



## **Occupational Stress Amongst Teachers: A Study Of The Professional Colleges Of Education In Jammu, Province Of J&K State**

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### ***Abstract***

*Occupational stress can be inadvertently linked to success or failure at one's job. The general impression about occupational stress is the feeling of failure due to work overload. But if this is the case and so simple a problem than merely by reducing the amount of work, occupational stress could have been done away with. However the problem is not that easy to pinpoint. It is here that a comparative investigation of the reasons of stress in different occupations becomes important. Herein lays the most crucial significance of the study. To combat a problem the awareness of the conditions, which lead to it, are very important. Stress is a part of everyone's daily life. It means that the person cannot cope with the demands put forward by his or her work, which is opposite to their expectations of rewards and success. It affects both the person concerned and the relationships he or she forms in the society be it with family or friends. Although the importance of individual differences cannot be ignored, scientific evidence suggests that certain working conditions are stressful to most people. The excessive workload demands and conflicting expectations and puts a greater emphasis on working conditions as the key source of job stress, and for job redesign as a primary prevention strategy. In jobs where work overload is the cause of the stress, the workers find that they have to take time off to deal with the stress, only to return to work to find that the already unmanageable workload has substantially increased in their absence, thereby increasing the source of the stress and fuelling a vicious cycle which may ultimately lead to a complete breakdown in health. At times the work stress becomes so extreme that the*

workers grow aversive of it and they try to avoid it by withdrawing either psychologically (through disinterest or lack of involvement in the job etc.) or physically through absenteeism, frequently reporting late for work and even while working an attitude of lethargy persists. In this present era of cutthroat competition the idea of being perfect becomes very necessary to strive and become successful. The worker has to be perfect in his job or else he will be replaced or at least lag behind in his work leading to stress. In India the problem of stress management is gaining more and more importance due to the new privatized nature of the economy. People are leaving behind the cosy atmosphere of government jobs and joining the private sector where there is no end to the amount of work that a person can undertake. In this environment coping with stress becomes very important. One has to be aware of the problem well in advance to be able to deal with it. The study becomes very important to be aware of the problems of the present, then build strategies for the future, and also consider the problems that may arise. Stress factor of males and females according to the age of the worker and the kind of work that he performs are key areas to identify the problems.

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### **Introduction:**

The successful teacher must possess the ability and academic competence for teaching. In this scientific age, the teacher must possess the ability to appreciate and understand the changing needs of the society and must understand the psychological bases of education which influence the education. Teacher education has led to some innovations in its various aspects to work out strategies for planning and implementing innovative programme by making themselves familiar with the areas for innovations, process and skill of innovating new ways and methods of teacher education. In teaching profession, a teacher has to perform multiple activities like teaching, evaluating, communicating, guiding and counseling the students, organizing co-curricular activities etc., together with activities which are intrinsic to teaching and learning. This needs perfection in academic and professional preparation of teachers and teacher educators. It has found that teacher stress is related to high rates of absenteeism and turnover (Borg and Riding, 1991). These employment related effects of teacher stress make it a potentially important issue for school administrators and educational policy makers.

Considerable amount of research has been carried out by a number of investigators in the area of teacher education. A host of researchers have concentrated on a number of variables falling under cognitive, non-cognitive and psychomotor variables. Attempts have been made to study the various aspects of teachers in relation to intelligence, personality, educational achievement, creativity, teaching skills, attitude, aptitude, (Noor, 2012; Rashid, 2012).

Influences of teacher educators, age, socio-economic status and institutional status have been investigated by various researchers. The role of teacher demands the best qualities of dedication and commitment. A teacher has to play a variety of roles during the course of his career. He may act as instructor, motivator, examiner, guide and counselor, (Choo, 2005). As is the teacher, so will be the nation. In fact he is the topmost academic and professional person in educational pyramid. He can bring constructive, productive and quality education in society.

Stress in our society is not something that is invisible. Person whether a child, adult, men, women, employed, unemployed everyone is facing stress in his/her own way. Today's life is full of challenges. In everyday life, we come across many situations. Some of them act as a source of inspiration for us and some cause challenges. It is the human nature to face the challenges boldly or to escape from them. All this varies from person to person. Any challenge that exceeds the coping abilities of the individual becomes stress. There is no doubt that teaching has become more demanding and intense job. Not surprisingly, teaching has been identified as one of the professions associated with high to very high levels of occupational stress (Acirrt, 2002; Punch & Tuetteman, 1996). Teacher job satisfaction has also been the subject of considerable literature (Bhat, 2012; Mattoo, 2011; Dinham & Scott, 1996; 1998; 2000; McCormick, 1997a; 1997b; Woods & Weasmer, 2004). The relationship of job satisfaction to job stress and other negative factors such as intention to leave teaching has been studied in various contexts (De Nobile, 2003; McCormick, 1997; Woods & Weasmer, 2004). Job satisfaction has been defined as the extent to which a staff member has favourable or positive feelings about work or the work environment (De Nobile, 2003). It refers to the positive attitudes people may gain from work or through aspects of work (Furnham, 1997; Locke, 1976). Conversely, job dissatisfaction refers to unhappy or negative feelings about work or the work environment (Furnham, 1997).

Occupational stress of teachers in relation to responsibility, over-load, role ambiguity, locality and personality factors of teachers have also been the interest of researchers (Rituand Ajmer, 2012; Eres and Atanasorka, 2011; Jude, 2011; Mondal, Shrestha and Bhaila, 2011; Weisun and Lie, 2011; Alan et al., 2010; Ismail, 2009; Ahghar, 2008; Polychroni, 2006; Wang, et al., 2005; Gage, 1963; Hamachek, 1969; Koul, 1972; Gupta, 1976; Sharma, 1978; Maheswari, 1976; Mishra, 1980; Singh, 1981; Bhagoliwal, 1985; Wangoo, 1986; Mattoo, 1987). Occupational stress is considered as one of the most widely researched areas in organizations worldwide. It consistently attracted researchers' attention because it has been shown to play a role in certain job related attitudes i.e. job satisfaction and organizational commitment; and behaviors such as employee turnover (Sager, 1994).

