



**A Study to Measure Occupational Stress among  
Government and Private School Teachers**

**DISSERTATION**

**SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE**

**DEGREE OF**

**MASTER OF EDUCATION**

**(SESSION 2018-2020)**

**SUBMITTED BY**

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## DECLARATION

This is to certify that I myself have completed this dissertation work in the Department of Education, Integral University Lucknow. Under the supervision of **Dr. Zeba Aqil Ma'am**, Professor, Integral University Lucknow. The data given in this study is genuine, not given before this work.

I am fully responsible for all the Quotation, citations, calculations and interpretations.

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## CERTIFICATE

This is to certify that the Dissertation entitled “**A Study to Measure Occupational Stress among Government and Private School Teachers**” submitted by ANURADHA SHUKLA under my supervision in the partial fulfilment for the award of degree of Master Of Education from Integral University Lucknow.

Her work is original and data reported is genuine and not recorded anywhere before.

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## ACKNOWLEDGEMENT

First of all I would like to thank my almighty God for his enlightenment, guidance and blessings which make me confident and to believe in my strength and capacities that has always helped me to be successful in my aims and objectives including this present study. I am highly grateful to my loving parents who have brought me in this world and given this great opportunity to fly. They have always inspired, motivated and encouraged me. They helped me to realize my inner potential and guts and to create my own tracks instead of following others.

It is actually a matter of privilege and immense pride for me to have completed my M.Ed. dissertation under the precious guidance and supervision of Dr. Zeba Aqil, Professor, Faculty of Education, Integral University, Lucknow. No formal words can express my gratitude to her for her great help and scholarly insightful and critical guidance starting from the formulation of the problems to the final shaping of the dissertation report. I learnt so many advantageous things because of her support and teaching. I have gained knowledge of adapting myself in different difficult situations of life. I am also thankful to Dr. Ali Imam sir, Dr. AZkia Waris, Dr. Smita, Dr. Geetika and Divya ma'am for their guidance and teaching.

I feel a lack of words to express my gratitude and thankfulness to Dr. Adnan Khan Lodi, HOD, Faculty of Education Integral University, Lucknow, who has offered all possible facilities, encouragement, motivation and inspiration to complete the project.

Last but not the least I would like to express my gratitude to all the Principals, Head masters and Teachers of different schools who extended their complete cooperation and wonderful support during the entire process of data collection.

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## Abstract

In the present study, I have made an attempt to measure the occupational stress among teachers of Private and Government schools. Teachers who are coping up with the different environmental situations. A sample of hundred secondary school teachers from the government and private schools has been taken. The relevant data has been collected using standardize M. Sharma and S. Kaur. Teacher's occupational stress scale (TOSS-SMKS) English.

It has been found that most of the teachers are suffering from occupational stress, anxiety and depression because of the occupational issues. Occupational stress is the most difficult situation of human life in the world of cut-throat competition, fast industrialization and urbanization. Teachers' stress is a different type of work related problem. In this situation teachers find it difficult to cope with the conditions of life. Such a situation creates frustrations, anxiety and occupational strain among them. This stress is badly affecting the mental, physical and emotional health of the teachers. Due to this, teaching as well as the learning environment is also being affected. Students' health has been affected because of this issue. As, due to occupational stress teachers find themselves incapable of performing their duties and obligations in a satisfactory manner. They are not able to concentrate in their teaching, guiding and imparting knowledge to their students. Students have to suffer because of this. I found that female teachers comparatively suffer from lots of occupational stress. As, they have to play different sorts of roles both at schools and home. Thus, teachers are suffering from the worst psychological problems. Our '2019 Teacher Wellbeing Index revealed that 72 percent of education professional describe themselves as stressed.' Stress is very harmful for anyone as it weakens the immune system and reduces physical stamina. Stress for a long time may increase risk of heart disease, fatigue and many more ailments. Teachers suffer from irritability, exhaustion, depression and anxiety.

The study found that Stress badly affects teachers' job performance. As, the success of any teaching or educational programme depends largely upon the mentally and physically healthy teachers' job. Thus, occupational satisfaction is an indispensable condition for the health of the teachers as well as for the healthy learning environment for the students in schools. Teachers must not be overburdened with regular teaching work. Classrooms should not be overcrowded.

Teaching profession occupies an important and prestigious place in our country. As, teachers are the creators of the future of the country. Someone has rightly said that "teaching is one profession that teaches all other professions." The role of a teacher is multitasking in the present century. Therefore, a teacher must enjoy mental, physical and emotional health so that she can contribute in the cognitive, affective and psychomotor development of her students. The future development and progress of any nation is definitely in the hands of teachers. Therefore, every possible effort should be done by the school management in order to provide a healthy and stress-free work environment to the teachers. Teachers should get motivation and recognition for their hard work. Teachers must be self-motivated because only a self-motivated teacher can impart true knowledge to the students and can make the teaching and learning environment interesting for the students. Teachers' role is to bring desirable change in the behaviour of their students and to guide them to polish their talents in a best way so that they can achieve their goals and they can be able to serve their country. Teachers' are supposed to motivate their students to learn. They have to guide them so that they can make their own best track and can walk. They can know their duties, they can be good human beings and disciplined citizens only when they are guided and helped by their teachers. Teachers can easily fulfil their duties and obligations when they are mentally healthy and when they are not suffering from the occupational stress.

With the help of the present study I found that most of the teachers are suffering from occupational stress. There are many causes of their stress for example- stressful work



environment of school, workload, performance of their students, unfavourable policies of institutions, strict and inflexible rules, unhealthy working conditions, low wages and salaries, discrimination in wages, lack of incentives delayed payments, mismatch between jobs and skills, lack of transparency and unfairness and excessive work load increases occupational stress among teachers.

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# **CHAPTER – 1**

## **INTRODUCTION AND BACKGROUND OF THE STUDY**

# 1. STRESS

## INTRODUCTION

Stress is a feeling of emotional and physical tensions and frustrations. It comes from any undesirable event or tendency that makes you feel depressed, frustrated, angry and nervous.

Stress is your body's reaction to a challenge or demand. Stress is caused by an existing stress –causing factor or ‘ ’ stressor’ and anxiety is stress that continues after the stressor is gone.

Stress is a normal feeling. There are two main two main types of stress:

**\*MODERATE STRESS.** This is short- term stress that goes away quickly. We feel it when we slam on the brakes, have a fight with our partner. It helps us in managing dangerous situations. It also occurs when we try something new or exciting. All people have this type of stress at one time or another.

**CHRONIC STRESS:** This is stress that lasts for a longer period of time. We may have chronic stress if we suffer from financial issues, anxiety and unhappiness in married life and any trouble at work. Any type of stress that continues for weeks or months is called chronic stress. You can become so habitual of chronic stress that you do not realize that it is a problematic situation. If we don't find ways to manage stress. It may lead to serious health problems.

## STRESS AND RESPONSE OF OUR BODY

Our body reacts to stress by releasing hormones. These hormones make our brain more alert, causing our muscles to tense. It increases our pulse. In the short term these

reactions are good because they can help us to handle the situations causing stress and frustrations. In this way our body protects ourselves.

When we have chronic stress, our body stays alert even though there is no danger. Over time, this put us at high risk for health problems including:

- High blood pressure
- Heart disease
- Diabetes
- Obesity
- Depression or anxiety
- Skin problems such as acne or eczema
- Menstrual problems

### **SIGNS OF TOO MUCH STRESS**

Stress can be too harmful for our mental, physical and emotional health. And can create many symptoms.

