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OCCUPATIONAL STRESS OF SECONDARY SCHOOL TEACHERS WORKING IN HYDERABAD DISTRICT

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ABSTRACT: -

The present study aimed at finding out the occupational stress of the secondary school teachers. Descriptive survey research was used. The sample consisted of 300 secondary school teachers. Occupational Stress Scale developed by Meenakshi Sharma and Satvinder Kaur (2014)



was used for data collection. Data was analyzed by t-test. Results indicated that moderate amount of stress was found among the secondary school teachers. The female teachers were found to be highly stressed compared to their male counter parts. With regard to marital status no significant difference was found. The highly

experienced teachers were found to be more stressed. The salary earned was also found to be contributing to teachers stress.

KEYWORDS: Occupational Stress, Secondary School Teachers.

INTRODUCTION :

In order to survive in the competitive world of luxuries an individual has to face number of challenges and play variety of roles being professionally, socially, economically and emotionally sound enough to acquire them. Education empowers the lives of the individuals with the various skills, abilities and competencies for enhancing their quality of life and to produce more civilized, creative, productive, value oriented students directed towards the building up of a strong nation. The importance of the teachers here cannot be undermined. The primary task in teaching is to modify the students both physically and psychologically. But earlier teaching emphasized only on the end product i.e. on the achievements of the students rather than their all-round development. The major change was brought about by the National Policy of education (1986), NCF 2005 and the concept of CCE making the evaluation an enabling factor for learning. Apart from the text a teachers now has to use many tools like newspapers, magazines, audio visual aids, giving assignments, project works, problem solving activities, peer assessments and self-assessments etc. All these need a clear planning on part of the teacher. As a part of these teachers today not only have to make arrangements for the conduction of activities but also involve the students in group activities and ensure the participation of each and every child. The needs of the students, staff and parents have been changing and with the changing needs the teachers have to change accordingly. Thus the teacher is supposed to possess a multifaceted personality. Unable to keep up with the pace and changing needs besides filling gaps creates stress among the teachers.

NEED OF THE STUDY

A lot number of studies indicated that the teaching profession is highly stressed profession (Kyriacou, 1987). Stress is related to a psychological or physical state of health (Spolsky, 1994). Stress can make teachers to become ineffective and inefficient in their roles (Eskridge and Coker, 1985; Farber, 1984; Schamer and Jackson, 1996). Occupational stress also known as the job stress is the stress at work. It is a growing problem worldwide, which is resulting in substantial loss both to the employees and to the organizations (Cotton and Hart, 2003). It may be defined as a situation where occupation related factors interact with the employees in a manner that disrupts or enhances his/her physiological conditions forcing them to deviate from normal functioning. Many research studies done on occupational stress have found that it can have a negative influence on schools, overall teaching performances, the physical and emotional well-being of teachers and students (Kyriacou, 1984; Philips, 1993). Studies have also shown significantly higher level of stress among secondary school than the teachers of other grades (Wang Z, 2001; Beer J, 1992; Dunham, 1992, Van Horn, 1997). Owing to the high prevalence of stress among secondary school the researchers has also chosen the secondary school teachers for the study.

REVIEW OF LITERATURE

Praveena Ganapa and Sreedevi (2015) carried out a comparative study on work related stress among government and private school teachers of Kurnool town. The results of the study indicated that there was a significance difference between private and government teachers in relation to the personality and system factors, but no significant difference was seen in interpersonal factors. Further the private teachers were found to exhibit more symptoms of stress.

Ansarul Hassan (2014) in a study compared teachers' occupational stress of primary government and private school teachers working in Tehsil Laksar, Haridwar and concluded that the primary school teachers as a whole were found to be highly stressed than government teachers. The results also confirmed that private school teachers were face more stress than the government teachers as they were paid low remuneration and have to face more burden of work. No significant difference was found in the occupational stress level of male and female primary school teachers.

The results of the study conducted by Vipinder Nagra and Harpreet Kaur (2014) on occupational stress and coping strategies among secondary school teachers found that the secondary school teachers were experiencing moderate levels of occupational stress. The female secondary school teachers were experiencing more stress when compared to male secondary school teachers.

Irshad Ahmad Kumar, Zahoor Ahmad Wani, Aijaz Ahmad Parrey (2013) study also concluded that the dimensions of role ambiguity, role conflict, and political pressure, under participation, powerlessness and low status differed significantly with respect to gender. The female elementary school teachers were found to have more occupational stress levels.

Amit Kauts and Vijay Kumar (2013) conducted study on the occupational stress in relation to emotional intelligence, age and qualification among secondary school. The interaction of age and qualification revealed no changes in occupational stress and with increasing age teachers with low or high qualification were able to cope with the situational demands of the profession and adjust in the scenario.