Commitment is a term that teachers frequently use in describing themselves and each other. Teacher's Commitment has been identified as one of the most critical factors for the future success of education and schools, (Huber Man, 1993). Teaching is complex and demanding work and there is a daily need for teachers to fully engage in that work with not only their heads, but also their hearts (Day, 2004; Elliott and Cross well, 2001).

The researches carried out reveal that through various methods and tools the effective teachers have been studied and much has remained in controversy; as the problem of teaching effectiveness is so complex that no one knows who the competent teacher is (Biddle, and Ellena, 1964). In the same spirit Max Wingoo (1970) observed, “ no educational topic has engaged more attention from ancient times to the latest professional journal ; unfortunately despite all that has been reported we are hard to explain what good teaching really is...” A number of surveys have pointed to the comparatively stressful nature of teaching. Pratt (1976) reported that 60 per cent of teachers and 51 per cent of other professionals experienced some or severe nervous strain at work. T. Cox, Mackay, Watts, and Brockley (1978) revealed that 78 per cent of teachers, but only 38 per cent of other professionals, considered work as the main source of stress in their lives. Kyriacou (1980) reported that teachers, when compared to people in other professions, had the highest levels of occupational stress. It seems from these studies that teachers do experience a higher level of stress than many other professionals. Evidence of the incidence of stress amongst different categories of teachers, however, is less conclusive. Dunham (1976) conducted a survey that included reports from 658 infants, junior and secondary school teachers in England and concluded that more teachers were experiencing stress, and that severe stress was being experienced by more teachers. Smilansky (1984) found that, in general, better teachers reported higher levels of stress.

Quite a number of studies on teacher stress and burnout have identified the causes for stress. Similar findings were obtained from studies done in different countries. In a Swedish study, Wahlund and Nerell (1976) found that the most frequently stated causes of stress were large class size, incompatible and excessive demands on teachers, and frequent school reforms. In the United Kingdom Cox et al. (1978) identified five factors associated with job satisfaction: school organization, job demands, teaching resources and job environment, career and training, and pupil behavior.

In a similar study, Kyriacou and Sutcliffe (1978) reported four sources of stress which were common among teachers in British comprehensive schools: pupil misbehavior, poor working conditions, time pressure, and poor school ethos. Smilansky (1984) examined teachers' work satisfaction and reports of job-related stress in some English elementary schools, and he found that teachers' general satisfaction and stress at work were related mostly to their reported feelings about what had happened within class (such as relations with pupils, the process of teaching and pupil behavior in school) rather than to administrative or policy questions (such as degree of work autonomy, relations with principals). Capel (1992) examined the causes of stress and burnout in 405 middle and upper-high school and sixth-form college teachers in one Local Education Authority in England.

Dewe (1986) identified the following work stressors: task overload, lack of control over activities and outcomes, insufficient satisfaction from work, role conflicts, rapid or unpredictable changes, interpersonal conflicts, unrealistic expectations, and feelings of inadequacy. Mishra (1996), observed significant difference between male and female

teachers in the areas of private life, work load and role conflict. Payne and Furnham (1987) reported data from 444 secondary teachers in Barbados and found that difficulties associated with instructional and managerial demands were perceived as the most stressful aspects of their work. Manso-Pinto (1989) administered the TOSFQ (Clark, 1980) to a sample of 186 elementary and secondary school teachers in Chile. Four main factors were identified: administrative support, professional distress, financial security and students' discipline, among which lack of administrative support was perceived as the most stressful factor. Increased teaching or non teaching workload may be another major source of teacher stress (Chao, 1995; Clark, 1980; Cox, et al., 1978; Dewe, 1986).

While going through the available literature with regard to the present investigation, the present investigator found that no study has been conducted on the occupational stress amongst teachers at Professional College level. The present study is also important as it will help us to know that how the teachers perform their roles in a classroom and how they deal with regard to their occupation. The investigator feels that there is a need to conduct a study on the occupational stress amongst teachers at Professional College level; of course the present study is sincere attempt in this direction.

### **OBJECTIVES OF THE STUDY**

- ❖ To study the occupational stress amongst teachers of professional college affiliated to Jammu University, Jammu.
- ❖ To find and compare the Occupational Stress of male and female Teachers.
- ❖ To find and compare the Occupational stress of Junior and Senior Teachers.
- ❖ To propose some viable recommendations to alleviate the occupational stress levels of the teachers of professional colleges.

### **HYPOTHESES:**

- ❖ There was no significant difference between Male and female teachers with respect to occupational stress.
- ❖ There was no significant difference between Junior and Senior teachers with respect to occupational stress.

### **DELIMITATIONS OF THE STUDY**

- ❖ The study was based on the data collected from Professional Colleges of Education in Jammu only.
- ❖ The study was further delimited to 100 teachers working in different Professional Colleges of Education in Jammu only.
- ❖ The study was further delimited to the male and female teachers of the different

**DESIGN OF THE STUDY:** It was designed to study the occupational stress amongst teachers of professional colleges of education in Jammu. The methodology of the study comprises sample, tool used for data collection, and methods of data analysis.

**Sample:** A sample of 100 teachers (male and female) of professional colleges located in Jammu and affiliated to Jammu University was randomly taken. Teachers having the

experience varying from 2 years to 15 years were taken for the study. The cadre structure of the teachers included Professors, Associate Professors, Asst. Professors, Senior Lecturers and Lecturers. Only those colleges were taken into consideration in this study which has been affiliated to the University for Minimum of five years. The random sampling technique was used in this study.

**Tool used for data collection:** Selection of tools is considered to be very important in any research endeavour. If appropriate tools are not used the investigator may be misled and the efforts of the investigator would go waste. This will lead the researcher would be unable to achieve the objectives of the study. An investigator has to look for such procedural techniques and tools that will answer his pursuits and hypothesis objectively. A competent investigator, therefore, looks into the possible measure, which can help in arriving at the desired results.

