



**ORIGINAL RESEARCH PAPER**

**Education**

**Role Stress among Primary Teachers of Government and Private Schools of East Delhi**

**KEY WORDS:**

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**ABSTRACT**

This study attempts to assess the Role Stress among primary teachers of government and private schools of East Delhi. A sample of 200 teachers was randomly taken from different government and public schools of East Delhi. They were administered Role / Occupational Stress Questionnaire developed by By Samuel H. Osipow and Arnold R. Spokane. Results show that primary school teachers of government and private schools of East Delhi differed significantly on role stress dimensions responsibility and physical environment. Primary school teachers of government schools are more stressed than primary school teachers of private schools on stress dimensions responsibility and physical environment. However, no significant difference was observed between means of primary school teachers of government and private schools of East Delhi on total role stress and its dimensions role overload, role insufficiency, role ambiguity and role boundary.

**Introduction**

Right from the time of birth till the last breath down, an individual is invariably exposed to various stressful situations. Thus, it is not surprising that interest in the issue has been rising with the advancement of the present century which has been called "Age of Anxiety and Stress". The concept of role-stress is one of the significant and interactive concepts ever developed in the social and biochemical sciences, its potential as a prime intellectual tool for not only understanding but also explaining the individual behavior and collective human behavior and disorders. The term stress is commonly used in ordinary conversation to refer to all sorts of difficulties, which are rather vague and intuitive. It is something that everyone feels from time to time a problem that can be recognized from experience and need not be defined in precise term. Stress can be defined as a state that occurs when people are faced with demands from the environment that require them to change in some way, Stress arousal is an automatic response. It is a universal human experience.

The study of job stress in the work domain has increased in significance as stress in organization is organized as a pragmatic contributor to the success or failure of the organization. Teaching primary school children is not a very easy matter. 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 main reason for conducting research on occupational stress in teaching has been found resulting in both mental or physical ill health, ultimately having electros effects on teachers professional efficiency (Camp, 1985; Claxton, 1989; French, 1972; Kyriacou and Pratt, 1985;). A lot of research work has been done on the teacher's occupational/role stress during the last two decades (Kaur K., 2000, Cooper, C. L., 2007, Christine C. A.,2012, Reddy G. L. and Anuradha R., 2013). Lack of consensus on its definition has led researchers to "either look towards constructing new definitions, which problems relating to others work" or "they continue to use the term in some generic sense". It has also resulted in a proliferation of labels for similar symptoms as 'work stress', ' Job stress' (Caplan et al., 1975) which only serve to add the conceptual confusion surrounding this area of research. 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 primary teachers in East Delhi. So, it was felt that there was a need to work on role-stress of primary teachers of both government and private schools of East Delhi.

**Method**

Methods of research are generally determined by the theory of the topic under study, objectives of the study, resources 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 Primary Teachers of Government and Public Schools of East Delhi.

**Sample**

For the present study, 200 primary teachers of Government and Public Schools of East Delhi were taken. 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 primary teachers of government schools (100) and private schools (100), mean, 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 Primary Teachers of Government Schools (N=100)**

Dimensions of Role Stress	Mean	S.D.	Maximum Score
Role Overload	28.400	4.673	41
Role Insufficiency	25.420	7.731	44
Role Ambiguity	22.500	7.133	42
Role Boundary	25.400	5.689	42
Responsibility	28.850	4.624	44
Physical Environment	23.650	7.119	40
Total Role Stress	154.130	22.688	200

It is depicted from table - 1 that the mean value of total role stress for primary school teachers of government schools (100) were found to be 154.130, where the maximum score is 200 and S.D. was recorded as 22.688, which demonstrates that the primary school teachers of government schools 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 28.400, 25.420, 22.500, 25.400, 28.850, and 23.650. These mean values indicate that the primary school teachers of government schools of East Delhi were

found in stress mainly due to responsibility. The score for responsibility shows that the primary school teachers of government schools have a great deal of responsibilities for activities and work, they perform.

**Table - 2 Statistics Showing the Role Stress of Primary Teachers of Private Schools (N =100)**

Dimensions of Role Stress	Mean	S.D.	Maximum Score
Role Overload	27.210	5.435	41
Role Insufficiency	26.080	5.998	44
Role Ambiguity	23.920	7.136	42
Role Boundary	26.540	4.681	42
Responsibility	26.390	5.657	44
Physical Environment	21.420	6.110	40
Total Role Stress	151.560	16.588	200

It is revealed from table - 2 that the mean value of total role stress for primary school teachers of private schools of East Delhi (100) were found to be 151.560, where the maximum score is 200 and S.D. was recorded as 16.588, which demonstrates that the primary schools teachers of private schools 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 27.210, 26.080, 23.920, 26.540, 26.390, and 21.420 respectively. It indicates the fact that the primary school teachers of private schools were found to have high stress mainly due to role overload, the other most causal factors for stress among primary school teachers of private schools was responsibility, role insufficiency and role boundary.

**Table - 3 Summary of t-test for difference between primary teachers of government and private schools on role stress and its all dimensions**

Dimensions of Role Stress	Teachers of Government Schools (N = 100)		Teachers of Private Schools (N = 100)		t-value
	Mean	S. D.	Mean	S. D.	
Role Overload	28.400	4.673	27.210	5.435	1.660
Role Insufficiency	25.420	7.731	26.080	5.998	0.675
Role Ambiguity	22.500	7.133	23.920	7.136	1.407
Role Boundary	25.400	5.689	26.540	4.681	1.547
Responsibility	28.850	4.624	26.390	5.657	3.367*
Physical Environment	23.650	7.119	21.420	6.110	2.281**
Total Role Stress	154.130	22.688	151.560	16.588	0.914

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

It is evident from Table – 3 that t-value between the means of primary school teachers of government and private schools on role stress dimension responsibility was found to be 3.367 which was significant at 0.01 level. Similarly the t- value for the role stress dimension physical environment was 2.281 which was significant at 0.05 level. It indicates the fact that primary school teachers of government and private schools of East Delhi differed significantly on role stress dimensions responsibility and physical environment. However, no significant difference was observed between means of primary school teachers of government and private schools of East Delhi on total role stress and its dimensions role overload, role insufficiency, role ambiguity and role boundary as the observed t-values were found to be 0.914, 1.660, 0.675, 1.407, and 1.547 respectively. It implies that the apparent differences in the means of total role stress and its dimensions role overload, role insufficiency, role ambiguity and role boundary were not true. Since the mean value is in the favor of primary school teachers of government schools, it means that primary school teachers of government schools are more stressed than primary school teachers of private schools on role stress due to responsibility and physical environment.

**Conclusion**

The results demonstrate that primary school teachers of government and private schools of East Delhi differed significantly on role stress dimensions responsibility and physical environment. Further, it was observed that primary school teachers of government schools are more stressed than primary school teachers of private schools on role stress due to responsibility and physical environment. The primary school teachers of government schools of East Delhi were found in stress mainly due to responsibility. The score for responsibility shows that the primary school teachers of government schools 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. The second most important causal factors for stress among primary teachers of government schools were found to be role overload. However, no significant difference was observed between means of primary school teachers of government and private schools of East Delhi on total role stress and its dimensions role overload, role insufficiency, role ambiguity and role boundary.

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