

## Development of self rating scale to measure occupational stress of High School teachers

■ **D.T. Khogare and B.T. Kolgane**

Department of Home Science, Krishi Vigyan Kendra, Kanchanpur, Miraj, SANGLI (M.S.) INDIA

<sup>1</sup>Department of Extension Education, College of Agriculture, KOLHAPUR (M.S.) INDIA

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### ABSTRACT

Stress is experienced in mind as anxiety and in body is psychosomatic symptoms as one adjusts to continually changing environment. The physical and mentioned effects on any one can coincide with positive and negative feelings. The meaning of stress commonly known by people is termed as tension. Hence, present study was undertaken with an objective to develop scale for measuring occupation at stress of High School teachers. As the scale was found to be reliable and valid, the developed scale will serve as a scientific tool for measurement of occupational stress of High School teachers.

## INTRODUCTION

At moments of comfort and convenience stress is not a problem, but when challenge and controversy stare us in the face, the way in which we react, physically, emotionally and spiritually, is the measure of our success in dealing with stress. Stress is a part of everyday life and our today's responses to stressful stimuli have always played a key role in mankind's survival (Baily,2001).

Stress is experienced in mind as anxiety and in body is psychosomatic symptoms as one adjusts to continually changing environment. The physical and emotional effects on any one can coincide with positive and negative feelings. The meaning of stress commonly known by people is termed as tension.

Stress is the state of arousal with which the body responds to such demands, says Barathan (1999). Hence, present study was undertaken with an objective to develop scale for measuring occupational stress of high school teachers.

## METHODS

The details of the steps followed for developing self rating scale for measuring the occupational stress at high school teachers such as collection of statements, editing and pre-selection of items, analysis and selection of items, validity and reliability of the scale have been discussed as follows.

### Development of rating scales:

It is a device which can be used by an observer to summarize his judgment of activity or behaviour that he has observed. Teachers are suffering from occupational stress due to time, students, money, boss, work decision making, subordinate etc as a source of information used to evaluate teaching in high school has gained popularity in recent years (Seldin, 1994).

### Self rating scale:

Achievement in this study was operationalised as occupational stress of teachers due to their time, students, money, boss, work decision making, subordinate etc. The

procedures for construction and standardization of the scale given by Edwards (1957) were followed.

#### Collection of statements:

The major components and sub components which contribute to self rating of teachers were collected after reviewing of relevant literature and discussion with social scientists, extension experts in the university.

The scale consist of seven main heads. The first part deals with time, second deals with student, the third part deals with money, the fourth part deals with boss, fifth part deals with work, six part deals with decision making power and seventh part deals with subordinate. Hence, seven main heads and 60 items were collected for the scale.

#### Editing and pre-selection of items:

Preliminary selection and editing of item were done as per the criteria suggested by Edwards (1957) seven main components and 60 items were retained after preliminary screening.

#### Analysis and selection of items:

The inventory of component was circulated among 15 judges for final selection of scale items to be developed. The judges selected for the study were mainly the heads of departments from College of Home Science, College of Agriculture, College of Food Science in Marathwada Agricultural University, Parbhani.

After brief explanation about the study, the conceptual orientation and operational definition judges were requested to go through the statements and indicate their relevancy on three point continuum as 'Relevant', 'Not So Relevant' and 'Irrelevant'. The judges were also requested to modify or delete any statement, if they feel. The three points of rating were also assigned scores 3, 2 and 1 for 'Relevant', 'Not So Relevant' and 'Irrelevant', respectively. These judgments were used for working out the relevancy percentage of occupational stress of teachers.

The relevancy percentage of more than 75 was used as cutting point while screening and consideration for further selection of heads and items. Using this procedures under seven heads 44 items out of 60 having more than 75 relevancy percentage were retained and others were rejected.

#### Validity of scale:

It becomes necessary to measure the validity at the scale before its use. Scale is said to be valid when it measures what it presumed to measure.

#### Content validity:

Content validity was considered as most appropriate for this type of scale. It was ensured that whether or not, the scale

**Table 1 : Details about items developed and finally retained in self rating scale for occupational stress of high school teachers**

Sr. No.	Heads/dimension	Total number of items identified	No. of items retained after relevancy test
1.	Time	8	6
2.	Student	8	7
3.	Money	8	7
4.	Boss	8	5
5.	Work	8	7
6.	Decision	10	7
7.	Subordinate	10	5
	Total	60	44

covered the entire area or dimension it deals with. The statements/items were collected from research articles, books and various websites.

Gay (1996) stated that content validity is determined by expert judgment. In developing self rating scale the experts as judges were identified as those who had good experience of occupational stress. They were asked to determine the relevancy of the statements.