For every research, a researcher either uses the already existing tools or self constructed tools to collect the appropriate data. Accordingly, the investigator used the following tool to collect the required data for the present investigation:

**ANALYSIS OF DATA:** The present investigation has been carried out to assess the occupational stress amongst teachers of professional colleges of education in Jammu. In order to realize the objectives of the study, the collected data from the sample of 100 teachers was put to statistical analysis. Occupational Stress Scale developed by A. K. Srivastava and A. P. Singh were administered on the population covered in the present investigation. The sample subjects were further categorized on the basis of length of service and gender. This led the investigator to make the comparison of these dichotomies in the above referred variables. The areas covered are as:

**Twelve areas of Occupational Stress Scale (OSS) ---**

- ❖ Over Load (OL),
- ❖ Role Ambiguity (RA),
- ❖ Role Conflict (RC),
- ❖ Group Pressure (GP),
- ❖ Responsibility (RS),
- ❖ Under participation, (UP),
- ❖ Powerlessness (PL),
- ❖ Poor Peer Relationship (PPR)
- ❖ Intrinsic Impoverishment (II),
- ❖ Low Status (LS),
- ❖ Strenuous Working Condition (SWC),
- ❖ Unprofitability (UPR)

The main focus of the present investigation has been to compare the two groups of teachers on the variables referred above. Therefore, the investigator collected the data and arranged the same in tabular forms. This statistical information has been analyzed and finally discussed in the light of the desired objectives. The same is presented in the following captions:

**(I): Comparison of Male and Female Teachers on Occupational Stress**

**Table 1: Mean and SD of Teachers (Gender wise) on Twelve Areas of Occupational Stress Scale**

<b>Gender</b>	<b>Statistical Sign</b>	<b>OL</b>	<b>RA</b>	<b>RC</b>	<b>GP</b>
<b>Male</b> (N=50)	Mean	18.460	11.073	15.213	12.833
	SD	3.978	2.732	3.011	2.789
<b>Female</b> (N=50)	Mean	17.000	10.900	15.840	11.700
	SD	4.018	3.314	3.101	2.267
<b>Gender</b>	<b>Statistical Sign</b>	<b>RS</b>	<b>UP</b>	<b>PL</b>	<b>PPR</b>
<b>Male</b> (N=50)	Mean	9.226	12.580	9.686	11.913
	SD	2.195	3.035	2.063	2.443
<b>Female</b> (N=50)	Mean	9.100	12.190	10.060	11.110
	SD	1.972	3.177	2.019	2.313
<b>Gender</b>	<b>Statistical Sign</b>	<b>II</b>	<b>LS</b>	<b>SWC</b>	<b>UPR</b>
<b>Male</b> (N=50)	Mean	11.933	8.866	9.673	6.273
	SD	3.106	2.646	2.515	1.913
<b>Female</b> (N=50)	Mean	10.950	7.530	9.480	6.000
	SD	2.633	1.976	2.249	1.550