Here are some symptoms that stress may be affecting us:

- Diarrhoea or constipation
- Forgetfulness
- Frequent aches and pains
- Headaches
- Lack of energy or concentration power
- Sexual problems
- Stiff jaw or neck
- Tiredness
- Trouble in sleeping or sleeping too much
- Upset digestive system

- Use of alcohol or drugs to relax
- Weight loss or gain of excess weight

### **MEANING OF STRESS**

In a medical or biological context stress is a physical, mental or emotional factor that causes bodily or mental tension. Stress can be external (from the environment, psychological or social situations) or internal illness, or from a medical procedure). Stress can initiate the “fight or flight” response, a complex reaction of neurologic and endocrinologic systems.- <https://www.medicinenet.com>

In psychology, stress is a feeling of strain and pressure. Stress is a type of psychological pain. Small amounts of stress may be beneficial and it can be proved healthy for human beings but excessive amounts of stress can be very harmful for our health. Excessive stress can cause blood pressure, heart problems such as heart attacks, it can cause ulcer, anxiety, depression, frustration, irritation and many more types of mental illness.

Stress can be external as well as internal. External stress can be related to environmental issues whereas internal stress can be due to perceptions that cause anxiety and depression.

Selye (1974) proposed four variations of stress. On one axis he locates good stress (eustress) and bad stress (distress). On the other is over-stress ( hyperstress) . Selye advocates balancing these: the ultimate goal would be to balance hyperstress and hypostress perfectly and have as much eustress as possible.

Stress is extremely useful for healthy lifestyle as it can make us to enjoy our works.

Origins of the word stress

‘Stress is a word derived from the Latin word ‘Stringere’, meaning to draw tight’. (Arnold, 2005).

## 1.2 DEFINITION OF STRESS

‘Stress has become a legitimate concern for most and a talking point for people from all walks of life. However, when agencies such as World Health Organization (WHO) and International Labour Organization (ILO) draw attention to the prevalence of stress in the workplace, it substantiates the importance for those particularly in the hospitality industry, to pay more attention to this issue and its consequences. (Faulkner, 1997).

In similar context Griffin and Moorhead (Griffin, 2009) define stress as:

‘Stress is a person’s adaptive response to stimulus that places excessive psychological or physical demands on that person’.

Therefore, one ‘school of thought’ believes that a stress reaction is triggered when an individual faces a challenging situation. Whereas, Harrison’s viewpoint on stress challenges the theory that stress is a symptomatic response to excessive demands placed on an individual and proposes that a stress reaction occurs when an individual is unable to adapt to circumstances imposed on them. In this book ‘ Theories of Organisational Stress’ Cooper quoted Harrison’s view that: ‘ stress arises when(1) the environment does not provide adequate supplies to meet a person’s needs; or (2) the abilities of the person fall short of demands that are prerequisite of receiving supplies;’(Cooper, 1998).

### Conventional Stress Theory Models

There appears to be two conventional models relating to the subject matter.

The stimulus based response’ relates to ‘stressors’ that are believed to initiate reactions whereas the ‘response based model’ which defines stress as pattern of behavioural responses. Thus, Suggesting that an individual’s stress coping mechanism’ will vary and that different stimuli ignite different responses. Field et al wrote the following ‘evidence is clear that different individuals respond to the same set of stimuli differently, but a single subject respond to different stimuli consistently; (field, 1985)

The situation has the potential to create many stressful scenarios which generally are perceived negatively, however, in some instances the pressure to perform can drive those with an internal locus of control to perform more efficiently. (Levi, 1972).

Instinct has taught man to assess situations and form opinions on whether the state of affairs is perceived as a ‘challenge’ or hindrance’ stressor.

‘Challenge stressors are a source of stress that have a positive direct effect on motivation and performance (Dubrin, 2009)

### **1.3 OCCUPATIONAL STRESS**

Occupational stress is cognitive or psychological stress related to one’s work or job. Occupational stress often comes from pressures that are beyond a person's knowledge, skills or expectations. Job stress can increase when workers don’t feel cooperated by supervisors or colleagues. They feel as if they have little control over their work processes and feel workload. They find that their efforts in their work are not yielding beneficial results. Occupational stress is the matter of concern for both employees and employers because of the links between stressful job conditions and employees’ emotional well-being, physical health and job performance.

### **1.4 PSYCHOLOGICAL THEORIES OF WORKER STRESS**

A number of psychological theories explain the occurrence of occupational stress. The theories include the demand-control –support model, the person environment fit model, job characteristics model, the diathesis stress model, and the job-demands resources model.

- **DEMAND –CONTROL –SUPPORT MODEL**

The demand-control-support model (DCS) model is the most influential psychological theory in occupational stress research. The DCS model advances the idea that the

combination of low levels of work –related decision latitude (i.e. autonomy and control over job) and high psychological workload is harmful to workers. The model has been extended to include work related social isolation or lack of support from co-workers and supervisors, which also causes health issues.

- **EFFORT-REWARD IMBALANCE MODEL**

The effort-reward –imbalance model focuses on the relationship between the workers' efforts and work-related rewards the employee receives. The ERI model suggests that work marked by high levels of effort and low rewards leads to strain (e.g. psychological symptoms, physical health problems). The rewards of the job can be tangible like salary and intangible like appreciation and fair treatments. Another facet of the model is that extra commitment to the job can cause imbalance.

- **Person-environment fit model**

The person-environment fit model underlines the match between person and his/her work environment. For healthy working conditions, it is indispensable that employees' attitudes, skills, abilities, and resources match the demands of their job. The greater the gap or misfit between the person and his/her work environment, the greater the strain or stress.

- **Job characteristics model**

The job characteristics model focuses on factors such as skills, different works, identity, work importance and feedback. These job factors are thought to psychological states such as extent of worker motivation, satisfaction and absenteeism.



- **Diathesis-stress model**

The diathesis-stress model looks at the individual's susceptibility to stressful life experiences, i.e., diathesis.

- **Job demands-resources model**

In the job demands-resources model derives from both conservation of resources theory and the DCS model. Demands refer to the size of the workload, as in the DCS model. Resources refers to the physical status.

High workload and low levels of resources causes occupational stress.

- **1.5. Occupational Stress among Teachers**

Teaching is known as one of the most stressful profession. As we all know that this materialistic world is full of various anxieties, stress, frustrations and troublesome situations. Teaching is a purposeful activity. A good teacher always remains ready to facilitate his/her learners and to help them to become better thinkers and citizens. The best teaching is the main criterion of an effective teacher. Teaching is a demanding job. Thus, teaching is not a bed of roses. A teacher has to remain busy for many hours of the day in order to fulfil her duties and obligations towards her students and towards her family. It is common that they suffer from occupational stress.

Occupational stress can be defined as the most harmful mental, physical and emotional responses. Such type of stress occurs when the needs of the occupation do not match the abilities, needs, capabilities, resources and requirements of the worker.

Occupational stress deteriorates health and can lead to the poorest condition and even injury.

Occupational stress is a major hazard for many teachers. It can be because of too much workload at school, overtime, hostile work environment of school. And shift work and stressful working conditions. Unrealistic goals set at a very high level cause stress.

Unfavourable policies and very difficult procedures cause stress among teachers.

- **CAUSES OF OCCUPATIONAL STRESS AMONG TEACHERS:**

Teaching is regarded as the most responsible and a stressful occupation. We all know that there is great demand for good and proper education due to cut-throat competitions among students for achieving their targets and goals that is because of increasing population in our country. This is increasing occupational pressure, anxiety and stress among teachers. Teachers have great responsibility for making a nation.

