

Subjective Vitality and Occupational Stress among Special Educators

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Abstract: *Special education is necessary to provide healthy and friendly environment in and outside the school for each student with disability. Special education services are designed to help the child with specific disability to learn skills that other children learn during general education settings. The teachers who help the student with specific disability may undergo occupational stress and to a extent it is necessary for them to have subjective vitality. Subjective vitality is defined as one's conscious experience of possessing energy and aliveness. The individuals who have moderate subjective vitality is characterized by full of energy, enthusiasm, aliveness and weariness. Occupational stress is the stress the individual undergo during their work conditions. The present study is an attempt to find out the relationship between subjective vitality and occupational stress and also to find out there is any significant difference exist between Subjective vitality and occupational stress. Data were collected from 60 special educators using random purposive sampling method. Two scales were used in the study. Subjective vitality scale was developed by Ryan and Fredrick (1997) to measure the subjective experience of being full of energy and alive. Occupational stress scale was developed by Dr. A.K Srivastava and Singh and it intends to measure the extent of stress which employees perceive from various conditions of their job. Independent t-test and Product moment correlation were used to generate results. The results shows that educators between age limit 40 – 60 have less occupational stress compared to educators within the age limit 20-40. The results also shows that experienced teachers have high subjective vitality than less experienced teachers. The findings show that there was no correlation between occupational stress and subjective vitality.*

Keywords: Special educators, Subjective vitality, Occupational stress

1. Introduction

The concept of subjective vitality first introduced by *Ryan and Fredric (1997)*; Defined as “one's conscious experience of possessing energy and aliveness.

Characterized is as an entity full of energy, enthusiasm, over enjoying, aliveness, and non-fatigue weariness and exhaustions. Provide that when the subjective vitality is in a lower level, irritability and fatigue will be created and it may not make completely use of potential to do activities. But when the subjective vitality is in a higher level, sufficient energy will be created to do such activities and the mood is in a proper status, so all duties and activities are performed very good, (Ryan and Fredric in December 2001).

Occupational stress is stress related to one's occupational stress often stress from unexpected responsibility and pressures that do not align with a person's knowledge, skills, or expectations, inhibiting one's ability to cope occupational stress can increase when workers do not feel supported by supervisors or colleagues, or feel as if they little control over work process. Life could be simple indeed if all our needs were automatically satisfied in reality, however many obstacles both personal and environment prevent this ideal situation. All situation positive and negative require adjustment can be stressful. The emotional problem that developed were supposed to be due to stress.

Special education services are designed to help the child learn skills that other children learn during general education settings. These services include therapy, counselling, adaptive equipment, transportation, accommodation and or modifications.

Special education services are provided in public or private school and include special instruction in the class room, at home, in the hospital, in institution or in other settings.

The present study is an attempt to find out any relationship between subjective vitality and occupational stress and to find out whether any significant difference between the subjective vitality and occupational stress among special educators.

2. Objective

- 1) The explore the role socio-demographic characteristics on subjective vitality and Occupational stress among special educators.
- 2) To find out the influence of occupational stress on subjective vitality among special Educators.

3. Methods

Participants:

The sample size was 60 selected on the basis of year of experiences. The data are collected from different institutions in Thrissur district, Kerala. The age range from 20 to 60 year old.

Measures:

- a) Subjective vitality scale: Developed by Ryan and Frederick (1997) to measure the subjective experience of being full of energy and alive. The questions are rated on a seven point scale from “not at all true” to “very true” Ryan and colleagues found the scale having cronbach's alpha =0.84. The seven-item scale was shown to have positive correlations with measures of self-actualization, self-esteem, and satisfaction with life (correlations ranging from 0.42 to 0.76) and negative correlations with

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measure of psychopathology depression negative affect, and anxiety (correlations ranging from -0.25 to -0.60) (Ryan and Frederick, 1997). All of the items have high factor loadings (i.e. loading >0.60). The validity coefficient of scale is $\chi^2(9) = 19.44, p = 0.02$.

b) Occupational stress scale: Developed by Dr. A.K Srivastava and Singh. It intends to measure the extent of stress which employees perceive arising from various constituent and conditions of their job. The reliability index ascertained by split half (odd-even) method and Cranach's alpha coefficient for the scale as a whole were found to be .935 and .90, respectively.

Procedure:

The study was conducted among special educators. The sampling was done by using purposive sampling method. The researcher provided information about the nature and purpose of the study. After taking their consent, they were provided with questionnaire under the consideration. The participants were asked to write down the details asked in the demographic sheet. And after filling it, they were requested to fill all the questions. Confidentiality was maintained. The participants were informed that the data would be used for research purpose only.

