

“A Study on Occupational Stress Among the Teachers of
Higher Secondary Schools and Junior Colleges of Sonitpur
District of Assam”.

A MINOR RESEARCH PROJECT REPORT



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Submitted by:

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DECLARATION

I hereby declare that I have accomplished this Minor Research Project entitled “**A Study on Occupational Stress Among the Teachers of Higher Secondary Schools and Junior Colleges of Sonitpur District of Assam**”. This study is the result of my own investigation, analysis and observation.

Place: Tezpur.

(Santi Devi)

Date:

Investigator.

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CHAPTER 1

INTRODUCTION

We are living in an era of growing complexities and pressures where human constitution and capacities are being taxed severely. The job related stress has become predominant feature of modern life, exerting far reaching consequences on focal employees behaviour and adjustments on as well as off the job. In the fast changing technological world of today, no individual is free from stress and no profession is stress free. Now-a-days every person talks about stress. Not only just high pressure executives are the key victims of stress, but it also includes labourers, slum dwellers, workingwomen, businessmen, professionals and even children. Stress is an unavoidable element of life due to increasing complexities and competitiveness in the modern lifestyle. So every individual experiences stress whether it is within the family, business, organization, study, work or any other social or economical activity. Thus in modern time stress in general and occupational stress in particular has become a part of the life and has gained considerable attention in recent years.

1.1 Concept of Stress

The word 'stress' is familiar to both layman and professional alike. Yet it is elusive because it has been poorly defined. There is no single agreed definition in existence. The term stress was first introduced in life sciences by Hans Selye in 1936. It has been derived from the latin word 'stringere'; which means to 'draw tight'. The term was used to mean the experience of physical hardship, starvation, torture and pain. Hans Selye (1956) stated stress as the rate of wear and tear in the body. According to Selye (1979) stress is the non-specific response of the body to any demand placed upon it for readjustment or adaptation. By 'non-specific' he means that the same patterns of responses could be produced by any number of different stressful stimuli or stressor and if anybody fails to adjust or adapt to the environment, the situation would cause stress, depending upon the perception of the individual or how he/she perceives the situation or environment. Further, Selye (1974) argued that any kind of normal activity can produce considerable stress without causing any harmful

effects. Hans Selye is considered as a pioneer of research on stress. Lazarus and Folkman (1984) defined stress as the result of a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being. Therefore stress is viewed as residing neither exclusively in the individual nor in the environment but in the transaction between these two. So, stress occurs when the demands on an individual are perceived as challenging or exceeding the person's adjusting capacity. In the words of Mc Grath (1976) stress is involved in an environmental situation that perceived as presenting demand which threatens to exceed the person's capabilities and resources for meeting it, under conditions where he or she expects a substantial differential in the rewards and costs from meeting the demand versus not meeting it. Stephen Robbins (1999) defined stress as a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important. Newton (1989) has defined stress as an epidemic plaguing modernity. In the words of Winfield, Bishop and Poster (2004) stress is essentially a psychological condition induced by external conditions that release or restrict certain chemicals in the brain; this in turn can lead to change in the individual resulting in change of behaviour. It is associated with the psychological perception of an individual of the pressure of contingencies. Mallot and Whaley (1983) defined stress as a condition that causes tissue damage far beyond the daily wear and tear of living organisms.

1.2 Types of Stress

There are various types of stress which are as follows:-

Eu-stress :- It is defined as a pleasant or curative stress. Very often, it is controlled stress that gives competitive edge in performance related activities such as athletics, giving a speech etc. The term eu-stress was first used by endocrinologist Hans Selye 1983, when he published a model dividing stress into two major groups: eustress and distress. In his article, Selye concluded that stress involves enhances function (physical or mental such as through strength training or challenging work) and it is considered eustress. They are able to exercise a healthy effect on people. It gives a person a feeling of fulfilment or contentment and also makes one excited about life.

According to Fisher (1994) and Keiper and Buselle (1996) eustress which they termed as positive or good stress, can act as a motivating agent for achievement. Unfortunately, it is a type of stress that only occurs for a short period of time.

Distress:- Distress is the most commonly referred type of stress, which has negative implications. Distress is negative or destructive stress, as it results in serious ailments or discomforts (Keiper & Buselle, 1996). It affects negatively on the organization and the individual's physical and mental system. Distress could result in reduced performance, absenteeism, errors, job losses, accidents, unethical behaviour, dissatisfaction and illness (Schermerhorn et al., 2000). It is a stress disorder that is the result of adverse events and it often influences a person's ability to cope. Some events causing distress in a person may be death of a loved one, financial problem, heavy work responsibility or workload, strained relationship, chronic illness etc. Distress is further classified as acute stress and chronic stress. Acute stress is the most commonly observable type of stress. It arises from demands and pressures of the recent past and the anticipated demands and pressures of near future. Acute stress is thrilling and exciting in small quantities but too much is exhausting. Short term stress can lead to psychological distress, tension, headaches, upset stomach and other symptoms. Acute stress symptoms are identified by most people. The most common symptoms of acute stress are emotional distress – some combinations of anger or irritability, anxiety and depression etc. Acute stress can crop up in any person's life and is highly treatable and manageable. While acute stress is thrilling and exciting, chronic stress is not. Acute stress is the grinding