Following are the main causes of occupational stress among teachers: -

- **Low social status:** Although, teaching is the most prestigious occupation, teachers enjoy great respect in society. Yet, at some places teachers don't get proper respect and they have to compromise with their self-respect and dignity. They do not get recognition for their hard work, they suffer from an inferiority complex that causes mental conflicts and stress among them.
- **Low salaries and wages:** the salary of teachers generally low in comparison to that of other professions. The chances of promotions are very low. There is lack of incentives. Teachers have to face discriminations in wages and salaries. This causes feeling of frustration and ultimately leads towards occupational stress among teachers.
- **Insecurity of service:** in the era of cut-throat competition most of the teachers are working in private institutions. In these schools they do not have security of their jobs. They can be fired or demoted for their even petty mistakes. Because of this they never

get satisfaction in the feeling of self-confidence. Teachers suffer from anxiety and depression at their workplace.

- **Excessive workload:** In schools, teachers are supposed to be busy for all working hours. They have to teach thirty or more than thirty periods in a week. Apart from that they have to manage many more additional works of curricular and co-curricular activities. This creates an atmosphere of stress and strain among them.
- **Working under supervision of oppressive principals and managers:**  
There should be democratic and flexible work environment in schools. Yet, in many institutions principals are bossy and autocratic rather than democratic. They don't support teachers. They are humiliated for their even trifling mistakes. This type of atmosphere creates a feeling of frustration among teachers.
- **Monotonous teaching curriculum:** sometimes, teachers feel bored in teaching the same concepts of study in the same strict work environment. When they do not get flexibility in organizing teaching activities as per the requirements of the students. They have to take permission of headmasters for conducting any activity.
- **The problem of indiscipline among students causes stress among teachers:** sometimes, it is very difficult for teachers to control discipline issues of students without the help of the principal and manager. Indiscipline can be caused among students due to many reasons. For example : if students are not being provided with the flexible study time- table and games or physical education periods are not given to them so, they feel monotonous studying period after period that causes indiscipline and frustration among them. They don't respect their teachers because of that teachers feel stress.

- **Role Ambiguity:** This study examines role ambiguity and job dissatisfaction among teachers. Teachers feel role ambiguity when some sort of incompatible demands placed upon them relating to their teaching works. Conflict among the roles occurs due to the desires to achieve success and also due to the pressure laid on them by two imposing and incompatible demands contradictory.
- **Lack of Professionalism and training:** lack of professionalism among teachers causes occupational stress. When teachers are not effectively trained in the field of teaching. They cannot perform their work in an efficient manner. This causes stress among them.
- **Occupational Obstacle:** feelings of embarrassment, feeling of inferiority, backbiting, criticism, frequent conflicts among teachers. Habit of finding faults and criticism of teachers on their minor faults, overload, over expectations of family as well as of management creates conflicts in their minds that causes stress in their lives.
- **Faulty system of teacher's recruitment:** Now a days it has become trend of most of the private institutions, where recruiters use to do discrimination based on one or the considerations while appointing teachers. Importance is not being given to the teaching experience, teaching abilities and to the teaching aptitude. Such type of drawbacks of school management creates conflict and jealousy among teachers that affect their mental status badly and excess of it causes frustration, depression ultimately it leads to occupational stress among teachers.

## **SUGGESTIONS FOR TEACHERS TO GET RID OF OCCUPATIONAL STRESS**

- Teachers should make a list of their works which they have to accomplish. They must prioritise the duties as per their importance and they should try to fulfil these obligations first. They should also prioritise their relationships and time to them should be given as per the requirements.
- Teachers must know how to recognize their stress. They should not ignore even casual symptoms of stress because that may cause serious issues in their lives. Therefore, teachers must identify such situations which are causing hectic and strained tensions in their lives.
- Teachers must not be oversensitive. They must know how to avoid situations which may hurt them. If they are emotionally hurt due ditching cheating on them by their near and dear, or if they feel their trust has been broken. In such conditions they must try to move ahead and should try to keep themselves indulged in their favourite activity or hobby, such as- story writing, gardening, listening to music, going on tour for the change.
- Few people are not capable of saying no, when somebody asks them to do something. They feel hesitant in denying that person just because of that may be people would stop liking them or they would start ignoring them. Such types of people suffer at their workplace as well as at their homes. So, teachers must try to say no to those tasks which they are not willing to do or which are irrelevant for them. People must practice denying rather than getting frustrated, upset, regretting or taking stress.
- Few people feel shy in sharing their problems with other family members and with their friends and colleagues. People must try to express their feelings of resentment at least to the person who is responsible for their frustrations. They should not bottle up their frustration and resentment. They must not keep any grudge for anyone instead, they

should talk about it straightforwardly. In this way they can escape from strained situations.

- Teachers as well as others must take out some time for themselves so that they should do work out, they must practice any yoga or exercise every day, they should take complete diet. Every day they must try to take up some activities, something new apart from their job or occupation for change. They should go on joggings and swimming or they can pursue any one of their hobbies. This can help them out in getting rid of their occupational stress.
- Positive thinking and practice of smile and laughter is one of the best medicines for getting rid of frustrations, they must develop their positive attitude towards any situation. They must look at the brighter side of the picture. People must not find faults in anything. There can be varied perspectives of anything or situations. They must see and receive positive vive from any difficult or strained situation. They can keep good memories of those situations which they have handled well. They must try to increase their morale and positive attitude towards life. This will surely help them to reduce their occupational as well as personal stress.

#### **1.6. SUGGESTIONS FOR EDUCATIONAL ORGANIZATIONS TO REDUCE TEACHERS OCCUPATIONAL STRESS:**

- The institutions must organise health camps and workshops which can help teachers and students to maintain their mental health.
- School management is liable to provide enough facilities to the teachers. Teachers must be provided with a healthy and peaceful work environment, neat and clean washrooms, airy classrooms where teaching and learning can be done without stress.

- There must not be an overload on teachers. School principals should try to maintain a proper time table for teachers. Equal work should be assigned to them. Work should not be monotonous.
- The management should not criticize any teacher in front of all staff no matter, they are at fault.
- The management must be sophisticated in treating or talking to the teachers.
- Each and every personality must be respected. All teachers must be treated equally.
- Teachers should get help from their family members in the household chorus.
- The management should encourage collaborative teaching.
- The school must organize seminars, conferences and workshops for teachers.
- School principals must supervise and recognise hard work done by teachers. Credit must be given for their particular works.
- Our feelings must be developed among teachers. Colleagues must help each other.
- Schools must follow the ratio of 30: 1 for the strength of the class so that teachers would not be over- burdened instead, they will be able to pay individual attention on his/her student. This would definitely reduce their stress.

### **1.7. NEED AND SIGNIFICANCE OF THE STUDY**

One cannot be called a physically and socially healthy person until and unless he is a mentally healthy. Our body, mind and soul are interconnected. Anything that affects mental condition can affect our physical condition and vice versa. Teachers play the most important role in the lives of the students, teachers are the guide, mentors and helpers of the students. They improve their behaviour and make it socially desirable. Therefore, it's important for a teacher to maintain his/her mental health. Teachers should possess emotional stability. They should have a positive attitude towards life. Teachers must be physically as well as mentally healthy so that they can add efficiency to their works. They'll be able to adjust themselves in all sorts of

situations in life. They can stand strongly and can tackle stress of modern civilization. Lack of mental health can lead to frustration, anxiety, unhappiness, failure, misery and even insanity in a large number of cases. People who are physically and mentally healthy can easily cope up with all types of difficult situations. They can adapt themselves in all knotty situations of life.