Lokanadha Reddy & Vijay Anuradha (2013) examined the occupational stress of higher secondary teachers working in Vellore district and concluded that the long working hours and expectations to do more work, large class size with students of diverse needs and taking responsibilities for the activities of others were the major stressors causing high level of stress among the higher secondary teachers.

S.S. Jeyaraj (2013) examined the occupational stress among the teachers working in higher secondary schools in Madurai district of Tamil Nadu with respect to stress levels of government and aided higher secondary school teachers living in different socio-cultural and economic situations has resulted in the following outcomes. Aided school teachers were found to have more occupational stress levels than Government school teachers.

Singh (2012) conducted a study on occupational stress of secondary school teachers' in relation to some of their demographic variables and concluded that there was significant difference in the occupational stress of the secondary school teachers in relation to their gender, locality or place of working and their educational

qualifications.

Suvitha and Rajakumari (2012) examined the stress among secondary school teachers and concluded that there was no significant difference in the level of occupational stress with respect to sex, marital status and type of school and that it has got no influence on the level of stress.

Maria Aftab and Tahira Khatoon (2012) studied the demographic differences and occupational stress of secondary school teachers and found that nearly half of the secondary school teachers experienced less stress towards their job. The findings of the study revealed that male teachers experienced more stress; the teachers with above 5 years of teaching experience faced high stress than those with less than 5 years of experience. The results further confirmed that the monthly salary earned, subjects taught and the marital status of secondary school teachers had no significant influence on the occupational stress faced.

Ritu and Ajmer Singh (2012) worked on predicting teacher's effectiveness among secondary school teachers on the basis of their occupational stress determined a negative relationship between occupational stress and teacher's effectiveness. The teachers were found to experience low levels of stress. No significant effect of gender, type of school and location was found on occupational stress and teacher's effectiveness. The study further suggested that the female teacher's workload to be reduced to maintain normal stress levels.

Pooja Sharma (2012) examined the occupational stress in relation to job satisfaction and demographic variables of secondary school teachers and their coping strategies resulted that the female teachers were found to be more stressed compared to male teachers. The teachers below 20 years of teaching experience were more stressed compared to the teachers with above 20 years of teaching experience

OBJECTIVES

- To find out the significant difference in the occupational stress of secondary school teachers with respect to gender, marital status, teaching experience, type of school management, and salary earned.

HYPOTHESES

1. There will be no significant difference in the occupational stress of secondary school teachers with respect to gender.
2. There will be no significant difference in the occupational stress of secondary school teachers with respect to marital status.
3. There will be no significant difference in the occupational stress of secondary school teachers with respect to teaching experience.
4. There will be no significant difference in the occupational stress of secondary school teachers with respect to type of school management.
5. There will be no significant difference in the occupational stress of secondary school teachers with respect to salary earned.

RESEARCH DESIGN

The study employed Descriptive survey method of research. Random sampling technique was used to select the sample from the population of 9740 secondary schools working in government, Aided and private schools of English, Telugu and Urdu medium schools. Only 3% constituting to nearly 300 secondary school teachers were selected as sample. Among the randomly selected sample 150 government, 50 aided and 100 private teachers were there. The study consists of both independent and dependent variables. The occupational stress is the dependent variable and the demographic variables like gender, marital status, teaching experience, school management and salary earned constitute the independent variables. The Teachers Occupational Stress Scale (TOSS) developed by Dr. Meenakshi Sharma and Dr. Satvinderpal Kaur (2014) was employed for data collection. It consisted of 30 discriminating items belonging to nine dimensions of teacher's occupational stress.

ANALYSIS AND INTERPRETATION

Among the 300 secondary school teachers sample chosen there were more no of female teachers the

reason could be most of the female employees prefer teaching profession. After the data has been collected scores were given to each item of the scale. The sum of the scores of each item gives the score of the total scale of each respondent. The total score obtained on the scale determines the occupational stress of the secondary school teachers. The occupational stress scores of 300 secondary school teachers were distributed into three levels to assess them with High, Moderate and Low level of occupational stress.

Table 1: Classification of Occupational Stress

S.No	Score on OS Scale	N	Level of OS
1	Below 80	71	Low OS
2	Between 80-100	154	Moderate OS
3	Above 100	75	High OS
TOTAL		300	

Table-1 shows that the respondents whose score fall in the range of 100-150 comes under the category of High Occupational Stress, Moderate Stress score range falls between 80-100 and Low occupational stress with scores falling below and up to 80. 75 respondents fell under the category of high occupational stress, 154 under moderate occupational stress and 71 under low occupational stress categories. Since more number of teachers are falling under the category of moderate occupational stress it can be concluded that the secondary school teachers had moderate level of occupational stress. The results are in lines with that of the studies conducted by G. Lokanadha Reddy and R. Vijaya Anoradha (2013); S.S. Jeyaraj (2013); Vipender Nagra & Harpreet Kaur (2014) and Sarita Arora (2013) which found that majority of teacher educators' (94.2%) fall under the category of moderate stress level. Moderate levels of stress is considered desirable for the teachers to stay alert and perform well rather than high stress level which hampers the physical and mental well-being. It motivates an individual or improve performance, efforts for work, diligence and stimulate creativity (Steers, 1981; Schermerhorn et al., 2000; Little et al., 2007) moderate levels of stress may be because they are well aware of the situations causing stress and its implications and if ever encountered with the stressful situation they tried to cope with it accordingly. This stress is caused by various dimensions like excessive work load which is a major source of stress.