The judges were provided with the concepts and operational definitions of heads/dimensions. They were informed about the purpose of developing this scale. Thus the judgments of the judges on the relevancy statements in the scale ensured adequate content validity.

#### Reliability of the scale:

A scale is said to be reliable when it will consistency produce the same results when applied to the same sample. To test the reliability split half technique as suggested by Kerlinger (1973) was employed.

#### Split half technique:

The split half technique, which is indicative of interval consistency, was thought appropriate. The statements of each main halves using the scale were divided into two halves using the odd numbered statements for the B group and even numbered statements for the A group. Then, the scales of each odd and even statement given by each judge were summed up. Thus the two sets of the statements were treated as separate scale and reliability coefficient was found to be 0.78, which is

**Table 2 : Self rating-scale of teachers**

Category	Extent
Poor	2.50-3.00
Fair	3.01-3.50
Good	3.51-4.00
Very good	4.01-4.50
Excellent	4.51-5.00

<b>Developed scale</b>		1	2	3	4	5
Sr. No.	Statements					
<b>Time</b>						
1	Are you suffering from stress due to lack of time for completion of chapter.					
2	Are you suffering from stress due to attending class on time.					
3	Are you suffering from stress due to examination duties within the time.					
4	Do you experience stress while supervising examinations.					
5	Are you suffering from stress due to monthly meeting in time.					
6	Are you suffering from stress due to attending the independence day in time					
<b>Students</b>						
1.	Are you suffering from stress due to increased absentees of student in class.					
2.	Are you suffering from stress due to unhygienic condition of students.					
3.	Are you suffering from stress due to asking question from students out side the class					
4	Are you suffering from stress due to poor students					
5	Are you suffering from stress due to asking questions in class by student					
6	Are you suffering from stress due to incompleteness of homework by students					
7	Are you suffering from stress due to crises between students.					
<b>Money</b>						
1.	Are you suffering from stress due to insufficient amount of money for purchasing play material.					
2.	Are you suffering from stress due to purchasing books in school.					
3.	Are you suffering from stress due to purchasing the food ingredients for preparation of food items.					
4.	Are you suffering from stress due to purchasing furniture of school.					
5.	Are you suffering from stress due to purchasing drawing material for students.					
6.	Are you suffering from stress due to purchasing social workers photographs for school.					
7.	Are you suffering from stress due to purchasing entertainment items.					
<b>Boss</b>						
1.	Are you suffering from stress due to incompleteness of demands from headmaster					
2	Are you suffering from stress due to rejection of your proposal from head master					
3	Are you suffering from stress due to misguide from headmaster					
4	Are you suffering from stress due to opposite decision of headmaster.					
5	Are you suffering from stress due to headmaster is taking decision without your opinion.					
<b>Work</b>						
1.	Are you suffering from stress due to standing for longer periods during teaching.					
2.	Are you suffering from stress due to submission of record in time.					
3.	Are you suffering from stress due to use of chalk piece					
4.	Do you experience stress due to loudly speaking with students.					
5.	Do you experience stress due to incompleteness of portion.					
6.	Do you experience stress due to repetition of tasks					
7.	Do you experience stress due to cleaning the blackboard by cloths.					
<b>Decision making</b>						
1.	Are you suffering from stress due to checking the papers					
2.	Are you suffering from stress due to admission of students beyond the limit.					
3.	Are you suffering from stress due to selection of students for sports from all students.					
4.	Are you suffering from stress due to taking decision for uniform of students.					
5.	Are you suffering from stress due to complaint about staff.					
6.	Are you suffering from stress due to complaint about headmaster.					
7.	Are you suffering from stress due to taking action about students, when she/he misbehave.					
<b>Subordinate</b>						
1.	Are you suffering from stress due to crises between subordinates					
2.	Are you suffering from stress when subordinates are absents					
3.	Are you suffering from stress due to mental harassment of subordinates from the boss.					
4.	Are you suffering from stress due to unhygienic conditions of subordinates.					
5.	Are you suffering from stress due to health of subordinates.					

very high. Hence, the scale said to be reliable. The final scale is used for judging the occupational stress of high school teachers.

#### Self-rating scale of teachers:

The mean scale of each item was calculated by multiplying frequency of response with the weightage and dividing the number of respondents. Based on the scores obtained following classification was made.

#### Self rating scale for occupational stress of high school teachers:

The scale contains seven major heads viz., time, student, money, boss, work, decision, subordinate. Teacher have to rate their stress by ticking against each statement under given five point continuum (Excellent-5, very good-4, good-3, Fair-2, Poor-1).

#### Conclusionn:

As the scale was found to be reliable and valid, the developed scale will serve as a scientific tool for

measurement of occupational stress of high school teachers. The attitude scale constructed in the present study can be used by future researchers for evaluation of occupational stress of teachers.

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