The foremost purpose of education should be to produce mentally healthy persons and well-adjusted personalities, because mentally, physically and socially healthy people are the real assets of the society and nation.

Teachers play a tremendous role in making the future of the nation by training their students. Thus, it's the need of an hour for the teachers to maintain their mental health.

## **IMPORTANCE OF TEACHER IN EDUCATION**

Teachers play a very important role in the progress and in all round development of students. The role of a teacher is to impart education and impart learning. Teachers are dedicated professionals who have a lasting impact on students. Teachers play the role of a guide and mentors also. Teachers are supposed to design curriculums to help students. Elementary teachers are responsible for teaching core subjects like Maths, English, Science and History. Secondary teachers specialize in specific content areas such as art, music, or social studies. All teachers play the role of classroom managers who reinforce appropriate behaviour, measure student learning and create an inclusive learning environment.

Completing an undergraduate degree in teaching or education is the first step to becoming a teacher. If somebody wants to become a Primary teacher, that person must be trained in elementary education. This course includes an overview of the general curriculum and the foundation of education. If you want to teach middle or high school, you must be specialized in the content area along with foundational education teaching courses. For teaching senior and senior secondary classes you should be PGT.



Thus, the teacher's role is to make judgements regarding the help of the students in the best manner. Teachers reflect in their practice to modify the behaviour in the most desirable manner. Academic learning is not the only purpose of education. Teachers should set additional learning goals for individual students. These aims can be behavioural, social, cognitive, affective, physical, or in other words an all- round development of students.

- **1.8. IMPORTANCE OF Mental Health of the Teacher**

Teachers are the real builders of the nation. Teachers are supposed to be mentally, physically and emotionally healthy so that they can play an important role in all-round development of students. The atmosphere of the classroom is influenced by the emotional stability of teachers. A teacher who is suffering from mental disorder, anxiety, stress, frustration and various mental health problems can badly affect the health of students. It is important that different measures should be applied to help teachers with emotional and psychological disabilities. Only a mentally, physically and emotionally healthy teacher can provide a healthy atmosphere in the classroom to the students. The best teachers are those who are- intelligent, honest, loving, sincere, proficient in their subjects, punctual and who can adapt themselves in all situations of life. They must understand the needs of their students and can provide them teaching and guidance as per the level and requirements of their students. They must have a spirit of service to their nations. Teachers must abstain from narrow mindedness. They must be self – confident, self-motivated and an optimistic pleasant personality. They must be active in taking actions. They must be tensions and stress free so that they can perform their duties with sincerity and integrity. It is essential for the teachers to be fair and impartial in their dealings with their students. Teachers must know how to establish a good rapport with their students.

The successful teacher is always sincere and devoted to his/her teaching profession and in all other duties and obligations. Thus, teachers who possess the above values and qualities would surely be popular among their students. Teachers must make their teaching interesting and useful for their students. In order to be successful in their professional as well as in personal life they, must be mentally healthy, physically fit and emotionally stable. Teachers must believe in morality, goodness, truth and beauty. They should develop aesthetic sense along with all other senses among their students. A mentally healthy teacher can help in cognitive, affective and psychological development of their students.

#### 1.9. OBJECTIVES OF THE STUDY

The following objectives have been formulated for the present study:

2. To study the occupational stress among teachers of private and government schools.
3. To find out the difference in the level occupational stress among teachers of private and government schools.
4. To compare the mental health of senior secondary teachers of private and government schools.
6. To find out the difference in the level of occupational stress among school teachers with respect to type of management.
7. To find out the difference in the degree of occupational stress among teachers with respect to the students of private and government schools.
8. To study the elements affecting mental health of teachers.
8. To study the effect of occupational stress on teachers' performance.
9. To study that how a mentally healthy teacher can adjust himself /herself in a stressful atmosphere of schools.

10. To study the levels of mental health, job stress of secondary school teachers.
11. To study the importance of mental health of teachers of senior secondary private and government schools.

### **1.10. HYPOTHESES OF THE STUDY**

1. There will be no significant difference in occupational stress of teachers teaching in secondary and senior secondary with respect to the private and government schools.
2. There will be no significant difference in occupational stress of senior secondary and secondary school teachers with respect to system of school management.
3. There will be no significant difference in occupational stress of school teachers with respect to the society.
4. There is no significant difference in the occupational stress of private and government secondary and senior secondary school teachers with respect to the administration.
5. There is no significant difference in occupational stress of Private and Government school teachers with respect to their teaching experience.
6. There will be no significant difference in the occupational stress of primary, secondary and senior secondary school teachers with respect to their marital status

### **DELIMITATION OF THE STUDY**

- \* The study was restricted to the occupational stress of teachers of secondary and senior secondary private and government schools.
- \* Teachers working in senior secondary private and government schools have been selected for the present study.
- \* The study was limited to hundred teachers (Fifty Government and Fifty Private school teachers).\* The sample was restricted to a single district of Lucknow.

# **CHAPTER TWO**

## **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

## **2.1 LITERATURE REVIEW**

### **INTRODUCTION**

This particular literature review emphasizes the effectiveness of mental health of teachers teaching in Government and Private schools. It will be helpful in understanding the behaviour, knowledge and attitudes of secondary school teachers.

Globally 50 percent of teachers experience occupational stress. The World Health Organization defines mental health promotion as an action to create a living atmosphere, condition and environment that support mental health and encourage people to maintain a healthy lifestyle.

#### **Studies Related to Occupational Stress:**

- A Study of Occupational Stress among Teachers teaching in JKBOSE & CBSE in Jammu district: A comparative study.
- A Study of Occupational Stress among Female Teachers working in secondary schools of Tezpur town of Assam – study has been conducted by Rashami Rekha Rabha.
- Occupational role stress faced by the higher secondary school teachers in Coimbatore city. Study was conducted by G.P. Selvi and K. Joshi the researcher tried to find the nature of occupational stress faced by higher secondary school teachers in Coimbatore city.
- A Study of Occupational Stress among Teachers of Private and Government schools by Dileepkumar S.Nawale. Through his study the researcher found that some elements of stress are intrinsic while others are situational in the profession of teaching.

- Amit Kauts and Vijay Kumar (2013) conducted a study on the occupational stress in relation to emotional intelligence, age and qualification among secondary school teachers.
- Pooja Sharma (2012) examined the occupational stress in relation to job satisfaction and demographic variables of secondary school teachers and their abilities of understanding resulted in female teachers being found to be more stressed in comparison with the male teachers.
- Dr. Mohana, associate Professor  
Mental health of teachers with reference to teaching and teaching experience. The present study focused on the mental health of teachers in relation to the level of teaching and teaching experience.
- Surendran Vnktarman Rajkumar Patil and Shiva Prakash Balchandram the study titled 'Stigma towards mental illness among higher secondary school teachers in Pondicherry and South India. In this work a cross sectional study was conducted to assess the stigma towards mental illness and associated features among higher secondary teachers. Teachers showed overall agreement to stigma towards the depressive case.

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\* Christopher Amalraj vallaba boss.

A Comparative study to determine the occupational stress and professional burnout in special school teachers working in private and government schools.

- Dr. A. Babu and A. Fathima Professor of Education Research School

This study titled 'Mental Health of Women Teachers and their life' focused on the mental health of teachers.

