



## Role Stress Among More and Less Experienced High School Teachers of Western Uttar Pradesh

### KEYWORDS

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**ABSTRACT** *This study attempts to assess the Role Stress relation to experience among High School Teachers of Western Uttar Pradesh. A sample of 300 teachers was randomly selected from different Govt. Aided Schools of Western Uttar Pradesh. They were administered Role/Occupational Stress Questionnaire developed by Samuel H. Osipow and Arnold R. Spokane. It was constructed around six dimensions of Role Stress. Mean, S.D., and t-test were used to analyze the data. Results show that the more and less experienced high school teachers differed significantly on total role stress and its dimensions role overload, role ambiguity and responsibility. Less experienced teachers are more stressed than male teachers on total role stress as well as due to role overload, role ambiguity and responsibility.*

### Introduction

Human behaviour in an organization is influenced or directed by several physical, social and psychological factors. One of the key concept to understand the integration of the individual with an organization is the role assigned to him within the overall structure of the organization. It is through this role that the individual interacts and gets integrated with the system. Teachers comprise the largest group in Indian educational scenario. Improving teachers' performance is playing a pivotal role towards enhancing the quality of education. But the capacity of the teaching force to deliver high quality education is constrained by historical deficiencies in teacher's education and training and the absence of performance incentives. As a result, many teachers often have little understanding of the material they teach possess few teaching skills and are poorly motivated qualities reflected in primary students learning achievement.

The world in general is evolving so rapidly today. Teachers, like other professional groups, now must face the fact that their initial training will not see them through the rest of their lives. They need to update their own knowledge and techniques throughout their lifetime. A careful balance has to be struck between competence in teaching. Stress has its effect on all people in the world. So the teacher and teaching profession is also not stress free. It may be physical or psychological; it may be more or less. Several researchers opined that teaching is more stressful. The stressed teachers will have negative effect on teaching and it also affects the achievement level of students. The main reason for conducting research on occupational stress in teaching has been found resulting in both mental or physical ill health, ultimately having electro effects on teachers professional efficiency (Camp, 1985; Claxton, 1989; Fletcher and Payne, 1982; French, 1988; Galloway et al., 1984; Kyriacou and Pratt, 1985;). Various studies had been conducted by researchers in respect to role-stress of teachers at different levels, but no study had been done before at secondary level in western U.P. So it was felt that there was need to work on role-stress of high school teachers.

### Method

Methods of research are generally determined by the theory of the topic under study, objectives of the study, re-

sources of researchers etc. These considerations have led the investigator to use the Descriptive Survey method of research for the present study.

### Population

The population in the present study was defined as the High School Teachers of Government aided schools of Western U.P.

### Sample

For the present study, 300 high school teachers of Government aided schools of Western U.P. were taken from both rural and urban areas. For this purpose, stratified random sampling technique was used.

### Tool Used

For data collection in the present study, Role/Occupational Stress Questionnaire. By Samuel H. Osipow and Arnold R. Spokane (1987) was used. The role-stress questionnaire is a part of the occupational stress Inventory (OSI). It is a concise measure of three dimensions or domains of occupational stress, psychological strain and coping resources. Amongst all these three domains the occupational stress domain was measured by a set of six scales which are collectively called as the Occupational Role Questionnaire (ORQ).

### Results

To study the nature of total Role Stress and its all dimensions of all more experienced (164) and less experienced (136) high school teachers, mean and standard deviation (S.D.) and t- test were calculated. The results are presented in Table-1, 2, & 3.

**Table - 1**  
**Statistics showing the Role Stress of more experienced high school teachers (N =164)**

Dimensions of Role Stress	Mean	S.D.	Maximum Score
Role overload	25.13	5.48	41
Role insufficiency	29.65	5.76	44
Role ambiguity	24.90	6.67	42
Role boundary	26.39	5.49	42
Responsibility	25.63	6.78	44

Physical Environment	25.39	6.39	40
<b>Total Role Stress</b>	<b>157.09</b>	<b>24.89</b>	<b>200</b>

It is revealed from table – 1 that the mean value of total role stress for the high school teachers having more than 10 years of teaching experience (164) was found to be 157.09, where the maximum score is 200 and S.D. was recorded as 24.89, which demonstrates that the more experienced teachers were found to have high level of role stress. When the mean values for its all dimensions- Role overload, Role insufficiency, Role ambiguity, Role boundary, Responsibility, Physical environment were calculated, it was recorded that the mean values were 25.13, 29.65, 24.90, 26.39, 25.63, and 25.39. It indicates that more experienced high school teachers were in stress mainly due to role insufficiency, the second most causal factor for stress among more experienced teachers was found to be role boundary. The results also reveal that the prescribed workload to the more experienced teachers is not a serious issue so that they will be in the situation of imbalance. They can handle the situation properly and all the assigned work. They were found to be very comfortable to complete the job responsibilities assigned to them. The score for responsibility shows that the teachers have a great deal of responsibilities for activities and work they perform.