Table 2: Dimension Wise Means and Percentages of the Occupational Stress

S.No.	Dimensions of Occupational Stress	Mean	Percentage (%)
1	Work Load	15.86	17
2	Role Ambiguity	8.85	10
3	Groupism and External Pressure	7	9
4	Responsibility	11.57	13
5	Powerlessness	12.23	13
6	Work Relationships	8.08	9
7	Working Conditions	9.02	10
8	Personal Inadequacy	9.22	10
9	Lack of Motivation	8.43	9

From Table-2, the highest mean of 15.86 for workload dimension indicate that the work load of the teachers is causing a lot of occupational stress contributing to a total of 17%. In addition to teaching, the teachers are overburdened with extra administrative work and most of the time being kept busy supervising co-curricular activities. Due to heavy work load they are often forced to bring their official assignments home. As a result they feel physical and mental stress after working hours and are unable to perform the work which they want to perform. The result is supported by the studies conducted by Smilansky (1984), Lokanadha Reddy & Vijay Anuradha (2013), Ansarul Hassan (2014) which also concluded that it is the heavy work load of teachers which is a major source of stress. This heavy workload over a long period of time becomes unbearable and leads to stress. Further Winefield (2000) also concluded that increased stress levels among academics were associated with

increased workload and reduced rewards.

The second source of occupational stress was Responsibility and Powerlessness both contributing to 13% each of the total occupational stress followed by role ambiguity of teachers, working conditions and Personal inadequacy with 10% each. Groupism and External pressure, Work relationships and Lack of motivation are contributing least i.e. 9% to the total occupational stress.

Table 3: Comparison of Mean Occupational Stress Scores of Male and Female Teachers

Gender	N	Mean	SD	t-value	Inference
Male	116	86.2	13.942	4.82	Significant
Female	184	94.27	14.197		

Table-3 indicates that the mean occupational stress scores of male and female secondary school teachers are found to be 86.2 with SD 13.942 and 94.27 with SD 14.197 respectively. The t-value 4.82 which is significant at 0.05 level indicating that the hypothesis-1 is rejected. Female secondary school teachers are found to be more stressed compared to their male counterparts. Study conducted by Vipender Nagra and Sarita Arora (2013) too confirmed that female teacher educators were more stressed than males. The high occupational stress scores of the female teachers could be because they have to compete with their male counterparts in the male dominated society to prove their capabilities. Besides fulfilling their responsibilities towards their families they sometimes have to sacrifice their professional ambitions in favor of the same. They encounter stressful situations both at home and at office.

Table 4: Comparison of Mean Occupational Stress Scores with respect to Marital Status

Marital Status	N	Mean	SD	t-value	Inference
Unmarried	135	86.74	15.286	1.907	Not Significant
Married	165	91.73	14.452		

From Table-4, the mean occupational stress scores of unmarried and married secondary school teachers are 86.74 and 91.73 and SD are 15.286 and 14.452 respectively. The t value 1.907 which is found to be not significant at 0.05 level indicating that the hypothesis-2 is accepted and that there exists no significant difference in the occupational stress level of married and unmarried secondary school teachers. The results of the study are in lines with the study conducted by Maria Aftab and Tahira Khatoun (2012) and G. Lokanadha Reddy and R. Vijaya Anuradha (2013), Yahaya et al. (2010) and D. Suvitha and A.J.A. Rajakumari (2012).

Table 5: Comparison of Mean Occupational Stress Scores with respect to Teaching Experience

Teaching Experience	N	Mean	SD	t-value	Inference
Below 10 Years	139	85.9	15.833	2.426	Significant
Above 10 Years	161	91.93	14.29		

Table-5 depicts that the mean score of the teachers whose teaching experience is below 10 years is 85.90 and SD is 15.833 and the mean score of those with above 10 years' experience is 91.93 and SD is 14.290. Since the obtained t value 2.426 which is significant at 0.05 level indicating the hypothesis-3 is rejected. Teachers above 10 years teaching experience face more stress than those who have below 10 years of teaching experience. The result is supported by S.S.Jeyaraj (2013) study and D. Suvitha A.J.A. Rajakumari which concluded that the higher the teaching experience the more is the stress and the short experienced teachers had low levels of stress This can be attributed to the higher the teaching experience the more is the responsibility entrusted on them and more is the work load.