stress that wears people away day after day, year after year. Chronic stress destroys bodies, minds and lives. It causes havoc through long term attrition. Burnout is the extreme case of chronic stress. Chronic stress is the stress of poverty of dysfunctional families of being trapped in an unhappy marriage or in a despised job or career. Chronic stress occurs when a person never sees a way out of a miserable situation. It is the stress of unremitting demands and pressures for apparently everlasting periods of time. The worst side of chronic stress is that people get used to it. They generally forget it is there. People immediately become conscious of acute stress because it is new; they ignore chronic stress because it is old, familiar

and sometimes almost comfortable. Chronic stress often kills through suicide, violence, heart attack, stroke and perhaps even cancer. People wear down to a final and fatal breakdown. Because physical and mental resources are depleted through long-term attrition, the symptoms of chronic stress are often difficult to treat and may require extended medical as well as behavioural treatment and stress management.

Hyper-stress:- When an individual is pushed beyond what he or she can handle, they are supposed to be experiencing hyper-stress situation. Hyper-stress results from being overloaded with work. It is like being stressed out. When a person is hyper-stressed, even little things can trigger strong emotional response. People who are most likely to be the victim of hyper-stress may be working mothers who have a multi-task juggling between work and family constraints or may be people under constant financial strains or people working in fast pace environment etc.

Hypo-stress:- Hypo-stress is direct opposite to hyper-stress. This is because hypo stress is one of those types of stress experienced by an individual who is constantly bored. Someone in an unchallenging job, like a factory worker performing the same task over and over will often experience hypo-stress.

1.3 Stages of Stress

Hans Selye (1976) has stated stress as a reaction of the organism which can be psychological, physiological or behavioural. According to him there are three stages of stress, which are as follows:-

i. **Alarm Stage-** This alarm reaction is the immediate psycho-physiological response. At this stage defence mechanisms are activated forming the emergency reaction known as 'fight or flight' response (Cannon, 1935). Both electrical and hormonal signals are involved in mobilizing the energy required for an emergency. Increased sympathetic activity gets the body physiologically ready for action: e.g. heart rate and blood pressure increases, the spleen contracts, blood supplies are redirected to brain and skeletal muscles. Other symptoms include restlessness, fear, anxiety and depression.

ii. Resistance Stage- At the resistance stage of adaptation to stress, the signs of the alarm reaction are diminished and they become non-existent. However, resistance cannot continue indefinitely and if the alarm reaction is elicited too intensely or too frequently over an extended period of time, the energy needed for adaptation becomes depleted. Symptoms of this stage include: denial feelings, emotional isolation and narrowing of interest.

iii. Exhaustion Stage- If the stressful situations or response are not diminished, the stage of resistance is followed by a stage of exhaustion. At this stage, the exposure to a stressor has almost depleted the organism's adaptive energy. The symptoms of the initial alarm reaction re-appear but they do not abate. Resistance to stress is decreased and illness or death may follow. Symptoms of this stage include: loss of self confidence, poor sleep habits, unusual or erratic behaviour and physiological problems, like, hypertension, peptic ulcer, depression, increased cholesterol level, nervous ties etc.

1.4 Occupational Stress

We are living in an era of growing complexities and pressures where human constitution and capacities are being taxed rigorously. Occupational stress has become a common and costly problem, leaving few employees untouched. Therefore modern times have rightly been called as the age of anxiety and stress.

It is extremely difficult to define occupational stress. It is stress on the occupation, but it occurs in a person. Various experts have defined occupational stress in different ways. Margolis, Kores, & Quinn. (1974) have defined occupational stress as a condition at work interacting with worker's characteristics to disrupt his psychological or physiological homeostasis. According to United States National Institute of Occupational Safety and Health, Cincinnati, (1999) works tress can be defined as "the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury." Caplain, Cobb and French (1975) have defined occupational stress as any characteristics of job environment that pose a threat to individual. Beehr and Newman (1978) defined

occupational stress as a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning. According to the current World Health Organization's (WHO) definition occupational or work related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope.