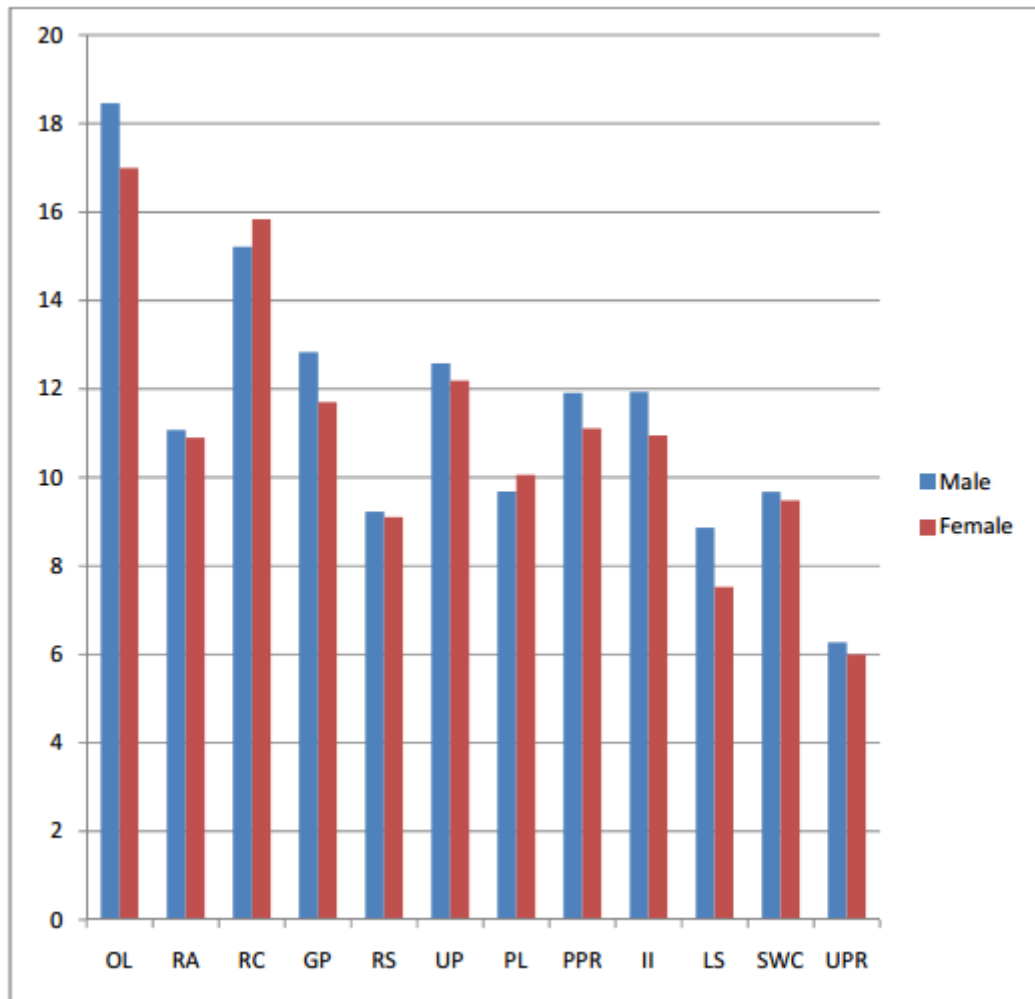
Index

OL - Over Load, RA - Role Ambiguity, RC - Role Conflict, GP - Group Pressure,

RS - Responsibility, UP - Under participation, PL - Powerlessness,

PPR - Poor Peer Relationship, II - Intrinsic Impoverishment, LS - Low Status,

SWC - Strenuous Working Conditions, UPR - Unprofitability



**Fig 1: Mean and SD of Teachers (Gender wise) on Twelve Areas of Occupational Stress Scale**

Table 1 gives as the information about mean and SD scores of male and female teachers on various areas of occupational stress. These scores in case of male teachers are: Over-Load 18.460 and 3.978; Role-Ambiguity 11.073 and 2.732; Role Conflict 15.213 and 3.011; Group Pressure 12.833 and 2.789; Responsibility 9.227 and 2.196; Under Participation 12.580 and 3.036; Powerlessness 9.686 and 2.063; Poor Peer Relationship 11.913 and 2.443; Intrinsic Impoverishment 11.393 and 3.106; Low Status 8.866 and 2.646; Strenuous Working Conditions 9.673 and 2.515; Unprofitability 6.273 and 1.913.

In case of female teachers the results are: Over-Load 17.000 and 4.018; Role Ambiguity 10.900 and 3.314; Role conflict 15.840 and 3.101; Group Pressure 11.700 and 2.268; Responsibility 9.100 and 1.973; Under Participation 12.190 and 3.177; Powerlessness 10.060 and 2.019; Poor Peer Relationship 11.110 and 2.313; Intrinsic Impoverishment 10.950 and 2.633; Low Status 7.530 and 1.976; Strenuous Working Conditions 9.480 and 2.249; Unprofitability 6.000 and 1.550. This information has further been shown in graphical form (See Fig. 4.1).



The data on occupational stress has further been analyzed by way of computing ‘t’ values between male and female teachers on each of the twelve occupational stress index.

**Table 2: Significance of Difference between the Mean Scores of Male and Female Teachers on Occupational Stress (Area-Over Load)**

Gender	N	Mean	SD	SED	‘t’ value	Result
Male	50	18.460	3.977	0.799	1.827	Not Significant
Female	50	17.000	4.017			

Table 2 reveals the significance of difference between the mean scores of male and female teachers. The mean score of male teachers is reported to be higher (M=18.460) than female teachers (M= 17.000). The obtained ‘t’ value has been found to be 1.827 which is not significant at 0.01 level of confidence (P>0.01). This mean difference neither favours male teachers nor female teachers. Therefore, it can be inferred that both male and female teachers exhibit over load to an equal extent

**Table 3: Significance of Difference between the Mean Scores of Male and Female Teachers on Occupational Stress (Area-Role Ambiguity)**

Gender	N	Mean	SD	SED	‘t’ value	Result
Male	50	11.073	2.732	0.607	0.285	Not Significant
Female	50	10.900	3.313			

Table 3 shows the significance of differences between the mean scores of male and female teachers on the area of Role Ambiguity on Occupational Stress Index. It is observed that the male teachers obtained a higher mean value (M=11.073) as compared to female teachers (M=10.900). But this mean difference is reported to be statistically insignificant (‘t’ = 0.285). This mean difference neither favours male teachers nor female teachers. Therefore, it can be inferred that both male and female teachers exhibit role ambiguity to an equal extent. The results further reveal that both the groups of teachers adequately plan their work with clear understanding.

**Table 4: Significance of Difference between the Mean Scores of Male and Female Teachers on Occupational Stress (Area-Role Conflict)**

Gender	N	Mean	SD	SED	't' value	Result
Male	50	15.213	3.011	0.611	1.026	Not Significant
Female	50	15.840	3.101			

Table 4 reveals the significance of difference between the mean scores of male and female teachers in the area of Role Conflict on Occupational Stress Index. It is observed that the mean score of male teachers came out to be 15.213 whereas female teachers are reported to have a higher mean value (M= 15.840). The obtained 't' value came out to be 1.026 which is not significant. This can be said that both the groups of teachers (male and female) show similarity in role conflict. This can be said that both the group of teachers under investigation expressed their unhappiness with their superiors.

**Table 5: Significance of Difference between the Mean Scores of Male and Female Teachers on Occupational Stress (Area- Group Pressure)**

Gender	N	Mean	SD	SED	't' value	Result
Male	50	12.833	2.789	0.508	2.230	Not Significant
Female	50	11.700	2.267			

Table 5 reveals the significance of difference between the mean scores of government male and female teachers on Group Pressure, area of Occupational Stress Index Scale. The obtained mean score of male teachers is reported to be higher (M = 12.833) than the mean score of female teachers (M = 11.700). The obtained 't' value has been found to be 2.230 which is not significant at 0.01 level of confidence. On the basis of these results it can be inferred that male teachers seem to be able to maintain group- conformity as they have unreasonable group and political pressures.

**Table 6: Significance of Difference between the Mean Scores of Male and Female Teachers on Occupational Stress (Area-Responsibility)**

Gender	N	Mean	SD	SED	't' value	Result
Male	50	9.226	2.196	0.417	0.302	Not Significant
Female	50	9.100	1.972			

Table 6 shows significant difference between the mean scores of male and female government school teachers in the area of Responsibility, on Occupational Stress Index

Scale. On the basis of the results it is reported that male teachers from government schools scored higher mean value ( $M = 9.226$ ) as compared to female teachers who are reported to have low mean score ( $M = 9.100$ ). The obtained 't' value came out to be 0.302 which is not significant. It can be inferred that both male and female teachers show similarity in this dimension of responsibility. The results further reveal that both the groups seem to share great responsibility for the progress of the organization.

**Table 7: Significance of Difference between the Mean Scores of Male and Female Teachers on Occupational Stress (Area-Under Participation)**

Gender	N	Mean	SD	SED	't' value	Result
Male	50	12.580	3.035	0.621	0.628	Not Significant
Female	50	12.190	3.177			

Table 7 show the significance of difference between the mean scores of male and female teachers on Under Participation area of Occupational Stress Index. The mean score in case of male teachers is reported to be 12.580 whereas in case of female teachers it has been found to be 12.190. The obtained 't' value has been found to be 0.628 which is statistically insignificant. On the basis of the results it can be inferred that both male as well as female teachers are observed to offer their valuable suggestions to frame new policies in the working system. The findings further reveal that the suggestions offered by both the groups of teachers are taken in right direction and their opinion to solve administrative problems is always solicited as and when required.