Statistical analysis:

Data obtained were recorded and analyzed using Statistical Package for Social Sciences (SPSS). Independent Sample t – testis based on t-distribution and is considered an appropriate test for judging the significance of different between the mean or for judging the significance of difference between the means. Product moment correlation is used to understand the relationship between two variables, here between subjective vitality and occupational stress.

4. Results

Table 1: Shows the t value of subjective vitality and occupational stress among special educators with respect to the year of experience

Variable	Year of Experience	Mean	Degrees of Freedom	t-value
Subjective Vitality	1-20	44.67	58	0.837
	20-40	44		
Occupational Stress	1-20	130.18	33.43	2.931**
	20-40	123.67		

The table 1 shows significant difference between occupational stress among special educators on the basis of year of experience.

Table 2: Shows the t value of subjective vitality and occupational stress among special educators with respect to age

Variable	Age	Mean	Degrees of Freedom	t-value
Subjective Vitality	20-40	45.64	46.47	3.79
	40-60	42.96		
Occupational Stress	20-40	130.81	52.61	2.63**
	40-60	124.37		

The table 2 shows significant difference in subjective vitality and occupational stress among special educators on the basis of age.

Table 3: Shows correlation between subjective vitality and occupational stress

	Subjective Vitality
Occupational Stress	.136

The table indicates that there is negligible relationship between subjective vitality and occupational stress.

5. Discussion

The finding of the indicate that there is a study showed ,an indirect proportion between teacher's year of experience and the level of occupational stress , It indicates that teachers with less experiences have higher level of stress that is (130.18) as compared to more experiences (123.67). This result was support by (Dr. SHYAM SWAROOPSHARMA, 2008).conducted a study on occupational stress among teacher working in Secondary school of karauli district of Rajasthan state .The study concluded that in experienced teachers were found to be having higher stress than experienced teachers .This is because of their working condition in which they are forced to work. Our study found work load as significant predictor of occupational stress .Workload, working condition, role of conflict and role of ambiguity. Working for more hours ultimately takes toll in form of stress and illness. Class size was another important variable which has been found to have significant association with occupational stress among special educator. Mental retarded children's they have no improvement. The most important benefits of reducing the job stress is to promote a pleasurable work environmental for all. The result regarding the relationship between age and subjective vitality showed that younger age groups have a high range of subjective vitality compared to the elder group As they are young and just started their career, They look fresh, energetic, will in turn gives a positive ,outcome from the part of the teacher .For the purpose of this study happiness was viewed as "pleasant mood and emotions experienced at any given moment (positive effect)to general evaluation of life" (Diener and Ryan,2006,p.391). Happiness act as a synonym for the "good life" living a good and being fundamental to the good life is being happy (Daniel, 2009). In addition, the result suggest that teachers who have high subjective vitality .They are alive, full energy, enthusiasm, over enjoying, non-fatigue, weariness and exhaustion. On the other side, regarding the relationship between year of experience and subjective vitality showed that a teacher having less year of experience have a greater degree of subjective vitality than experienced teachers. Younger teachers have occupational stress and subjective vitality high. Teacher have interested the job but some environmental issues, lack of conflict, work loaded in this job .They have also subjective vitality. The finding of the indicate that there is a study a relationship between occupation stress and he sample age. The result showed occupational stress was decreased among the elderly people that is (124.37) as compared with younger age groups (130.81).This finding was supported by (WEI SUN, HUI WU AND LIE WANG,2011) .Conducted a study on

occupational stress and its related factors among teachers in china. They concluded that with aging, occupational stress decreased significantly among university teachers. This might due to the decreased tension of competition for the elder staff in comparison with younger staff. The healthy workers effect might be another reason .For the elder individuals those more prone to occupational stress and ill health might have been more likely to leave, drop out and become unwell, whereas those who kept working might have tended to be more resilient individuals.

6. Conclusion

The study helps us to understand the role of subjective vitality and occupational stress among special educators. The present shows that there exists a negligible relationship between the variables namely, subjective vitality and occupational stress. There is a significant difference among subjective vitality and occupational stress with respect to the age of special educators. But there is significant difference in occupational stress on special educators on the basis of year of experience.

7. Implications

- 1) The understanding gained from the present study is expected to be useful in planning welfare programs.
- 2) Prepare suitable or tailor made stress management strategies and to launch programs to overcome stress and enhances the well-being of personal.
- 3) Counseling to reduce the occupational stress level.
- 4) It's found that teachers are not happy with the lack of coordination among the staff .They should be provided practical training in human relation to achieve good support with their colleagues.
- 5) Improve self-esteem, build self-confidence, work on building emotional intelligence competencies, and develop a good sense of humor.

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