- Mohan Galgotra, Research Scholar  
‘Mental Health of High school teachers in Relation to their sex and job satisfaction. The main objectives of this study are – to study the mental health of government and private high school teachers.
- To study the main effects of sex on the mental health of the teachers.
- To study the main effect of type of teachers on the mental health of private and government schools.
- Robert Roser et al (1919) found that there is a relationship between mental health and achievement.
- Sri Vastava (1999) inferred that there is a significance difference between the mental health of hindi and English. Urban and rural schools do not differ significantly.
- Cloves and Bedregane (2002) conducted a study on mental health status of teachers. The result revealed that the numbers of working hours were directly related to mental health problems.
- Elisa Epel(2002) conducted a study on mental health and ageing, the study revealed that chronic stress and suffering women show more ageing.
- The Mental Health Inventory standardized by Peter Becker (1989) has been used to measure the mental health of teachers. It is a four point scale. It includes 20 statements

each statement has four alternative responses namely- Always, Often, Sometimes and Never.

- Jennifer Dods (2016) conducted a study on a teacher candidate mental health and mental health literacy.
- Christine Breuer (2016) has conducted the study on the topic High School Teachers' Perception of Mental Health and Adolescent Depression. This study emphasized on implications for social change in how teachers are trained from the perspective of mental health awareness and the effects of their beliefs on their attempts to assist adolescents' approaches to mental health services.
- Vijaykumar, Pawankumar and Reenakumari (2014) They have completed their research on, 'A Study of Mental Health of Pupil Teachers in relation to Their Gender and Locality. The study used Descriptive Survey Method. The sample of the study included 160 pupil teachers from eight B.Ed colleges of Himanchal Pradesh selected randomly by lottery method. Mental health inventory of Jagdish and Srivastava A.K were used for data collection. The findings of this study revealed that pupil teachers did not differ significantly from the view of their mental health with respect to their gender and locality.
- Kadam.z.s (2014) studied the relationship between Mental Health and quality of life. The study was a descriptive survey. This study consists of 40 workers of Municipal Corporation of Kolhapur city. For data collection, the tools used in this study were the school organizational climate description questionnaire (SOCDDQ) by Mothila Sharma.
- Amzad Ali and Abu Sufiyan Zilli (2011) conducted the study to compare the mental health among students of Private and Government schools. The study was a descriptive



survey. The sample included 160 respondents, 80 students from each government and private senior secondary schools were randomly selected from Aligarh (U.P). Mental health inventory of Jagdish and Srivastava (1983) was used to collect the data. The data was analysed using t- test. Findings of the study revealed a significant difference between the mental health of private and government schools students.

- Tejpreet Kang, Asha Chawla (2009) studied the mental health of rural adolescents. The study was a descriptive survey. Socio- economic status scale and mental health checklist were the tools used to collect the data for the study. The major findings of this study, male and female adolescents possess similar mental health.
- Sara Basu (2008) has conducted the study on the mental health status of Primary school teachers and college lecturers. The sample of the present study includes 225 primary school teachers and 150 college lecturers from Rohilkhand region, multi-stage random sampling technique has been used. The result of this particular study revealed that the college teachers possess better mental health than primary school teachers and male teachers.
- Mohejali (1982) has compared the socio- psychological status and mental health in India and Iran. The nature of this study is descriptive survey. A total number of 480 subjects were selected. Out of which 240 are Indians and 240 of Iran of both the sexes. The tools used in this study are Mental Health inventory developed by N.N. Wig and S.K. Verma. The findings of this study are that Indians have more scientific value in comparison to Iranians.

# **CHAPTER –THREE**

## **METHOD AND DESIGN OF THE STUDY**

### 3.1 THE MEANING AND CHARACTERISTICS OF RESEARCH

Research may be defined as the application of the scientific method in the study of problems. The term research and scientific method are sometimes used interchangeably.

Research is considered to be a more structured and systematic process of carrying on a scientific method of analysis that is directed towards discovery and development of an organized body of knowledge. It is a planned activity to obtain answers to meaningful questions about phenomena or events through the application of scientific approach. Research is an objective, impartial, empirical and logical analysis, and recording of controlled observations that may lead to the development of generalizations, principles or theories, that results to some extent in prediction and control of events that may be consequences or causes of specific phenomena.

Research is scientific as such, is not satisfied with isolated facts, but seeks to integrate and systematise its findings. It is concerned with the objective verification of generalizations. Such verification requires logical analyses of problems and devising of appropriate methodologies for obtaining evidence.

Best and Khan (1992, pp. 18-20) have summarised the main characteristics of research as under:

1. Research directed towards the solution of a problem. It may attempt to answer a question or to determine the relation between two or more variables.
2. Research emphasizes the development of generalizations, principles or theories that will be helpful in predicting future occurrences. Research usually goes beyond the specific objects, groups or situations investigated and infers characteristics of a target population from the sample observed. Research is more than information retrieval, the simple gathering of information. Although many school research departments gather and tabulate statistical

information that may be useful in decision making, these activities are not properly termed research.

3. Research is based upon observable experience or empirical evidence. Certain interesting questions do not lend themselves to research procedures because they cannot be observed. Research rejects revelation and dogma as methods of establishing knowledge and accepts only what can be verified by observation.
4. Research demands accurate observation and description. The researcher uses quantitative numerical measuring devices, the most precise means of description.
5. Research involves gathering new data from primary or first -hand sources or using existing data for a new purpose. Teachers frequently assign a so-called research project that involves writing a paper dealing with the life of prominent people. The students are expected to read a number of Encyclopedias, books or periodicals, references and synthesise the information in a written report.
6. Although research activity may at times be somewhat random and unsystematic. It is more often characterized by carefully designed procedures, always applying rigorous analysis. Although trial and error are often involved, research is rarely a blind, shotgun investigation-trying something to see what happens.
7. Research requires expertise. The researcher knows what is already known about the problem and how others have investigated it. He has searched the related literature carefully. He is also thoroughly grounded in the terminology, the concepts, and the technical skills necessary to understand and analyse the data that he has gathered.

### **3.2. THE NATURE OF EDUCATIONAL RESEARCH**

Educational research refers to a systematic attempt to gain a better understanding of the educational process, generally with a view to improving its efficiency. It is an application of scientific method to the study of educational problems. Travers (1958, p.5) states:

Educational research represents an activity directed towards the development of an organised body of scientific knowledge about the events with which educators are concerned. Of central importance are the behaviour patterns of pupils, and particularly those to be learned through the educational process. A scientific body of knowledge about education should enable the educators to determine just what teaching and other learning conditions to provide in order to produce desired aspects of learned behaviour among young people who attend school.

### **3.3. STEPS IN EDUCATIONAL RESEARCH**

As mentioned earlier, educational research is the application of scientific method to the study of educational problems. The following are the main steps of educational research:

**1.THE RESEARCH PROBLEM.** Educational research starts with the selection of a problem that the researcher identifies from the area or field of his interest. It must be a question that can be answered through scientific inquiry.

**2.FORMULATION OF HYPOTHESES.** Educational research should make use of carefully formulated hypotheses. These may be formally stated or implied. In formulating hypotheses, the researcher should keep in mind that the hypotheses are tentative generalizations about the nature of the difficulty under consideration, calling attention to fundamental relationships or possible solution.

**3.THE METHOD TO BE USED.** The selection of research methods to be used is of utmost importance in the research process. It refers to the general strategy followed in collecting and analysing the data necessary for solving the problem.

For this study, a descriptive survey has been used. Schools have been visited in order to collect data from government and private school teachers with the help of teacher's occupational stress scale by Dr. Meenakshi Sharma and Dr. Satvindarpal Kaur.