**Table 8: Significance of Difference between the Mean Scores of Male and Female Teachers on Occupational Stress (Area-Powerlessness)**

Gender	N	Mean	SD	SED	't' value	Result
Male	50	9.686	2.063	0.408	0.917	Not Significant
Female	50	10.060	2.019			

Table 8 highlights the significance of difference between the mean scores of male and female teachers on Powerlessness areas of Occupational Stress Index Scale. The results reveal that male teachers have obtained a mean score of 9.686 on powerlessness, whereas female teachers are reported to have obtained a mean score of 10.060 on the same dimension. The calculated 't' value came out to be 0.917 which is statistically insignificant. It can be inferred that the groups under investigation have similar tendency to express their

opinion, instructions and decisions regarding the training programmes of the employees.

**Table 9: Significance of Difference between the Mean Scores of Male and Female Teachers on Occupational Stress (Area-Poor Peer Relationship)**

Gender	N	Mean	SD	SED	't' value	Result
Male	50	11.913	2.443	0.476	1.687	Not Significant
Female	50	11.110	2.313			

Table 9 show the significance of difference between the mean scores of male and female teachers on Poor Peer Relationship area of Occupational Stress Index. The results reveal that male teachers obtained higher mean score (M = 11.913) than female teachers (M = 11.110) in this area. The calculated 't' value is reported to be 1.687 which is statistically not significant. It can be inferred that both male and female teachers show similarity in this area of poor-peer relationship.

**Table 10: Significance of Difference between the Mean Scores of Male and Female Teachers on Occupational Stress (Area-intrinsic impoverishment)**

Gender	N	Mean	SD	SED	't' value	Result
Male	50	11.393	3.106	0.576	0.769	Not Significant
Female	50	10.950	2.633			

Table 10 shows the significance of difference between the mean scores of male and female teachers on the dimension of Intrinsic Impoverishment of Occupational Stress Index Scale. No significant difference between the mean scores of male and female teachers was observed on the dimension of Intrinsic Impoverishment. On the basis of the results it is observed that male teachers scored higher mean value (M = 11.393) as compared to female teachers who are reported to have low mean score (M = 10.950). The obtained 't' value came out to be 0.769 which is not significant. It can be inferred both the groups (male and female teachers) get ample opportunities to utilize their abilities and experiences independently.

**Table 11: Significance of Difference between the Mean Scores of Male and Female Teachers on Occupational Stress (Area-Low Status)**

Gender	N	Mean	SD	SED	't' value	Result
Male	50	8.866	2.646	0.467	2.860	Significant at 0.01 level
Female	50	7.530	1.976			

Table 11 reveals the significance of difference between the mean scores of male and female teachers on the dimension of Low Status. It is observed that male teachers obtained higher mean value (M = 7.530) as compared to female teachers (M = 8.860) in this area. The calculated 't' value is reported to be 2.86 which is significant at 0.01 level of confidence. It can be inferred that the social status of male teachers is not satisfactory as has been reported by female teachers. The results further reveal that female teachers are not seen with recognition in their works. They feel disturbed when authorities unnoticed their position and work.

**Table 12: Significance of Difference between the Mean Scores of Male and Female Teachers on Occupational Stress (Area-Strenuous working conditions)**

Gender	N	Mean	SD	SED	't' value	Result
Male	50	9.673	2.515	0.477	0.405	Not Significant
Female	50	9.480	2.249			

Table 12 reveals the mean comparison of male and female teachers in the area - Strenuous Working Conditions on Occupational Stress Index Scale. The mean score in case of male teacher is reported to be 9.673 and in case of female teachers it has been found to be 9.480. The obtained 't' value came out to be 0.405 which has failed to arrive at any level of confidence (P < 0.01). It can be inferred that the job performed by both the groups of teachers has made their life complicated, and cumbersome. The table further reveals that male and female teachers perform their duties under extreme tense circumstances.

**Table 13: Significance of Difference between the Mean Scores of Male and Female Teachers on Occupational Stress (Area-Unprofitability)**

Gender	N	Mean	SD	SED	't' value	Result
Male	50	6.273	1.913	0.348	0.784	Not Significant
Female	50	6.000	1.550			

Table 13 shows the significance of difference between the mean scores of male and female teachers in the area—'Unprofitability' on Occupational Stress Index Scale. A perusal of this table reveals that male teachers are seen with a mean score of 6.273 on this dimension, whereas female teachers are reported to have obtained a mean score of 6.000. The obtained 't' value came out to be 0.784 which has failed to arrive at any level of confidence. On the basis of the results, it can be inferred that male as well as female teachers rarely get reward for hard labour. Both the groups of teachers expressed their opinion that the quantum of amount is not paid to them according to the work they perform.

