



OCCUPATIONAL STRESS AMONG HIGH SCHOOL TEACHERS

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ABSTRACT

An attempt was made in the present investigation is **Aim:** occupational stress among high school teachers. **Objective:** To study the differences between gender (male & female) and type of management (government & private) on occupational stress among high school teachers. **Sample:** Sample of the present study consists of 120 high school teachers in Warangal district of Telangana State. **Tool:** The Occupational stress Questionnaire developed by Samuel Osipow and Spokane (1987) was used. **Conclusion:** Results revealed significant differences between gender (male & female) and type of management (government & private) with regard to Occupational stress.

KEYWORDS : Gender, Type of Management, Occupational Stress and High School Teachers.

Introduction:

Education is the process of instruction aimed to develop the knowledge skills, attitude or character of individuals for preparing them to live in a meaningful way. It is education that makes an individual rational. In fact, the training of human mind is not complete with it. The strength of a nation depends upon how well educated its citizens are. Teachers are arguably the most important group of professionals of a nation's future. But, it has been observed over the years that the teachers are more prone to stress because dealing with students and caring for their better performance throughout the day is itself a stressful situation. Moreover, teachers have to perform a lot of work after they reach home like preparation, correcting the note books, evaluation etc.

A teacher has to play multiple roles as an information provider, facilitator, Mentor (of the students and curriculum), planner (curriculum planner and course planner), resource developer (the resource material creator), and the study guide producer. To fulfill his duties, he needs a state of mental peace, and a suitable atmosphere in the institution as well as at home. A teacher's life is adversely affected by stress leading to ill-health and mental ill-health as well. The stress affects his ability to function effectively. If a teacher is under stress, he/she cannot do justice to his/her job. There are many factors and conditions which cause stress in teachers.

Occupational role stress is stress related to one's job. It often stems from unexpected responsibilities and pressures that don't align with a person's knowledge, skills, or expectations, inhibiting one's ability to cope occupational role stress can increase when the worker doesn't feel supported by supervisor or colleagues or feel as they have little control over the work process.

Comish and Swindle (1994) defined occupational stress as, "It is a mental and physical condition which affects an individual's productivity, effectiveness, personal health and quality of work.

Review of Literature:

Sultana (1995) investigated the level of organizational role stress among male and female teachers and the findings revealed that, there were significant differences between male and female teachers on the dimensions of inter-role distances, role stagnation, role expectation conflict, role erosion, role-over load and role ambiguity.

Wang and Lan (2001) assessed on occupational stress and strain in primary and secondary school teachers. The study

showed that the level of occupational stress in role overloads and physical environment in the teacher group was significantly higher than that in the non teacher group in teacher group the level of occupational stress and strain increased with age, the occupational stress and strain in male teacher health to mitigate their work pressure and to rise the quality of education are important tasks in the area of occupational health.

Alkhader and Alnaser (2006) studied the levels of occupational stress and strain of teachers working in Kuwait. The results showed that, no significant difference appeared among measures of stress or strain male and female teachers or between married and single teachers, locally hired teachers.

Antonious et al., (2006) conducted a study on gender and age difference in occupational stress and professional burnout between primary and high school teachers. The results revealed the most highly rated sources of stress referred to students with difficult behavior. Female teachers experienced significantly high level of occupational stress than male teachers.

Subramanyam and Viswanatha Reddy (2012) studied that the occupational stress among secondary school teachers. Results revealed that there significant influence of gender, locality and type of management with regard to occupational stress.

Jaseena Ibrahim (2016) found that significant difference between teachers of private and government schools with regard to occupational stress.

Seema et al., (2016) investigated the occupational stress of secondary school teachers in relation to their gender and types of school. The findings reveal that (i) No significant difference was found between male and female secondary school teachers on occupational stress; (ii) Government secondary school teachers were found to have less job stress than private teacher.

Saravanan and Muthu Lakshmi (2017) aimed the occupational stress level of government and private higher secondary school teachers living in different environmental situations. There is a meaningful difference in the stress level points of government and private higher secondary teachers.

Methodology

Objective:

1. To find out the differences in Occupational stress among

high school teachers based on gender and type of management.

Hypotheses:

1. Male and female would differ significantly in their Occupational stress among high school teachers.
2. Government and Private school teachers would differ significantly in their Occupational stress.

Sample:

Sample for the present study consists of 120 high school teachers in Warangal district of Telangana State. The subjects were in the age group of 25-58 years selected and using stratified random sampling method.

Variables Studied:

Independent Variables

1. Gender
2. Type of Management

Dependent Variable

1. Occupational stress

Tool:

Assessment of Occupational Stress Questionnaire (ORQ): Occupational stress Questionnaire developed by Samuel H. Osipow and Spokane, A.R. (1987) was used. The occupational stress domain is measured by a set of six areas which are collectively called occupational roles questionnaire [i.e., *Role Overload (RO)*, *Role Insufficiency (RI)*, *Role Ambiguity (RA)*, *Role Boundary (RB)*, *Responsibility (R)* and *Physical Environment (PE)*]. Occupational roles questionnaire consists of 60 statements. Each statement has 5 options. The possible minimum score was 60 where as possible maximum score was 300. The obtained coefficient value is 0.79 for Occupational roles questionnaire (ORQ).

Statistical Analysis:

The obtained data were subjected to statistical analysis such as Means, SDs, and 't' tests were used.