1.5 Sources of Occupational Stress

Though occupational stress initially arises from constituent factors of job and its psycho-physical environment, these factors are not inherently stressors. In fact, personal characteristics of the employee and his cognitive appraisal of the job factors in the framework of his capacity and resources determine the extent of stress he would experience from a job factor or situation. This is the reason we can only hypothetically predict the potency of the job factors or situations for causing stress, but we cannot categorize or generalize any work-setting variable as a universal stressor. However, some factors like job insecurity, work overload, demotion, loss of job, extreme heat or cold etc are likely to cause stress to the majority of the workers.(Srivastava,A.K.1999), Thus, the sources of occupational stress can be explained in the following manner:

- **Job Role:-** Job Role is a major source of satisfaction as well as frustration for the employees. Certain characteristics or inadequacies of job role have been noted as prominent source of occupational stress. Ivancevich and Matteson (1980) indicated that role pressure occurs when an employee's expectations and demands conflict with the expectations and demands of the organization, the employee experiences role pressure. Kahn et al. (1964) after extensive investigation found that role ambiguity, role conflict, role overload and role under load are important occupational stressors.

- **Job Characteristics and Attributes:-**Characteristics of the job are very common source of employees' satisfaction, frustration and stress. Task complexity and difficulty, quantitative and qualitative demands of the job and employees' controllability over task are the frequent sources of occupational stress. The pace at

which an employee is required to do work is one of the characteristics of the job causing stress to the employee. Work pace may be controlled either by machine or human being. If there is machine pacing, the employee has to become a machine, which causes stress to the employee. The pressure of repetitive work in machine pacing system gradually becomes a continuous source of stress to the worker. Another important characteristic of the job is its attributes. If the job provides little opportunity to satisfy the various needs of the employees, such as autonomy, social interaction, power, use of knowledge and abilities etc, it becomes stressful to their incumbents.

- **Physical work conditions and the technology:**-Another set of factors in the work setting which cause stress are related to qualities of physical work environment and technology. Inadequate, taxing, or hazardous physical conditions at work such as insufficient or excessive lighting, continued loud noise, extreme cold or heat, fluctuation in temperature, crowded workplace etc. These physical qualities of work environment cause direct sensory stress and indirect psychological stress through their potentiality for causing negative health consequences. Technical limitations, rapid change in technology, inadequate technical management, incongruence among task, technology and organizational structure, inadequate man-machine system, and mechanization of man are the potential sources of stress prevailing in work setting.

- **Performance feedback and reward system:**-Performance feedback is another important factor which enhances employees' motivation and performance, but causes dissatisfaction and stress if it is inadequate or absent. If feedback is not given at appropriate time or it is less frequent, it is likely to cause stress to the concerned worker. Rewards or incentives which workers receive for their work also play an important role in enhancing employees' motivation and performance. But if it is not adequate, it is likely to cause frustration and stress to the worker. The rewards for better or exceptional job performance include monetary compensation or benefits, recognition, appreciation, privilege and promotion. These non-financial rewards are usually more effective in improving employee's motivation and performance level. If the workers feel that they are not being adequately, proportionately or timely rewarded for their better performance they are likely to encounter stress.

• **Interpersonal relations at work:-**The quality of interpersonal relationship at work has been consistently linked to job stress (Payne 1980). Kets de Vries (1984) reported that at least three types of interpersonal relationships have been studied, viz., relationship with co-workers, relationship within work groups and relationship with superiors. The poor or strained interpersonal relationships at work is associated with the feeling of threat for the employees. Poor co-worker relationships are associated with low trust, supportiveness and interest or willingness to listen (French and Coplan, 1973). When employees have poor relationship with co-workers, they blame the job stress they experience on their co-workers. Conversely, those workers who report a greater amount of group cohesion are more able to cope with stress on the job. Relationship with superiors are equally important in determining the amount of job stress.

• **Organization structure and climate:-** Apart from the job role and job characteristics, certain features of the structure, climate and culture of the organization also cause severe psychological stress to its employees. The extent to which the employees are involved in direction and decision making in their organization leads to two kinds of organizational structures: centralized and decentralized. It is usually observed that the structure which allows its employees more decision making power produces less stress. Ivancevich and Donnelly (1975) reported that employees in decentralized organizations experience less stress and more job satisfaction.

Climate and culture of the organization has also been found to be the source of satisfaction and stress. Culture of the organization refers to the beliefs and expectations shared by its members. An important stress that results from organizational culture is the existence of competition among the employees. Many employees feel stress due to power struggles or office politics prevailing in the organization. In a study Srivastava(1990) found that inadequate organizational climate was positively correlated with the symptoms of mental ill-health among its employees.

Landy and Trumbo (1976) have reported job insecurity, excessive competition, hazardous working conditions, task demands and large or unusual working hours as major sources of job stress. Factors intrinsic to the job, i.e., paced-repetitive work, lack of opportunities to use valued skills and abilities, and high costs and penalties for mistakes have been indicated as stressors in the work setting (Kornhauser 1965). Time constraint (Hall and Lawler 1971), heavy workload (Buck 1972), excessive and inconvenient work hours (Mott 1972) have also been reported as sources of job stress. Quick and Quick (1979) have emphasized the role of interpersonal factors in creating stress at work. Cooper (1983; 1985) summarized and categorized six groups of organizational variables, outlined below, that may cause stress in the workplace. These are:

1. Factors intrinsic to the job (e.g. heat, noise, chemical fumes, shift work)
2. Relationships at work (e.g. conflict with co-workers or supervisors, lack of social support)
3. Role in the organization (e.g. role ambiguity)
4. Career development (e.g. lack of status, lack of prospects for promotion, lack of a career path, job insecurity)
5. Organizational structure and climate (e.g. lack of autonomy, lack of opportunity to participate in decision making, lack of control over the pace of work)
6. Home and work interface (e.g. conflict between domestic and work roles; lack of spousal support for remaining in the workforce)

When we consider work stress in particular, research indicates six major sources of pressures (Cartwright and Cooper, 1997). These are as follows:

- a) Factors intrinsic to the job- These are related to poor working conditions, shift work, long hours, travel, risk and danger, poor technology, work under load and overload.
- b) Role in the organization- When a person's role in the organization is clearly defined, stress can be kept to a minimum.
- c) Relationships at work- Good relationships between members of a group are considered as key factor in individual and organizational health. There are three

critical interpersonal relationships at work, viz. relationships with one's boss, those with one's subordinates, and those with one's colleagues.

- d) Career development factor- It includes the degree of job security, fear of job loss, obsolescence of one's skills and capabilities and retirement. For many workers, career progression is of overriding importance. Performance appraisals (actual or even the fear of potential appraisal) can be an extremely stressful experience.
- e) Organizational structure and climate- Non-participation at work and a general lack of control in the organization are related to a variety of stress related symptoms.
- f) Non-work pressures- Non-work pressures include pressures on the home front due to job stress. Another commonly seen effect is that due to dual careers, especially for women. The dual career family model may be a source of stress for men as well. The amount of time they are able to devote to their jobs, the degree of mobility they have, the acceptance of transfers/change if the wife is also working.

1.6 Effects of Occupational Stress

According to Kyriacou (2001), symptoms of stress in teachers are manifested in anxiety and frustration, impaired performance, and ruptured interpersonal relationships at work and at home. Statistics reveal that teachers hand in more medical insurance claims than persons in other professions, have a four year shorter life expectancy than the national average and often blame stress as a reason for sick leave from school (Van Wyk, 1998).

From an organizational point of view, the consequence of stress results in a significant loss of skilled and experienced teachers through resignation and /or premature retirement from all levels of the teaching workforce. The stressed teachers who remain within the profession, on the other hand, are likely to be less effective in key areas such as lesson organisation, student behaviour management, responsiveness to students and self confidence relationships with parents. In individual human terms, the cost of teacher stress can be huge and include impaired health, reduced self confidence and self esteem and damaged personal relationships.

If early retirement or resignation is taken, often the consequence is dramatically reduced economic status (Warren & Toll, 1993).

1.7 Occupational Stress of Teachers

Occupational or job stress occurs where there is discrepancy between the demands of the workplace and a person's ability to carry out and complete those demands. Teaching as a profession also comes under the gamut of stress making it more demanding and challenging everyday (Hepburn and Brown, 2001; Johnson et al 2005).

Teacher stress is a particular type of occupational or job stress. The construct of teacher stress is often distinguished in educational literature by a simple definition offered by Kyriacou, C.(2001), "the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher". Teaching can be a stressful occupation. The daily interaction with students and co-workers and the incessant and fragmented demands of teaching often lead to overwhelming pressures and challenges, which may lead to stress. Where work stress is unrelenting, some negative physiological, psychological and behavioural consequences may result (Derobbio and Iwanicki, 1996). Many teachers would agree, teaching is not only hard work, it can be full of stress. Pressure due to school reform efforts, inadequate administrative support, poor working conditions, lack of participation in school decision-making, the burden of paperwork, and lack of resources has all been identified as factors that can cause stress among school staff (Hammond and Onikama,1997).

1.8 Higher Secondary School / Junior College Teachers

Teachers occupy the central position in any system of education. They are the pillars of the society, responsible for educating and preparing the young generations of the nation for different occupations. It has rightly been said that the responsibility of shaping the destiny of a nation rests on the shoulder of the teachers. They are the soul of the whole system of education. Those teachers who have been entrusted with the responsibility of teaching in the +2 level of a higher secondary school or a junior college are called higher secondary or junior college teachers. In rapidly growing and changing environment, the role of the teachers has become more complex. The

teachers are being challenged with the task of increased teaching load, examination and evaluation duties and continuous improvement in skill set. The performance demands have increased tremendously on teachers' part. Moreover increasing consciousness for education due to increasing competitions among the students for achieving their goals has lead to overwhelming pressures and stress on teachers.

1.9 Statement of the Problem

The present study has been designed to study the level of occupational stress of the teachers of higher secondary schools and junior colleges of Sonitpur District, Assam. Therefore, the study has been titled as **“A Study on Occupational Stress among the Teachers of Higher Secondary Schools and Junior Colleges of Sonitpur District of Assam”**.