**Review of Hypothesis**

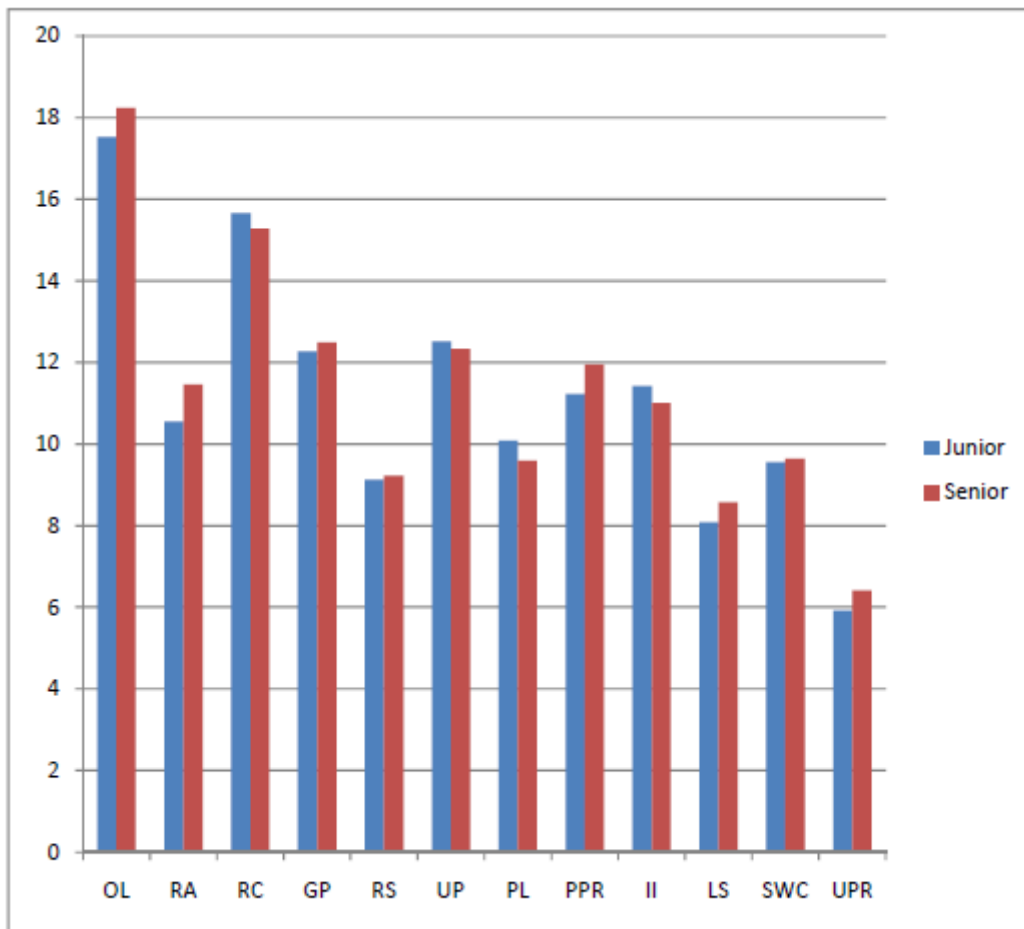
In view of the results of the present investigation, the hypothesis No.1 which states, "Male and female teachers do not differ significantly in their occupational stress" stands partially retained as it has been found that male and female teachers are different in some of the areas on occupational stress index scale.

**II: Comparison of Junior and Senior Teachers on Occupational Stress**

**Table 4.14: Mean and SD of Teachers (Junior and Senior) on Twelve Areas of Occupational Stress Scale**

Gender	Statistical Sign	OL	RA	RC	GP
<b>Junior</b> (N=50)	Mean	17.520	10.544	15.656	12.272
	SD	3.927	2.841	3.147	2.683
<b>Senior</b> (N=50)	Mean	18.232	11.464	15.272	12.488
	SD	4.152	3.041	2.963	2.616

<b>Gender</b>	<b>Statistical Sign</b>	<b>RS</b>	<b>UP</b>	<b>PL</b>	<b>PPR</b>
<b>Junior</b> (N=50)	Mean	9.128	12.512	10.080	11.224
	SD	2.047	2.919	1.869	2.351
<b>Senior</b> (N=50)	Mean	9.224	12.336	9.592	11.960
	SD	2.169	3.265	2.196	2.440
<b>Gender</b>	<b>Statistical Sign</b>	<b>II</b>	<b>LS</b>	<b>SWC</b>	<b>UPR</b>
<b>Junior</b> (N=50)	Mean	11.424	8.080	9.552	5.920
	SD	2.569	2.388	2.431	1.794
<b>Senior</b> (N=50)	Mean	11.008	8.584	9.640	6.408
	SD	3.246	2.562	2.397	1.737



**Fig. 2: Mean and SD of Teachers (Junior and Senior) on Twelve Areas of Occupational Stress Scale**

Table 14 reflects the obtained mean and SD scores of junior and senior teachers on various areas of occupational stress. The details in case of junior teachers are: Over-Load 17.520 and 3.927; Role-Ambiguity 10.544 and 2.841; Role Conflict 15.656 and 3.147; Group Pressure 12.272 and 2.683; Responsibility 9.128 and 2.047; Under Participation 12.512 and 2.919; Powerlessness 10.080 and 1.869; Poor Peer Relationship 11.224 and 2.351; Intrinsic Impoverishment 11.424 and 2.569; Low Status 8.080 and 2.388; Strenuous Working Conditions 9.552 and 2.431; Unprofitability 5.920 and 1.974. In case of senior teachers the results are: On Over-Load 18.232 and 4.152; Role Ambiguity 11.464 and 3.041; Role conflict 15.272 and 2.963; Group Pressure 12.488 and 2.616; Responsibility 9.224 and 2.169; Under Participation 12.336 and 3.265; Powerlessness 9.592 and 2.196; Poor Peer Relationship 11.960 and 2.440; Intrinsic Impoverishment 11.008 and 3.246; Low Status 8.584 and 2.562; Strenuous Working Conditions 9.640 and 2.397; Unprofitability 6.408 and 1.737 (See Fig. 4.2).

**Table 15: Significance of Difference between the Mean Scores of Junior and Senior Teachers on Occupational Stress (Area-Over Load)**

Gender	N	Mean	SD	SED	't' value	Result
Junior	50	17.520	3.927	0.808	0.881	Not Significant
Senior	50	18.232	4.152			

Table 15 reveals the significance of difference between the mean scores of Junior and Senior teachers on 'Over Load' of Occupational Stress Scale. On the basis of the results it is observed that junior teachers scored lower mean value (M = 17.520) as compared to senior teachers who are reported to have high mean value (M = 18.232). The obtained 't' value came out to be 0.881 which is not significant at any level of confidence ( P < 0.01). On the basis of results it can be inferred that both junior as well as senior teachers experience high work load. The results further reveal that both the groups of teachers are seen to share heavy works in their institutions.