Results and Discussion:

Table-I: Means, SD's and 't' values for the Occupational stress (Including Areas) scores of male and Female high school teachers.

| Areas | Gender | Mean | SD | t-values |
|-----------------------------|--------|--------|-------|----------|
| Role Overload | Male | 18.98 | 3.57 | 2.65 * |
| | Female | 19.66 | 3.83 | |
| Role Insufficiency | Male | 20.11 | 3.45 | 2.71 ** |
| | Female | 20.93 | 3.97 | |
| Role Ambiguity | Male | 21.58 | 4.17 | 1.05 @ |
| | Female | 22.48 | 4.42 | |
| Role Boundary | Male | 36.10 | 5.47 | 4.13 ** |
| | Female | 37.46 | 6.00 | |
| Responsibility | Male | 32.93 | 5.20 | 1.21 @ |
| | Female | 34.13 | 5.64 | |
| Physical Environment | Male | 30.33 | 4.74 | 2.36 * |
| | Female | 31.26 | 5.13 | |
| Overall Occupational Stress | Male | 160.10 | 25.57 | 3.42 ** |
| | Female | 165.95 | 27.88 | |

Note: @- Not Significant * - Significant at 0.05 level
 ** - Significant at 0.01 level

Table-1 shows 't' values of 2.65, 2.71, 4.13, 2.36 and 3.42 reveals that there are significant differences between male and female with regard to their Role Overload, Role Insufficiency, Role Boundary, Physical Environment and Occupational Stress. While, insignificant 't' values are 1.05 and 1.21 reveals that there is no significant difference

between male and female with regard to their Role Ambiguity and Responsibility. It is proved that when comparison with mean scores female have high occupational stress than male.

Table-II: Means, SD's and 't' values for the Occupational stress (Including Areas) scores of Government and Private high school teachers.

| Areas | Type of management | Mean | SD | t-value |
|-----------------------------|--------------------|--------|-------|---------|
| Role Overload | Government | 18.50 | 3.75 | 1.07@ |
| | Private | 20.15 | 3.56 | |
| Role Insufficiency | Government | 19.75 | 3.74 | 2.31* |
| | Private | 21.30 | 3.58 | |
| Role Ambiguity | Government | 21.10 | 4.35 | 1.30@ |
| | Government | 22.96 | 4.01 | |
| Role Boundary | Government | 35.46 | 5.84 | 2.55* |
| | Private | 38.10 | 5.41 | |
| Responsibility | Government | 32.31 | 5.45 | 2.59* |
| | Private | 34.75 | 5.18 | |
| Physical Environment | Government | 29.71 | 4.95 | 1.11@ |
| | Private | 31.93 | 4.72 | |
| Overall Occupational Stress | Government | 156.85 | 27.04 | 3.68** |
| | Private | 169.20 | 25.30 | |

Note: @-Not Significant * - Significant at 0.05 level
 ** - Significant at 0.01 level

Table-2 shows the 't' values of 2.31, 2.55, 2.59 and 3.68 reveals that there are significant differences between Government and Private school teachers with regard to their Role Insufficiency, Role Boundary, Responsibility and Occupational Stress. While, insignificant 't' values are 1.07, 1.30 and 1.11 reveals that there is no significant difference between Government and Private with regard to their Role Overload, Role Ambiguity and Physical Environment. It is proved that when comparison with mean scores teachers working in private schools have high occupational stress than teachers working of Government schools.

Discussion

The first hypothesis stated that *Male and female would differ significantly in their Occupational stress*. The 't' values for gender influence to Role Overload, Role Insufficiency, Role Boundary, Physical Environment and overall Occupational Stress. The remaining other areas are not significant. Hence, hypothesis-1 is partially accepted by the results in this study. Women teachers have poor attitude towards their work including dried, boredom and lack of interest. They more frequently report making errors in their work. They more often report that, their quality of work is suffering curriculum problems. They feel little dried, boredom and they are more interested in their work. They do not make many errors in their work and they maintain good quality of work and they have less curriculum problems. Women teachers apart from the teachers they have other responsibilities at home, such as catering the needs of the spouses attending to their children and shouldering responsibilities. They just play the role of teachers without strong interest in teaching. This could be the reason why women teachers have high occupational stress compared to men teachers. On the contrary men teachers evince lot of interest in teaching profession and they compete with other teachers for name and fame and they mix freely with other teachers and also they have positive attitude. They attend in service training programmes regularly. This could be the reason why men teachers have low level of occupational stress compared to women teachers. This finding is corroborated with earlier researchers of Sultana (1995), Wang and Lan (2001), Antonious et al., (2006) and Subramanyam and Viswanatha Reddy (2012) who also found significant

difference between men and women in their occupational stress.

The second hypothesis stated that *Government and Private school teachers would differ significantly in their Occupational stress*. The 't' values for type of management influence to Role Insufficiency, Role Boundary, Responsibility and overall Occupational Stress. The remaining other areas are not significant. Hence, hypothesis-2 is partially accepted by the results in this study. This might be major reasons are excessive working hours, excessive workload, rising class sizes, changes in curriculum & courses, changes to assessment & testing requirements, poor management, workplace bullying, pupil misbehavior, risk of violence from pupils, parents and intruders, lack of support with bureaucracy, form filling and routine tasks, lack of job security due to redundancy and fixed term contracts, parents expect good grade from their children and teacher getting low salaries, these problems are facing more in private school teachers rather than government school teachers. This finding is corroborated with earlier researchers of Jaseena Ibrahim (2016), Seema et al., (2016) and Saravanan and Muthu Lakshmi (2017) who also found significant difference between Government and Private school teachers in their occupational stress.

Conclusions

1. Female have high occupational stress than male in these areas i.e., role overload, role insufficiency, role boundary, physical environment and overall occupational stress.
2. There are no significant differences between male and female in the areas role ambiguity and responsibility.
3. Teachers working in private schools have high occupational stress than teachers working in government schools in the areas role insufficiency, role boundary, and responsibility and overall occupational stress.
4. There is no significant difference between government and private school teachers in the areas role overload, role ambiguity and physical environment.

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