1.10 Operational Definitions

(a) Stress

Stress refers to state of anxiety, conflict, heightened emotion and frustration. It also refers to any environmental, organizational and individual or internal demands, which require the individual to readjust the usual behaviour pattern. It is the body's physiological response to the stress causing elements or factors.

(b) Occupational Stress

Occupational stress refers to the stress arising out of the work place or occupation where the individual has been employed or engaged.

(c) Teachers

Teachers are the individuals appointed for the purpose of giving instruction to the students of any educational institution. In this study, teachers are those who are working in government and private higher secondary schools and junior colleges in sonitpur district of Assam.

(d) Government Higher Secondary Schools

Government Higher Secondary Schools are those schools which are established under the rules and regulations framed by the govt. of Assam. These are under the

administrative control of the Directorate of Secondary Education, Assam and affiliated to the Assam Higher Secondary Education Council.

(e) Private Higher Secondary Schools

Private Higher Secondary Schools are those schools which are completely managed and controlled by an individual or a group of individuals or a trust. However, these institutions are set up under the permission of the Department of Education, Government of Assam. These institutions follow the courses of study and textbooks approved by the Govt. of Assam as well as Assam Higher Secondary Education Council.

(f) Government Junior Colleges

Government Junior Colleges provide higher secondary level (+2) education to the students. These junior colleges are under the administrative control of Directorate of Secondary Education, Govt. of Assam and recognized by Assam Higher Secondary Education Council.

(g) Private Junior Colleges

Private Junior Colleges are completely managed and controlled by individual or group or a trust. These colleges obtain academic permission from the Directorate of Secondary Education, Govt. of Assam and Assam Higher Secondary Education Council.

1.11 Sonitpur District at a Glance

The present study has been conducted in the Govt. and Private Higher Secondary Schools/Junior colleges of Sonitpur district of Assam. It is spread on northern bank of the river Brahmaputra. It is bounded by the state of Arunachal Pradesh towards north, Morigaon, Nagaon, Jorhat and Golaghat districts of Assam towards south, Lakhimpur district in the east and Darrang district in the west. Sonitpur district is spread over an area of 5324 sq. kms. on north bank of Brahmaputra river. In terms of area Sonitpur is the second largest district of Assam after Karbi Anglong district. The District lies between 26° 30' N - 27° 1' N latitude and between 92° 16' E –

93o43'E longitude. Located between mighty Brahmaputra River and Himalayan foothills of Arunachal Pradesh, the district is largely plain with some hills. Brahmaputra River forms the south boundary of the district.

According to the census report of 2011, the literacy rate of Sonitpur District is 69.96. The percentage of male and female literacy of the district is 76.98 and 62.53 respectively. As per the Statistical Handbook, Assam, 2012, Sonitpur District has 1,866 Primary Schools, 480 Middle Schools, 237 High Schools, 67 Higher Secondary Schools and Junior Colleges. There are 11 Undergraduate Colleges, two B.Ed. Colleges, one Central University, one ITI, one Normal School, one DIET in the Sonitpur District. Moreover Lokapriya Gopinath Bordoloi Regional Institute of Mental Health and Tezpur Medical College and Hospital are also situated here. Apart from these there are a good number of non-provincialised educational institutions in the district.

1.12 Social Significance of the Study

Researchers hold that teacher's stress not only affects his own health but also negatively affects the students. Continuous exposure to stress situation creates in teachers a sense of self apathy, low self-esteem, deprives of motivation and will to teach, loss of confidence, irritability with colleagues, unwillingness to co-operate, frequent irrational conflicts at the place of work, withdrawal from supportive relationships, dealing ineffectively with the students thus ultimately lowering the overall performance level. A stress free teacher is capable to teach effectively in the classroom and can provide better quality of environment to make educational institution a challenging and interesting centre for the students. Hence, there is a dire need to know the level of stress among the teachers of Higher Secondary Schools and Junior Colleges so that they can be made aware of effective stress management techniques to minimize it.

The present study is significant because a very few studies have been conducted so far on this particular topic specially in our state. The present study will certainly reveal the level of occupational stress among the teachers of Higher Secondary Schools and Junior Colleges of Sonitpur District of Assam.

1.13 Objectives of the Study

The study has been undertaken to achieve the following objectives-

1. To study the level of occupational stress among the teachers of Higher Secondary Schools and Junior Colleges of Sonitpur District of Assam.
2. To study the level of occupational stress of teachers according to the management of the institution (Govt. and Private).
3. To study the differences between the teachers of urban and rural Higher Secondary Schools and Junior colleges regarding their level of occupational stress.
4. To study the differences between male and female teachers regarding their level of occupational stress.

1.14 Hypotheses

Ho₁: There exists no significant difference between the teachers of Govt. and Private Higher Secondary Schools and Junior Colleges regarding their level of occupational stress.

Ho₂: There exists no significant difference between the teachers of urban and rural Higher Secondary Schools and Junior Colleges regarding their level of occupational stress.