**Table 16: Significance of Difference between the Mean Scores of Junior and Senior Teachers on Occupational Stress (Area-Role Ambiguity)**

Gender	N	Mean	SD	SED	't' value	Result
Junior	50	10.544	2.841	0.586	1.570	Not Significant
Senior	50	11.464	3.041			



Table 16 shows the significance of difference between the mean scores of Junior and Senior teachers on the area of ‘Role Ambiguity’ of Occupational Stress Scale. The mean score in case of junior teachers is reported to be lower (M = 10.544) than the mean score of the senior teachers from government schools (M = 11.464) who are seen to be higher in their mean value on this dimension. The obtained ‘t’ value has been found to be 1.570 which is statistically insignificant at 0.01 level. The results reveal that both the groups of teachers are same on the area of ‘Role Ambiguity’ of Occupational Stress Scale.

**Table 17: Significance of Difference between the Mean Scores of Junior and Senior Teachers on Occupational Stress (Area-Role Conflict)**

Gender	N	Mean	SD	SED	‘t’ value	Result
Junior	50	15.656	3.147	0.611	0.628	Not Significant
Senior	50	15.272	2.963			

Table 17 highlights the significance of difference between the mean scores of Junior and Senior teachers on ‘Role Conflict’, dimension of Occupational Stress Scale. A perusal of this table reveals that junior teachers are seen to have obtained a mean score of 15.656 on ‘Role Conflict’ dimension, whereas senior teachers are reported to have obtained a mean score of 15.272 on the same area. The obtained ‘t’ value came out to be 0.628 which is statistically insignificant. This can be said that both the groups of teachers (Junior and Senior) show similarity in role conflict. This can be said that both the group of teachers expressed their unhappiness with their superiors.

**Table 18: Significance of Difference between the Mean Scores of Junior and Senior Teachers on Occupational Stress (Area- Group Pressure)**

Gender	N	Mean	SD	SED	‘t’ value	Result
Junior	50	12.272	2.683	0.530	0.408	Not Significant
Senior	50	12.488	2.616			

Table 18 shows the significance of difference between the mean scores of Junior and Senior teachers on the dimension—‘Group Pressure’ of Occupational Stress Scale. The mean score in case of junior teachers is reported to be 12.272 and in case of senior teachers it has been found to be 12.488. The obtained ‘t’ value has been found to be 0.408. On the basis of these results it can be inferred that Junior as well as senior teachers seem to be able to maintain group- conformity as they have unreasonable group and political pressures.

**Table 19: Significance of Difference between the Mean Scores of Junior and Senior Teachers on Occupational Stress (Area-Responsibility)**

Gender	N	Mean	SD	SED	't' value	Result
Junior	50	9.128	2.047	0.422	0.227	Not Significant
Senior	50	9.224	2.169			

Table 19 reveals the significance of difference between the mean scores of Junior and senior teachers on 'Responsibility', dimension of Occupational Stress Scale. The mean score in case of junior teachers is reported to be lower (M = 9.128) than the mean score of senior teachers who are seen to be slightly higher in their mean value on this dimension of Occupational Stress (M = 9.224). The obtained 't' value has been found to be 0.227 which has failed to arrive at any level of confidence (P < 0.01). It can be inferred that both Junior and senior teachers show similarity in this dimension of responsibility. The results further reveal that both the groups seem to share great responsibility for the progress of the organization.

**Table 20: Significance of Difference between the Mean Scores of Junior and Senior Teachers on Occupational Stress (Area-Under Participation)**

Gender	N	Mean	SD	SED	't' value	Result
Junior	50	12.512	2.919	0.619	0.284	Not Significant
Senior	50	12.336	3.265			

Table 20 shows the comparison of Junior and Senior teachers on the dimension—'Under Participation' of Occupational Stress Scale. The results reveal that the obtained 't' value came out to be 0.284 which is not significant. It is revealed that junior teachers obtained a mean value of 12.512 as compared to senior teachers whose mean score is reported to be 12.336. On the basis of the results it can be inferred that both Junior as well as senior teachers are seen to offer their valuable suggestions to frame new policies in the working system. The findings further reveal that the suggestions offered by both the groups of teachers are taken in right direction and their opinion to solve administrative problems is always solicited as and when required.

**Table 21: Significance of Difference between the Mean Scores of Junior and Senior Teachers on Occupational Stress (Area- Powerlessness)**

Gender	N	Mean	SD	SED	't' value	Result
Junior	50	10.080	1.869	0.408	1.196	Not Significant
Senior	50	9.592	2.196			

Table 21 shows the significance of difference between the mean scores of Junior and Senior teachers on 'Powerlessness', dimension of Occupational Stress Scale. A perusal of this table reveals that the 't' value on this dimension came out to be 1.196 which is statistically not significant. The results further reveal that junior teachers seem to be higher on this dimension (M = 10.080) as compared to senior teachers whose mean value is reported to be 9.592. It can be inferred that both groups of teacher have similar tendency to express their opinion, instructions, and decisions regarding the training programmes of the employees.

**Table 22: Significance of Difference between the Mean Scores of Junior and Senior Teachers on Occupational Stress (Area-Poor Peer Relationship)**

Gender	N	Mean	SD	SED	't' value	Result
Junior	50	11.224	2.351	0.479	1.536	Not Significant
Senior	50	11.960	2.440			

Table 22 reveals the significance of difference between the mean scores of Junior and Senior teachers on the dimension—'Poor Peer Relationship' of Occupational Stress Scale. The mean score in case of junior teachers is reported to be 11.224 as compared to senior teachers who are seen to possess a mean score of 11.960 on this dimension. The obtained 't' value has been found to be 1.536 which is statistically insignificant at 0.01 level. It can be inferred that both groups of teacher have similar poor peer relationship.

**Table 23: Significance of Difference between the Mean Scores of Junior and Senior Teachers on Occupational Stress (Area-Intrinsic-Im impoverishment)**

Gender	N	Mean	SD	SED	't' value	Result
Junior	50	11.424	2.569			Not

Senior	50	11.008	3.246	0.585	0.711	Significant
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Table 23 shows the significance of difference between the mean scores of Junior and Senior teachers on ‘Intrinsic Impoverishment’, dimension of Occupational Stress Scale. The mean score in case of junior teachers is reported to be higher (M = 11.424) than the mean score of Senior teachers who are seen to be lower in their mean value on this dimension of Occupational Stress Scale (M = 11.008). The obtained ‘t’ value has been found to be 0.711 which is not significant at any level of confidence (P < 0.01). It can be inferred that both the groups (Junior and Senior teachers) seem to have ample opportunities to utilize their abilities and experiences independently.