**Table - 2**  
**Statistics of Role Stress of less experienced high school teachers (N =136)**

Dimensions of Role Stress	Mean	S.D.	Maximum Score
Role overload	29.59	6.78	41
Role insufficiency	30.29	6.92	44
Role ambiguity	29.74	6.03	42
Role boundary	25.55	6.63	42
Responsibility	28.99	5.45	44
Physical Environment	24.69	7.37	40
<b>Total Role Stress</b>	<b>168.85</b>	<b>26.13</b>	<b>200</b>

It is depicted from table-4.12 that the mean value of total role stress for the high school teachers having less than 10 years of teaching experience (136) were found to be 168.85 which is very much in comparison of more experienced high school teachers, where the maximum score is 200 and S.D. was recorded as 26.13, which demonstrates that the less experienced high school teachers were found to have very high level of role stress also they are more stressed than more experienced teachers. When the mean values for its all dimensions- Role overload, Role insufficiency, Role ambiguity, Role boundary, Responsibility, Physical environment were calculated, it was recorded that the mean values were 29.59, 30.29, 29.74, 30.55, 28.99, and 24.69. It indicates that less experienced high school teachers were in stress mainly due to role insufficiency, the second most causal factors for stress among less experienced teachers were found to be role overload, responsibility and role ambiguity. The results reveal that the prescribed workload to the less experienced teachers are some how more than their expectation and capacity. The less experienced teachers have more overload than their opposite counterparts. They are not comfortable to complete the job responsibilities assigned to them. The results also demonstrate that less experienced teachers who are not well conversant with their skills and job responsibilities were

found to be experiencing higher degree of stress. Some of the teachers were not satisfied with the supervision. Some times it leads to conflict among them about the demands of supervision. The score for responsibility shows that less experienced teachers have a great deal of responsibilities for activities and work they perform. They also realize when there was a mistake on their part in their work performance.

**Table - 3**  
**Summary of t-test for difference between more experienced and less experienced high school teachers on role stress and its all dimensions**

Dimensions of Role Stress	More Exp (N=164 )		Less Exp (N=136 )		t-value
	Mean	S. D.	Mean	S. D.	
Role overload	25.13	5.48	29.59	6.78	3.38*
Role insufficiency	29.65	5.76	30.29	6.92	1.13
Role ambiguity	24.90	6.67	29.74	6.03	5.16*
Role boundary	26.39	5.49	25.55	6.63	1.68
Responsibility	25.63	6.78	28.99	5.45	4.61*
Physical Environment	25.39	6.39	24.69	7.37	1.26
<b>Total Role Stress</b>	<b>157.09</b>	<b>24.89</b>	<b>168.85</b>	<b>26.13</b>	<b>4.73*</b>

\* -- Significant at 0.01 level, \*\* -- Sinificant at 0.05 level

It is evident from Table - 3 that t-values between the means of more experienced and less experienced teachers on total role stress and its dimensions role overload, role ambiguity and responsibility were found to be 4.73, 3.38, 5.16, and 4.61 respectively which were significant at 0.01 level. It indicates that the more experienced and less experienced teachers differed significantly on total role stress and its dimensions role overload, role ambiguity and responsibility. Since the mean values are in favor of less experienced teachers, it implies that less experienced teachers were found to be more stressed than more experienced teachers on total role stress and its dimensions role overload, role ambiguity and responsibility. However, no significant difference was observed between means of more experienced and less experienced teachers on role stress dimensions role insufficiency, role boundary and physical environment as the observed t- values on these dimensions were not significant at 0.05 level. It implies that the apparent differences in the means of role stress dimensions role insufficiency, role boundary and physical environment were not true.

### Conclusion

The results demonstrate that more experienced teachers were found to have high level of role stress. They were in stress mainly due to role insufficiency, the second most causal factor for stress among more experienced teachers was found to be role boundary. less experienced high school teachers were found to have very high level of role stress also they are more stressed than more experienced teachers. They were in stress mainly due to role insufficiency, the second most causal factors for stress were role overload, responsibility and role ambiguity.

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