**4.DATA COLLECTION.** This step is concerned with the procedure and techniques to be adopted for data collection. It refers to the nature of the sample to be chosen for study, and selection and development of data gathering devices such as tests, questionnaires, rating scales, interviews, observations and checklists. For this study data has been collected through a descriptive survey method by visiting schools and taking permission of the head of the institutions. Government and Private school teachers are the population for the present study and the sample size of the study is fifty government school teachers and fifty teachers of the private schools. Teachers from different schools have been selected through a random method of selecting samples. Teachers had been asked to opt their options out of various given options in questionnaire or teacher's occupational stress scale.

In this way, data has been collected from teachers that shows the level of occupational stress among private and government school teachers.

**5.ANALYSIS AND INTERPRETATION OF DATA.** A good research is characterized by the care taken in the analysis and interpretation of data. It includes the selection of appropriate quantitative and qualitative techniques to be used for processing the data collected for the study.

**6.REPORTING THE RESULT.** This is the last and important step of the research process. It is characterized by carefully formulated inferences, conclusions, or generalizations. The researcher must report his procedures, findings, and conclusions with utmost objectivity to others who may be interested in his study and its results.

### **3.4. TYPES OF RESEARCH**

**Generally, research is classified into three types: (1) Basic Research, (2) Applied Research (3) Action Research. This classification is based on the objectives or purposes the researcher intends to accomplish.**

- 1. BASIC RESEARCH.** Basic research is primarily concerned with the formulation of a theory or contribution to the existing body of knowledge. Its major aim is to obtain and use the empirical data and the evidence to formulate, expand or evaluate theory. Some have termed this research as pure or fundamental.
- 2. APPLIED RESEARCH.** Applied research is directed towards the solution of immediate, specific and practical problems. It is performed in relation to actual problems and under the conditions in which they are found in practice. The goal of applied research in terms of adding scientific knowledge acquires only a secondary position.
- 3. ACTION RESEARCH.** Action Research, according to Corey (1953, p. 145), the originator of the term, is the research undertaken by practitioners so that they may improve their practices. It helps a practitioner to perceive, understand and assess the situation, and it further facilitates a systematic analysis and working out plausible reasons, for the unsatisfactory conditions. With action research, a practitioner can try out alternative strategies till the problem is solved satisfactorily.

In concluding the discussion on action research, it is important to realise that action research is a methodology which brings out professionalism in our work as well as day to day life activities. The most significant feature of this approach is to bring out changes in either the methods, inputs, interpersonal interactions, or a combination of these factors to reach the defined objectives.

## **2. VARIABLES:**

Variables are the conditions or characteristics that the experimenter manipulates, control or observer. The independent variables are the conditions or characteristics that are experimenter manipulates in his or her attempt to ascertain their relationship to observe phenomenon.

### **TYPES OF VARIABLE IN THE PRESENT STUDY:**

**INDEPENDENT VARIABLE:** The independent variable in the present study is:

Occupational Stress among teachers.

### **DEPENDENT VARIABLE:**

The dependent variable in the present study is teachers teaching in Government and Private schools.

## **3.5. POPULATION AND SAMPLE**

A population in statistical terms may be defined as any identifiable and well specified group of individuals. A population can be finite or infinite. A finite population is one in which all the members can be easily counted. An infinite population is one whose size is unlimited and because of it its members cannot be counted. Likewise, a population may be real or imaginary. A real population is one which actually exists. But an imaginary population exists in



imagination only. Generally it is not possible to study the entire population in a single research study.

A sample is a small proportion of the population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it's drawn, on the other hand, according to some popular opinion, samples are not selected haphazardly, they are randomly chosen so that operation of probability can be utilized.

In the present study a sample of 100 teachers (50 of Private schools and 50 teachers of Government schools) have been selected through a random sampling method.

**SAMPLING:** The sample for the present study includes 100 teachers of private and government senior schools.

**Tool used:** M. Sharma and S. Kaur. Teacher's Occupational Stress Scale (TOSS-SMKS) English, has been used for the present study.

### **Description of the Tool**

For the present study, M. Sharma and S. Kaur. Teachers' Occupational Stress Scale (TOSS-SMK) English has been used.

This scale consists 30 items divided into nine dimensions-1.workload ii. Role ambiguity. iii. Groupism and External Pressure, IV. Responsibility for Others, v. Powerlessness, vi. Work Relationships, vii, Working Conditions, viii. Personal Inadequacy, ix. Lack of Motivation. The scale was personally administered on a sample of 1800 teachers working in all type of educational institutions (both Government and Private) including primary schools, elementary schools, secondary schools and colleges.)

On this scale occupational stress means a feeling of tension, posed pressure on mind and body and dissatisfaction, which arise due to occupational demands of a person. The feeling of occupational stress for a teacher caused primarily by nine dimensions of occupation like: work load, role ambiguity, groupism and external pressure, responsibility, powerlessness, work relationships, working conditions, personal inadequacy and lack of motivation. The scale is comprehensive in nature and measures the extent and level of occupational stress among teachers on different dimensions without discriminating male-female and rural-urban teachers.

### **DEVELOPMENT OF THE SCALE**

While constructing the scale, almost all known factors which are related with the job of a teacher were taken into account. At the initial stage, 60 items related to relative components of the occupational life of a teacher which cause stress in some way or another were scheduled after reviewing the related literature, through discussion with experts of the field, teachers, educationists and psychologists. These items belonging to nine dimensions of teacher's occupation are: workload, role ambiguity, groupism and external pressure, responsibility, powerlessness, work relationships, working conditions, personal inadequacy and lack of motivation. These 60 items belonging to nine different dimensions of occupation were got rated for suitability and were given to 25 experts of the field of education and psychology for their opinions and suggestions. These were also discussed with 20 teachers and 10 principals of secondary schools. In view of the criticism, comments and suggestions offered by experts and depending upon unanimity among them, 37 items were retained in the final form of the scale.

### **ITEM ANALYSIS**

The selection and rejection of the items on the basis of their difficulty value and discriminative power has been done for item analysis. For this purpose the list of remaining 37 items was

administered on a small group of teachers. On the basis of received scores on each item by taking 27 percent top and 27 percent bottom, the difficulty indices and discriminative power for each item was determined.

On the basis of item analysis the final scale consisting of 30 highly discriminating items was prepared. Each item of the scale is to be answered on a 5 point scale and has five options i.e. Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), And Strongly Disagree (SDA). The dimension (sub scale) wise distribution of the items is given below-

<b>Sr. No.</b>	<b>Dimensions (Sub Scale)</b>	<b>Serial Wise Item No.</b>	<b>Total</b>
<b>I</b>	<b>Workload</b>	<b>1,9,17,20,28</b>	<b>05</b>
<b>Ii</b>	<b>Role Ambiguity</b>	<b>6,11,25</b>	<b>03</b>
<b>Iii</b>	<b>Groupism and external pressure</b>	<b>7,8,24</b>	
<b>Iv</b>	<b>Responsibility</b>	<b>13,23,30</b>	<b>03</b>
<b>V</b>	<b>Powerlessness</b>	<b>4,10,14,22</b>	<b>04</b>
<b>Vi</b>	<b>Work Relationships</b>	<b>2,5,29</b>	<b>03</b>
<b>Vii</b>	<b>Working Conditions</b>	<b>3,15,18</b>	<b>03</b>
<b>Viii</b>	<b>Personal Inadequacy</b>	<b>12, 26, 27</b>	<b>03</b>
<b>ix</b>	<b>Lack of Motivation</b>	<b>16,19,21</b>	<b>03</b>
		<b>Total</b>	<b>30</b>

### Standardization Sample

The scale was personally administered on a sample of eighteen hundred teachers working in all types of educational institutions (both government and private) including primary schools, elementary schools, secondary schools and colleges etc. Teachers were selected by stratified random sampling technique from all over the state of Punjab. The rural/urban, male/female were given due representation in sample. The scale in its totality or in parts (dimension wise) depending upon the requirement can be administered to any category of the teachers.