Ho₃: There exists no significant difference between male and female teachers regarding their level of occupational stress.

1.15 Delimitations of the Study: The present study has been delimited as under:-

The study is delimited to the government and private Higher Secondary Schools and Junior Colleges of Sonitpur District, Assam only.

The study is delimited to the teachers who are directly related to teaching of +2 level students only.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

Review of related literature is an important pre-requisite for actual planning and then execution of any research work. The research workers need to acquire up-to-date information of what has been thought and said in a particular area so that they can derive benefit from the work of their predecessors. Review of related literature may serve to avoid unnecessary duplication and may help to make progress towards the solution of new problems emphasizing the importance of survey of related literature. Survey of related literature helps us to know whether evidence already available solves problems adequately without further investigation and thus may save duplication.

A brief review of research literature related to the present study has been presented in three categories in chronological order as under:-

2.2 International Studies

Jamal, M; (1990) in his study examined the relationship of job stress, job stressors, and Type-A behaviour pattern with employees' job satisfaction, organizational commitment, psychosomatic health problems, and turnover motivation among full-time nurses (N = 215) working in a large Canadian hospital. Both job stress and stressors (role ambiguity, overload, conflict, and resource inadequacy) were significantly related to four outcome variables. Type-A behaviour was associated with high job stress, high role ambiguity, conflict, resource inadequacy, and psychosomatic health problems. In addition, Type-A behaviour was found to be an important moderator of the stress-outcome relationship. Implications of the findings for management and for future research are highlighted.

Borg M.G., Riding R.J. and Falzon J.M. (1991) conducted a study on "Stress in Teaching: A Study of Occupational Stress and its determinants, job satisfaction and

career commitment among primary school teachers”. The study discussed about class management, reflecting the problems of having to spend the whole of the school day in almost uninterrupted contact with children.

A sample survey of 710 Maltese Primary school teachers revealed that the level of teacher stress , job satisfaction and career commitment were constituted differently in some of the teacher demographic sub-groups. A principal components analysis of the stress ratings of 20 items covering various aspects of the teachers’ work environment yielded four factors described in terms of ‘pupils misbehaviour’, ‘time/resource difficulties’, ‘professional recognition needs’ and ‘poor relationships”. Results of the study revealed that Teachers, who reported greater stress, were less satisfied with their jobs and less committed to choose a teaching career, were they to start life over again, the association between the general measure of job stress and the stress due to each of the four stress factors was strongest for ‘pupil mis-behaviour’ and ‘time/resource difficulties,’and of the four factors ‘professional recognition needs’ had the strongest inverse relationship with job satisfaction and career commitment.

Okebukola, P. A. (1992) studied the concept of schools village and the incidence of stress among science teachers. The schools-village (SV) concept is built on the philosophy of maximum resource utilization and engendering of communal spirit. 69 female and 126 male Nigerian science teachers in rural and urban SV schools and 51 female and 122 male controls from non- schools-village schools completed a survey regarding teacher stress. Subject’s interactions in schools-village schools had a significant depressing effect on stress level regarding curriculum, facilities, student characteristics, administration, and professional growth and self satisfaction. Female Subjects were more stressed than male Subjects, and Subjects in urban schools were more stressed than Subjects in rural schools.

Chaplain (1995) identified biographical factors with regard to job stress in UK primary schools and found significant differences between men and women, and teachers of different ages and length of teaching experience. Male teachers reported more stress than their female counterparts in relation to professional tasks and pupil behaviour/ attitude. Female teachers scored higher than men on professional

concerns. According to the author, just over one-third of all teachers were satisfied with their job. When specific facets of job satisfaction were examined, teachers were most satisfied with their professional performance and least satisfied with teaching resources. Teacher stress and job satisfaction were found to be negatively correlated, with high reports of occupational stress related to low levels of job satisfaction.

Chao, S. (1995) conducted a study on occupational stress among school teachers in Hong Kong. The purpose of his study was to investigate the relationship between work stress, symptoms of poor health, job satisfaction and social support. In the questionnaire designed by the same researcher, 18 items were used to measure sources of stress based on the four factors that were identified by Manso-Pinto(1990b)-poor administrative support (six items), professional distress,(five items), inadequate financial security (three items), poor students' discipline (four items). Occupational health was measured in terms of physical ,psychological and behavioural symptoms of stress (12 items). Three items were used to measure job satisfaction and another three items were used to measure social support (assessing the availability of colleagues who provide tangible and intangible support in front of school related problems).

The questionnaire was then administered to a sample of 50 primary and 50 secondary school teachers from 10 schools, with a sex distribution of 35 males and 65 females. The results revealed that 34.9 percent of the respondents found teaching stressful and 10.6 percent extremely stressful. Poor administrative support, professional distress, inadequate financial security and poor students' discipline are potential stress factors for teachers. In particular, heavy workload (such as doing school work at home), students' discipline(such as spending much time on discipline) and students' unruly behaviour (such as motivating students to learn, and poor students' attitudes towards work) are major sources of stress. The study also revealed that teachers who reported a higher level of work stress had a higher incidence of poor health and lower job satisfaction. In addition, teachers who reported more social support from colleagues experienced less work stress.