**Table 24: Significance of Difference between the Mean Scores of Junior and Senior Teachers on Occupational Stress (Area-Low Status)**

Gender	N	Mean	SD	SED	‘t’ value	Result
Junior	50	8.080	2.388	0.495	1.012	Not Significant
Senior	50	8.584	2.562			

Table 24 shows that there is no significant difference between the mean scores of Junior and Senior teachers on the dimension—‘Low Status’ of Occupational Stress Scale. On the basis of the results it is observed that junior teachers scored mean value (M = 8.080) as compared to senior teachers who are reported to have mean score (M = 8.584). The obtained ‘t’ value came out to be 1.012 which is not significant. It can be inferred that this job has enhanced the social status of both the groups of teachers. Higher authorities also care for the self respect of Junior as well as Senior teachers.

**Table 25: Significance of Difference between the Mean Scores of Senior and Junior Teachers on Occupational Stress (Area-Strenuous Working Condition)**

Gender	N	Mean	SD	SED	‘t’ value	Result
Junior	50	9.552	2.431	0.483	0.182	Not Significant
Senior	50	9.640	2.397			

Table 25 reveals the significance of difference between the mean scores of Junior and senior teachers on ‘Strenuous Working Condition’, dimension of Occupational Stress Scale. The mean score in case of junior teachers is reported to be lower (M = 9.552) than the mean

score of senior teachers who are seen to be slightly higher in their mean value on this dimension ( $M = 9.640$ ). The obtained 't' value has been found to be 0.182 which has failed to arrive at any level of confidence ( $P < 0.01$ ). It can be inferred that the job performed by both the groups of teachers has made their life complicated, and cumbersome. The table further reveals that Junior and Senior teachers perform their duties under extreme tense circumstances.

**Table 26: Significance of Difference between the Mean Scores of Junior and Senior Teachers on Occupational Stress (Area-Unprofitability)**

Gender	N	Mean	SD	SED	't' value	Result
Junior	50	5.920	1.794	0.353	1.382	Not Significant
Senior	50	6.408	1.737			

Table 26 shows the significance of difference between the mean scores of Junior and Senior teachers on the dimension—'Unprofitability' of Occupational Stress Scale. The mean score in case of junior teacher is reported to be 5.920 and in case of senior teachers it has been found to be 6.408. The obtained 't' value is reported to be 1.382 which is statistically insignificant at 0.01 level. On the basis of the results, it can be inferred that both the groups of teachers rarely considered getting rewards for any hard labour. The results further reveal that both the groups of teachers expressed their same opinion about the quantum of amount is not paid to them according to the work they perform.

### **Review of Hypothesis**

In view of the results of the present investigation, the hypothesis No.2 which states, "Junior and Senior Teachers do not differ significantly in their occupational stress" stands retained. As it has been found that experiences of both male and female teachers are similar in areas on occupational scale index

**ONCLUSIONS:** On the basis of analysis and interpretation of results, the below recorded conclusions are drawn.

### **(I) Conclusions Related to Occupational Stress of Male and Female Teachers:**

- 1) It has been observed that both male and female teachers experience high work load.
- 2) Both male and female teachers exhibit role ambiguity to an equal extent. Both the groups of teachers adequately plan their work with clear understanding.
- 3) Both the groups of teachers (male and female) show similarity in role conflict. This can be said that both the groups of teachers under investigation expressed their unhappiness with their superiors.

- 4) Group-conformity has been found to be associated with male teachers as compared to female teachers.
- 5) Both male and female teachers have shown similarity on stress index as far as dimension of responsibility is concerned. The results also revealed that both the groups share great responsibility towards the progress of the organization.
- 6) Male as well as female teachers are seen to offer their valuable suggestions. They are reported to frame new policies in the working system. The findings further revealed that the suggestions offered by both the groups of teachers are taken in right direction and their opinion to solve administrative problems is always solicited as and when required.
- 7) Both the groups have similar tendency to express their opinion, instructions, and decisions regarding the training programmes of the employees.
- 8) Male and female teachers have been found to be same in the area of poor peer relationship.
- 9) No significant difference between the mean scores of male and female teachers could be established on the dimension of Intrinsic Impoverishment.
- 10) It has been established that the social status of male teachers is not satisfactory as has been reported by female teachers.
- 11) It can be inferred that the job performed by both the groups of teachers has made their life complicated, and cumbersome.
- 12) Male as well as female teachers seldom get reward for hard labour. Both the groups of teachers expressed their opinion that the quantum of amount according to the work they perform is not paid to them.

## **(II) Conclusions Related to Occupational Stress of junior and Senior Teachers**

- 1) The findings revealed that both junior as well as senior teachers experience high work load. The results further reveal that both the groups of teachers are seen to perform heavy works in their institutions.
- 2) The results reveal that both the groups of teachers are same on the area of 'Role Ambiguity' of Occupational Stress Scale.
- 3) Both the groups of teachers (Junior and Senior) show similarity in role conflict.
- 4) It has been established that junior as well as senior teachers seem to be able to maintain group-conformity as they have unreasonable group and political pressures.
- 5) The results revealed that both the groups seem to share great responsibility for the progress of the organization.
- 6) It has been found that both junior as well as senior teachers offer their valuable suggestions to frame new policies in the working system. The findings revealed that the suggestions offered by both the groups of teachers are taken in right direction and their opinion to solve administrative problems is always solicited as and when required.
- 7) Both the group of teachers has a similar tendency to express their opinion, instructions, and decisions regarding the training programmes of the employees.
- 8) It has been reported that senior teachers show poor peer relationship as compared to junior teachers.
- 9) Junior and Senior teachers are seen to get ample opportunities to utilize their abilities and experiences independently.
- 10) It can be inferred that the job performed by both the groups of teachers has made their life complicated, and cumbersome.
- 11) Both the groups of teachers expressed their same opinion about the quantum of

amount is not paid to them according to the work they perform.

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