### Reliability of the Scale

The investigators adopted the test-retest method to find out the reliability of the scale. The test-retest reliability coefficient was worked out to be 0.801 with N=80 and a time interval of 21 days.

### Validity

The scale was adequately validated with specific criteria. Content validity of the scale was tested against the judgement of 25 experts.

### Scoring

All the thirty items of the scale are positively worded. Items are given a score of 5,4,3,2,1 for Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree respectively.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1

The sum of numeric values gives the aggregate occupational stress score for the subject. The total score varies from 30 to 150, showing lowest level to highest level of occupational stress.

### Statistical Results

Statistical Results for the total TOSS based on the results of 1800 teachers, are being presented in Table 4.

**TABLE 4**  
**Statistical Results of TOSS**

N	Mean	SD
1800	94.83	15.86

### Norms

On the basis of the above results, Z- score Norms have been presented for the total scale.

### Administration

With careful administration of TOSS scale, occupational stress of any teacher can be evaluated in total or on desirable dimension by administering the scale in parts. Further, the scale can be used to measure the extent of occupational stress on teachers working in all types of educational institutions at all levels. Scale can be administered either individually or in groups. There is no time limit but usually it takes 40-50 minutes.

**CHAPTER - IV**  
**ANALYSIS AND**  
**INTERPRETATION**

## ANALYSIS AND INTERPRETATION

The present study has been done on female teachers of Government and Private school teachers of Lucknow district. Hundred teachers have been selected as the sample of the research. After that data has been collected through Teacher's occupational Stress Scale (TOSS)-SMKS English Version questionnaire. After that, score has been mentioned to each opted item of the scale followed by the calculation of the Raw Score, z-Score, Grade and level of occupational stress of each teacher by careful study of the booklet. Further, the level of teacher's occupational stress has been predicted with the help of range of z-Score and Grade, as, A- Extremely High, B- High, C-Above Average, D- Average/ Moderate, E- below Average, F- Low and G- Extremely Low.

**TABLE 1: CLASSIFICATION OF OCCUPATIONAL STRESS AMONG TEACHERS**

Sr. No.	Raw Score	Range of z-Score	Grade N.	Level of Teachers' Occupational Stress
1.	127 to 150	+2.01 and above	A (37)	Extremely High
2.	115 to 126	+1.26 to + 2.00	B (41)	High
3.	104 to 125	+0.51 to + 1.25	C (22)	Above Average

Thus, with the help of table 1. We can see that the teachers whose score comes in the range of 127 to 150. These teachers are suffering from extremely high levels of occupational stress. The teachers whose scores fall in the range of 115 to 126, are suffering from high levels of occupational stress. Further, the teachers whose score is 104 to 125, their level of occupational stress is above average. So, 37 teachers are suffering from extremely high levels of occupational stress. 41 teachers out of every hundred teachers in our country are suffering from high levels of occupational stress. 22 government and private schools teachers out of every hundred teachers are under the above average level of occupational stress. We can see that the maximum number of teachers are suffering from high levels of occupational stress. Thus, we can assess that the majority of private and government teachers are suffering from high levels of occupational stress.

Thus, we can conclude that there are many causes and factors of teacher's occupational stress. Such as, workload, role ambiguity, groupism and external pressure, responsibility, powerlessness, work relationships, working conditions, personal inadequacy and lack of motivation. With the help of table 2, we can study dimension wise means and percentage of the occupational stress among teachers.

**Table - 2**

<b>Sr. No.</b>	<b>Dimensions of Occupational Stress</b>	<b>Mean</b>	<b>Percentage</b>
<b>i.</b>	<b>Workload</b>	<b>9.23</b>	<b>20</b>
<b>ii.</b>	<b>Role Ambiguity</b>	<b>4.42</b>	<b>5</b>
<b>iii.</b>	<b>Groupism and external pressure</b>	<b>5.1</b>	<b>5</b>
<b>iv.</b>	<b>Responsibility</b>	<b>7.01</b>	<b>10</b>
<b>v.</b>	<b>Powerlessness</b>	<b>4.03</b>	<b>10</b>
<b>vi.</b>	<b>Work Relationships</b>	<b>5.09</b>	<b>10</b>
<b>vii.</b>	<b>Working Conditions</b>	<b>6.01</b>	<b>10</b>
<b>viii.</b>	<b>Personal Inadequacy</b>	<b>3.04</b>	<b>4</b>
<b>ix.</b>	<b>Lack of Motivation</b>	<b>8.26</b>	<b>10</b>

From the above table it can be assessed that due to excessive workload and lack of time teachers are unable to perform the work which they want to perform. Most of the time they work under tense circumstances. They also have to work with colleagues whom they don't like. Extra work of administration and teaching put unnecessary burden on a teacher. Most of the teachers are unable to use appropriate teaching pedagogy due to shortage of time and wider curriculum. Discriminatory practices by management with staff disturbs mental setup of teachers. Downfall of moral values and indiscipline among students also causes stress among teachers. Suggestions from the teachers are not accepted, they feel lack of motivation. Co-curricular activities and duties like surveys, census, elections etc. disturb my work schedule. Delayed salaries and lack of incentives increase work dissatisfaction among teachers.

**Table 3 LEVEL OF OCCUPATIONAL STRESS AMONG MARRIED AND UNMARRIED FEMALE TEACHERS**

<b>1.</b>	<b>Married</b>	<b>60 Teachers</b>	<b>High level of occupational stress</b>
<b>2.</b>	<b>Unmarried</b>	<b>40 Teachers</b>	<b>Above average level of occupational stress</b>

Thus, we could see that married teachers are suffering from higher levels of occupational stress in comparison to unmarried teachers. Maybe, they have a burden of their household work as well, they use to manage their family along with that they have to do their jobs also. Comparatively unmarried teachers are less stressed as they don't have to manage their kids and many more other things.

**Table 4 Comparison of level of occupational stress of Government and Private Teachers.**

<b>Type of Schools</b>	<b>N.</b>	<b>T. RAW SCORE</b>	<b>Range of z-Scores</b>	<b>Grade</b>	<b>Level of Teachers' Occupational Stress</b>
<b>Private Schools</b>	<b>40</b>	<b>5060</b>	<b>+2.01 and above</b>	<b>A</b>	<b>Extremely High</b>
<b>Government Schools</b>	<b>60</b>	<b>5048</b>	<b>+1.26 to +2.00</b>	<b>B</b>	<b>High</b>



**TABLE 4. Raw Score and % of Private Teachers**

	w.S core	%	Married Teacher s	Unmarrie d teachers	Exper ience d	Less Experie nced	Primary Teacher s	Secondar y teachers	S. Sec ondary
<i>Private. Teacher s</i>									
1	122	81.3 333 3	133	108	140	108	108	122	142
2	101	67.3 333 3	128	104	133	106	110	120	140
3	105	70	130	106	122	110	112	122	140
4	98	65.3 333 3	122	108	145	112	114	130	140
5	133	88.6 666 7	134	112	130	114	118	122	140
6	129	86	112	114	145	108	120	120	140
7	133	88.6 666 7	120	112	131	109	112	118	140
8	132	88	122	112	120	120	114	122	140
9	128	85.3 333 3	124	112	122	122	112	124	140
10	128	85.3 333 3	118	110	124	118	122	126	140
11	133	88.6 666 7	114	120	122	108	108	122	140
12	134	89.3 333 3	120	112	120	110	122	120	140
13	141	94	253						
14	131	87.3 333 3							
15	146	97.3 333 3							
16	130	86.6 666 7							