Yue, X.D. (1995) presented the findings of his study on occupational stress among primary and secondary school guidance teachers in Hong Kong. Social support was

found to be significantly and negatively correlated with all the occupational stress measures, and that job dissatisfaction was significantly and positively related to need deficiency, work ambiguity, work overload and work strain. It was also found that primary school guidance teachers confronted greater occupational stress than secondary school guidance teachers.

Hamdiah, Bt. O. (1996) conducted a study “Correlates of stress among secondary school teachers in Penang.” to investigate the factors which cause degree or levels of stress and the manifestations of stress among secondary school teachers in Georgetown, Penang. The sample was taken from nine secondary schools in Georgetown, Penang. Of the 249 respondents, 65 were males and 184 were females. About 55% of the respondents were below 40 years old and about 61 % of the respondents have been in the teaching profession for more than 10 years. The major findings of the study showed that stress among secondary school teachers was not related to demographic variables of age, gender and lengths of service. Further, it was found that there were no significant differences in stress level among teachers of various age groups and lengths of service. Stress level did not differ between male and female teachers.

Maybery and Reupert (1998) investigated on “Beginning teacher stressors and supports: Gender and location differences” to identify the stressors and social supports of 71 beginning teachers (aged 20–40 yrs) in their 1st yr of teaching in the Peninsula region of Queensland, Australia. 13 stressor variables were identified including 8 from within and 5 from outside the school environment. Six social supports were equally divided between work and non-work sectors. Four stressor variables were identified as having significant or trend differences in terms of location. Beginning teachers from urban locations had significantly lower scores than their rural and community counterparts for the stressor 'new community'. Three trend differences were also found: rural teachers scored more highly in relation to 'transfers'; urban teachers more highly for 'financial problems' and somewhat surprisingly, the global variable, 'in-school stress', showed that community teachers scored less total stressors emanating from the school environment, than either the urban or rural teacher groups. Two gender trend differences were found for the

'health' and 'curriculum' stressor variables with female teachers reporting higher scores than males on both variables. Consistent with past research, females reported using more social supports than did males.

Pitchers R.T and Soden R. (1998), in their study on “Scottish and Australian Teachers Stress and Strain” highlighted the role overload as a significant stressors. They assessed levels of strain, organizational roles and stress in 322 Australian and Scottish Vocational and Further Education Lecturers. The researchers concluded that strain was found to be average in both national groups, but there were high levels of stress, with role overload emerging as the major cause.

Baba et al., (1999) in their work “Occupational Mental Health: A Study on Work-related Depression among Nurses in the Caribbean”, addressed the issues of occupational mental health among nurses in the Caribbean. The results indicated role conflict, role overload social support as predicted stress, which along with social support predicted burnout.

Burbeck et al.,(2002) in their work titled “Occupational Stress in Consultants in Accident and Emergency Medicine: A National Survey of Levels of Stress at Work”, observed that job stress was a recognized problem in healthcare workers and doctors were considered to be at particular risk of stress and stress related psychosocial problems.

Michailidis M, Georgiou Y.,(2005) examines the occupational stress of employees in the banking sector. A sample of 60 bank employees at different organizational levels and educational backgrounds was used. Data collection utilized the Occupational Stress Indicator (OSI). Results of data analysis provided evidences that employees' educational levels affect the degree of stress they experience in various ways. Bank employees cannot afford the time to relax and "wind down" when they are faced with work variety, discrimination, favouritism, delegation and conflicting tasks. The study also shows the degree to which some employees tend to bring work-related problems home (and take family problems to work) depends on their educational background, the strength of the employees' family support, and the amount of time available for them to relax. Finally, the drinking habits (alcohol) of

the employees were found to play a significant role in determining the levels of occupational stress.

Antoniou, et.al. (2006) "Gender and age differences in occupational stress and professional burnout between primary and high-school teachers in Greece", to identify the specific sources of occupational stress and the professional burnout experienced by teachers working in Greek primary and secondary schools. A special emphasis was given to gender and age differences. A cross-sectional design was used for the study. Two self-report measures were administered to a sample of 493 primary and secondary school teachers, a self-report rating scale of specific occupational stressors and the Maslach Burnout Inventory (education version). The result indicated that the most highly rated sources of stress referred to problems in interaction with students, lack of interest, low attainment and handling students with "difficult" behaviour. Female teachers experienced significantly higher levels of occupational stress, specifically with regard to interaction with students and colleagues, workload, students' progress and emotional exhaustion. Younger teachers experienced higher levels of burnout, specifically in terms of emotional exhaustion and disengagement from the profession, while older teachers experienced higher levels of stress in terms of the support they feel they received from the government.

