMR expectancies have less reason to avoid stressful problems, because they see their mood state as more manageable. Perhaps because the male as well as secondary school teachers of present study are

having stronger NMR expectancies, they are not being stressed by all the variables of occupation stress as seen earlier.

In the present study negative mood regulation expectancies have emerged as significant unique predictors of all the variables of job stress for males and predictors of stress due to administrations and overall stress level for secondary school teachers. However, such relationships were not seen for female as well as primary school teachers. Since the research evidence is not available to support the relationship between stress subscales and negative mood regulation expectancies with regard to gender as well as grade level taught. This findings stand on its own merit. Thus, much future research is required for firm conclusions.

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