

## An Investigation into the Occupational Stress of Male and Female Secondary School Teachers of Srinagar City in Jammu & Kashmir



### Education

**KEYWORDS :** Occupational Stress, Secondary School Teachers

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### ABSTRACT

*The present investigation was planned to find and compare the occupational stress of male and female secondary school teachers. 250 secondary school teachers (150 male & 100 female) were selected from various schools of Srinagar city by using random sampling method. Occupational Stress Scale developed by Srivastava and Singh was used for data collection. The information obtained was subjected to statistical treatment by using Mean, Standard Deviation, and 't' test. The results revealed that male and female teachers differ significantly on various stress related areas.*

### Introduction:

Ever since the dawn of civilization, teachers have been considered as the core architects of any educational system. As reformers they deserve much attention for their professional growth and welfare (Okeke, 2004). They are considered to play a pivotal role in the overall progress of any nation. In teaching profession, a teacher has to perform multiple activities like teaching, evaluating, communicating, guiding and counseling the students, organizing co-curricular activities etc., This can be possible if teachers are committed and stress free.

Since occupational stress is considered as any characteristic of the job environment which poses a threat to the individual, either excessive demands or insufficient supplies to meet his needs (Borg and Riding, 1991). Any challenge that exceeds the coping abilities of the individual becomes stress. 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 (Dinham & Scott, 2000; McCormick, 1997; 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; Woods & Weasmer, 2004). Occupational stress of teachers in relation to over-load, role ambiguity, locality and personality factors have also been the interest of researchers (Ritu and 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; Mattoo, 1987; Sharma, 1978). Teacher stress is experienced as unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work (Kyriacou 2000). Occupational stress is considered to be one of the leading work-related health problems, especially in developed countries where the phenomenon is well documented.

### Need and Importance of the Study:

The successful teacher must possess the ability and academic competence for teaching. He 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 programmes 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 counselling 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. 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 and role commitment of teachers at secondary 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 present investigators feel that there is a need to conduct a study on occupational stress of teachers. The title of which reads as:

### Statement of the problem:

*An Investigation into the Occupational Stress of Male and Female Secondary School Teachers of Srinagar City in Jammu & Kashmir.*

### Objectives of the Study:

To find and compare the significance of difference between the mean scores of male and female secondary school teachers on various dimensions of occupational stress: a) role-over load, b) role conflict c) powerlessness, d) strenuous working condition and e) poor peer relation.

### Hypotheses:

Male and female Secondary School teachers do not differ significantly on various dimensions of occupational stress like: role over load, role conflict, powerlessness, strenuous working condition, poor peer relationship.

### Research Design

#### Sample

The sample for the present investigation comprised of 250 (125 male and 125 female) teachers working in different secondary schools of District Srinagar. These teachers were drawn by a process of random sampling technique.

### Tools and Techniques:

The tools used for the study were: (A) The occupational stress index is developed by Srivastava and Singh. This test was used to identify occupational stress of male-female school teachers in five areas as: 1) Role over- load, 2) Role conflict 3) Powerlessness, 4) Strenuous working conditions, 5) Poor peer relationship

The information collected was finally dealt with statistical treatment. Mean, SD and test of significance and is presented in following tables:

### Statistical Analyses:

Table No. 1.00: Significance of Difference between the Mean Scores of Male (N=150)

& Female (N=100) Teachers on Various dimensions of Occupational Stress

Area of Stress	Male Group		Female Group		SEd	T-Value
	Mean	SD	Mean	SD		
Role- Overload	18.460	3.977	17.000	4.017	0.515	2.832@
Role- Conflict	15.213	3.011	15.840	3.101	0.393	1.593*
Powerlessness	9.686	2.063	0.264	1.414	0.264	1.414*
Strenuous Working Conditions	9.673	2.515	9.480	2.249	.311	0.621*
Poor Peer Relationship	11.913	2.44	11.110	2.13	.308	2.601@

@: Significant at 0.01level; \*: Not significant

### Findings:

The study yielded following findings:

Table 1.00 reveals the significance of difference between the mean scores of male and female government teachers on , role-over load, role conflict, powerlessness, Strenuous working conditions, poor peer relationship. The mean score/s of male teachers is reported to be higher on two dimensions of occupational stress index scale which signifies that both the groups of teachers differ significantly. The difference is significant at 0.01 level of confidence. On the basis of results it can be inferred that male teachers experience high work load as compared to female teachers. The results further reveal that male teachers are seen to perform heavy workload in their institutions. They are also reported to manage their works even if the number of workers is less in the organization. Male teachers tend to dispose off their assigned work without consuming much amount of time. The results further reveal that male teachers ignore domestic problems as compared to female teachers. Whereas, female teachers manage to pay attention to their household problems in addition to teaching. In the same table it is observed that

male teachers experience poor peer relationship and are reported to work with the persons according to their own choice. It has also been observed that male group of teachers are not happy to work with their colleagues as they believe that their co-workers try to malign their positions. This is the reason that they are observed to work with the people whom they like. The findings are in line with the some of the earlier studies. It has been reported that highest levels of occupational stress is experienced by teachers when compared with the people in other professions ( Sager, 1994; Johnston et al., 1990; Lewis & Cooper, 1988; Gupta & Jenkins, 1985; Fisher & Gittleston, 1983; Kyriacou,1980).

No significant mean differences were reported to exist in rest of the dimensions on occupational stress. It can be inferred that both the groups of teachers are similar on these areas. Further, both the groups seem to experience uniform tendency to express their opinion, instructions and decisions regarding the training programmes of the employees. Work seem them to be cumbersome and complicated. The findings are in line with the findings of earlier researchers in the field ( Ritu and 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; Kyriacou, 2001; Monteith et al., 2001; Van der Linde et al., 1999).

### Inferential Conclusions:

Male teachers seem to experience high work load, tend to dispose off their work without consuming much amount of time and also ignore domestic problems as compared to female teachers. Whereas, later manage to pay attention to their household problems in addition to teaching.

Both the groups of teachers (male and female) show similarity in role conflict. They expressed their unhappiness with their superiors.

The results also revealed that both the groups share great responsibility for the progress of the organization.

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