17	133	88.6 666 7
18	131	87.3 333 3
19	131	87.3 333 3
20	141	94
21	141	94
22	138	92
23	130	86.6 666 7
24	130	86.6 666 7
25	149	99.3 333 3
26	145	96.6 666 7
27	125	83.3 333 3
28	114	76
29	114	76
30	122	81.3 333 3
31	109	72.6 666 7
32	122	81.3 333 3
33	118	78.6 666 7
34	115	76.6 666 7
35	116	77.3 333 3
36	118	78.6 666 7
37	114	76
38	113	75.3 333 3

39	114	76
40	105	70
41	111	74
42	103	68.6 666 7
43	104	69.3 333 3
44	108	72
45	108	72
46	122	81.3 333 3
47	133	88.6 666 7
48	130	86.6 666 7
49	120	80
50	122	81.3 333 3

### RAW SCORE OF STRESS AMONG GOVERNMENT. TEACHERS

<i>GOVERNMENT TEACHERS</i>	<i>Raw. S.</i>	<i>%</i>
1	110	73.33333
2	106	70.66667
3	113	75.33333
4	107	71.33333
5	109	72.66667
6	103	68.66667
7	110	73.33333
8	106	70.66667
9	114	76
10	113	75.33333
11	104	69.33333
12	94	62.66667
13	111	74
14	135	90
15	137	91.33333
16	129	86
17	127	84.66667
18	134	89.33333
19	99	66
20	135	90

21	127	84.66667
22	131	87.33333
23	134	89.33333
24	139	92.66667
25	141	94
26	125	83.33333
27	117	78
28	117	78
29	119	79.33333
30	124	82.66667
31	125	83.33333
32	126	84
33	126	84
34	122	81.33333
35	115	76.66667
36	116	77.33333
37	115	76.66667
38	120	80
39	120	80
40	117	78
41	133	88.66667
42	140	93.33333
43	120	80
44	120	80
45	117	78
46	118	78.66667
47	116	77.33333
48	116	77.33333
49	119	79.33333
50	120	80
	6,164	

## **RESULT AND DISCUSSION**

This particular study emphasises the level of occupational stress among teachers of private and government schools. I tried to find the difference between stress level of married and unmarried female teachers, differences as per their age. The study found that a great number of teachers are in depression due to excess workload at their school. Many teachers are over-burdened because of the extra classes and remedial classes for students and also due to non-availability of teachers of one or the other subjects. So, the teachers, those who are working, handle their classes as well. In most of the schools classes remain overcrowded because of this teachers suffer from headache and irritation. In secondary and senior secondary schools teachers have to teach extra classes so that students can perform excellently in their board examinations. Apart from that there are many causes behind the stress of teachers for example: teachers have to suffer if head masters or principals are not supportive, when they don't recognise hard works done by teachers, when they do partiality among employees, they don't welcome suggestions related to curricular or co-curricular given by teachers, when there is conflict among colleagues, unsafe atmosphere of schools, indiscipline of students, lack of incentives, late payment of salaries, home visits and due to many more tiresome activities. According to me, school management must recognise hard work done by teachers and they should appoint teachers as per the requirements of the classrooms, grades, subjects and strength of the students. So that extra work can be distributed among teachers. Teachers must be given incentives so that they feel motivated for teaching and making teaching learning interesting for their students. To maintain the balance between the process of teaching learning and to maintain the best rapport among students and teachers, to help each and every child in getting success in their career. For providing a wonderful study environment to the students, for making the teaching staff ready to guide, help and impart knowledge to the students as per their requirements. After all, all-around development of each and every student is the main purpose of education and

teachers are the only source who can accomplish this motive so, It becomes indispensable to reduce the causes of stress.

37 teachers out of hundred were found to be suffering from extremely high levels of occupational stress.

41 teachers out of a hundred are suffering from high level of occupational stress.

22 teachers out of hundred were found to be suffering from above average level of occupational stress.

Thus private school teachers feel more stressed in their jobs than Government schools teachers.

The following table shows the level of occupational stress among teachers:

**CHAPTER 5**

**FINDINGS &**

**SUGGESTIONS**

## 5.1. FINDINGS AND CONCLUSIONS

- With the help of the present study I found that Private School teachers face higher level of occupational stress than the Government school teachers. As these teachers are not only over burdened with the curricular activities apart from that they have to play an indispensable role of co-curricular activities of the students.
- Married female teachers were found to be more stressed than the unmarried teachers because they have to manage their personal life, they have to take care of their in laws, husband and children as well, they find it very difficult whenever, they have to do any work of school at home. They hardly could manage both works together.
- Secondary and senior secondary teachers of private as well as of government schools were found under severe occupational stress. Because they have to face greater challenges in comparison to that of primary and middle school teachers.
- Teachers above 30 years of age face more strained situations at their workplace as well as at their homes. Many teachers are not well versed in technology. So, they find difficulty in preparing power point presentations and worksheets for their students.
- Private school teachers were found to be more stressed due to excessive work load and lack of time. Many times they find themselves incapable of performing the work which they want to perform well.
- Few teachers of private as well as of government schools feel stressed because their suggestions to the improvement in the work environment and curriculum are not welcomed.



- I found through the present study that high expectations of school management, parents and family has increased the complexity of married female teachers.
- With the help of the present study it has been found that private school teachers face more occupational stress from the perspective of job security. Because in private schools very often delayed salaries and lack of incentives increase their work dissatisfaction.
- Teachers feel occupational stress because of the discipline issues and downfall of moral values among students.
- In most of the private schools teachers find that their management is not fair in their dealings and policies with the teachers. Thus, discriminatory practice by management disturbs teachers. Such unfair dealings create occupational stress among teachers.

## **5.2. EDUCATIONAL IMPLICATIONS:**

The progress of the country depends upon healthy and well organised teachers who can guide, inspire, motivate and impart quality education to student. Teachers modify behaviour of the students as per the need of the society. Teachers are supposed to pay proper attention to all round – cognitive, affective and psychomotor development of each child so that, they can be able to realize their potentials and would be able to polish their talents. But, teachers will be able to perform their duties and fulfil their obligations in a proper manner only when they themselves are healthy, motivated and when they can do their works in safe and secure situations. When they are not suffering from occupational stress. Then and only they'll be able to enjoy their works. Thus, present study based on occupational stress among teachers of private and government schools would surely, show the level of stress among teachers and their real work environments. I hope, school

management would consider the hard work done by teachers, and they would provide them a healthy work environment. As we all know that teachers are the creator of society the future of our country lies in the hands of teachers. If teachers are healthy, they'll be able to provide quality education to their pupils. Therefore, it is indispensable to do such type of studies.

### **5.3. SUGGESTIONS FOR FURTHER RESEARCH**

- Further research can be done by taking large samples.
- A comparative study of occupational stress among male and female teachers of government schools can be done.
- Study of workload among private school teachers can be done.
- Similarly a comparative study based on occupational stress among rural and urban teachers can be done.
- Different studies based on examination stress among students of CBSE and ICSE board schools can be done.
- Similar studies can be done based on stress of housewives.

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