Table 6: Comparison of Mean Occupational Stress Scores with respect to Type of School Management

Type of School Management	N	Mean	SD
Government	150	92.07	14.346
Aided	50	94.58	12.268
Private	100	88.05	15.616
TOTAL	300	91.15	14.614

From Table-6, the mean occupational stress scores and SD of government, private and aided teachers are 92.07 with SD 14.346, 94.58 with SD 12.268 and 88.05 with SD 15.616 respectively. Robust Test of Equality of Means was used to compare the three groups as shown below.

Table 7: Robust Tests of Equality of Means

	Statistics	Df1	Df2	Sig.
Brown-Forsythe	4.291	2	231.848	.015

Table-7 infers that since the significance value i.e. 0.015 is less than 0.05 there exists significant difference in the occupational stress of Government, aided and private secondary school teachers. The highest mean of aided school teachers indicate that they facing more stress compared to government and private school teachers. The results are in lines with those conducted by S.S. Jeyaraj (2013).

Table 8: Comparison of Mean Occupational Stress Scores with respect to Salary Earned

Salary Earned	N	Mean	SD	t-value	Inference
Below 30,000	100	88.05	15.616	2.623	Significant
Above 30,000	200	92.7	13.868		

From Table-8, that the mean of the secondary school teachers who earn salary below 30,000 is 88.05 and SD is 15.616. Further the mean of the secondary school teachers with salary above 30,000 is 92.70 and SD is 13.868. The obtained t-value is 2.623 which significant indicating that the null hypothesis is rejected and alternate hypothesis i.e. there exists a significant difference in the occupational stress levels of secondary school teachers with respect to the salary earned. The secondary school teachers who earn salary above 30,000 face more stress compared to those whose salary is below 30,000. The results are supported by S.S.Jeyaraj (2013) and G. Lokanadha Reddy and R. Vijaya Anuradha (2013) studies. The teachers receiving more salary are having more stress compared to the teachers receiving less salary because higher the pay more is the work entrusted to them.

FINDINGS AND CONCLUSIONS

- Women teachers face more occupational stress than their male counterparts may be because they have to balance both their personal life and professional life. Married teachers were found to be more stressed.
- With lot of teaching experience the teachers are overburdened with work load. They at times carry their official assignments home.
- Aided school teachers were found to be more stressed followed by Government and private school teachers who were also found to face considerable amount of stress. The teachers are not only overburdened with the workload in addition to these they were supposed to do administrative work, survey duty, census duty and have to be always ready for monitoring by higher officials.
- The teachers who earn salary more than 30,000 were found to be more stressed than those who are earning less may be because the more they are being paid they are expected to work more.

IMPLICATIONS TO THE GOVERNMENT AND HMS

If the teachers have to work under stress, education cannot attain reality, stress diminishes job performance, productivity, enthusiasm and commitment (Suvitha, 2012). The results of the study have a bearing for the researchers, principals/correspondents, counsellors, educational planners and administrators.

The major source of the Occupational stress was found to be the work load of the teachers. The work load of the teachers should be reduced with more of teaching learning than the paper work. The teachers are overburdened with lot of paper work and other extra-curricular works besides teaching. Practical work and not paper work on part of the teacher and students makes the teaching learning process effective and reduces the teacher burden. Lack of or shortage of teachers puts unnecessary burden on part of teachers. No other duties such as election, census, survey etc should be allotted to teachers besides teaching. Clarity on the implementation of educational policies should be given for its effective implementation. Lack of clarity puts unnecessary burden and creates stress among teachers. Respect for the teaching profession in the minds of the people should be developed and their socioeconomic status be raised considerably. Stress management techniques should form part of the teacher education curriculum. As the concept of learning without burden introduced by the Yash Pal Committee, the concept of Teaching without burden should also be introduced and various measures and activities for its implementation should be taught to student teachers and in-service teachers.

The school management should not put unnecessary burden on part of the teachers regarding students' achievement and completion of syllabus. Measures should be taken up for maintaining healthy school and classroom environment. The salary earned should be appropriate to their qualification and experience. Space should be provided to the teachers for coping with the stress by giving them an opportunity to involve themselves in their most liked hobbies or activities.

SUGGESTIONS FOR FURTHER RESEARCH

- A large sample can be taken up for future research to obtain more reliable results.
- The study was conducted only on secondary school teachers and can be further extended to primary school teachers, lecturers of various colleges as well.
- The area of research was limited to Hyderabad district only and can be carried out in other districts and state wide also.
- Occupational stress can be related with other variables like, Emotional intelligence mental health, academic achievement, teacher's performance etc. and related studies can be carried out.

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