Schulze and Steyn (2007) from their study identified stressors in the lives of South African Secondary School Educators. A questionnaire was filled by 987 educators from all racial groups and provinces in the country. The results revealed that uninvolved parents, poor learners' discipline, lack of learners' motivation, learners' negative attitude towards themselves, numerous changes inside and outside the school and lack of self-esteem contributed as major stressors for the teachers. Male and female teachers differed significantly in their perception of stressors. Teachers with 6 to 15 years of experience and those between 36 to 45 years differed significantly from others on stress.

Mapfumo et.al (2008), conducted an exploratory study of factors affecting stress levels among teachers in Zimbabwe. This study seeks to determine: (1) factors that affect stress levels of teachers in primary school as a whole, and how these stress levels are related to experience and gender of teachers; (2) coping strategies that are used by these teachers to resist or adapt to stress, and (3) possible school system changes that could be adopted to combat stress among teachers. The result shows that the most stressful factors for both male and female teachers are: working on unnecessary tasks; taking work home after hours; unreasonable demands for work quality; unmanageable number of projects; more work than can be done in one day; and having no time for a break.

Eres, F. and Atanasoska, T. (2011) conducted a study on “Occupational Stress of Teachers: A Comparative Study Between Turkey and Macedonia”. The aim of the study was to determine the stress level of Turkish and Macedonian teachers living in different socio-cultural and economic situations. 416 Turkish teachers and 213 Macedonian teachers participated in the study. At the end of the study it was seen that Turkish teachers had mild stress levels and Macedonian teachers had moderate stress levels. There was a meaningful difference in the stress level points of Turkish and Macedonian teachers. While comparing the stress levels of Turkish teachers alone, a meaningful difference was found between female and male teachers in Turkey in terms of total stress level score. The stress levels of male teachers were higher in Turkey compared to female teachers. Whereas, there was not a meaningful difference between female and male teachers in Macedonia in terms of total stress level scores.

Mondal et al. (2011) conducted a study on “School teachers: Job Stress and Job Satisfaction, Kaski, Nepal.” From their study they found a significant difference between male and female teachers, with male teachers having more psychological stress and physical stress than the female teachers.

Shikieri & Musa (2012) studied the factors associated with occupational stress and their effects on organizational performance in a Sudanese University. They attempted to determine the factors associated with occupational stress and their relationship with organizational performance at one of the private universities in Sudan. Their research study depicted that on average the teacher’s experienced high

degree of job stress. Job stressors affected the general physical health, job satisfaction and work performance as well as commitment of the teachers negatively. The study recommended that the university needs to elevate the situation and resolve all the factors affecting the employees as per situation.

Antoniou, A. S. et. al. (2013) conducted a study on “Occupational Stress and Professional Burnout in Teachers of Primary and Secondary Education: The Role of Coping Strategies.” They investigated the levels of occupational stress and professional burnout of teachers who worked in public primary and secondary schools of the Capital of Greece. It also aimed to investigate the coping strategies that they adopt, and the relationship between them. The survey involved 388 teachers who teach in public schools in Attica. Three instruments were administered to teachers: “Teachers’ Occupational Stress” (Antoniou, Polychroni, & Vlachakis, 2006), the Maslach Burnout Inventory (Maslach & Jackson, 1986) and the “Stress Coping Strategies Scale” (Cooper, Sloan, & Williams, 1988). The findings showed that teachers of Primary Education experience higher levels of stress compared to the teachers of Secondary Education. Female teachers experienced more stress and lower personal accomplishment than men. Rational coping behaviours are a resource which help teachers overcome work-related stressors and burnout and achieve their valued outcomes with students, while avoidance coping predicted high level of stress and burnout.

Kalyva, E. (2013) conducted a study on “ Stress in Greek Primary Schoolteachers Working Under Conditions of Financial Crisis” The study aimed to explore the effect of gender, age, years of teaching experience, teaching students with special educational needs and burnout on teacher stress. The participants were 384 Greek primary schoolteachers, aged 25 to 59 years old (mean age = 41 years and 4 months), 146 males (38%) and 238 females (62%). They completed the Questionnaire on Teacher Stress and the Maslach Burnout Inventory – Educators Survey – MBI-ES It was found that Greek primary schoolteachers reported low levels of stress and that their stress was predicted by burnout and teaching students with special educational needs. More specifically, teachers with higher levels of burnout and those who did not teach students with special educational needs reported higher levels of stress.

Tashi, K. (2014) conducted a study on "Occupational Stress among Bhutanese Teachers" The study examined the level of teacher stress and coping action among Bhutanese teachers. It further investigated if demographic variables (gender, experience, and school level) affected the level of stress on teachers. The population in this study consisted of 150 teachers from 42 schools, while t-test and Oneway ANOVA were used for statistical analysis. 24.5% of the teachers reported that being a teacher was either very or extremely stressful. Male teachers faced more stress than their counterparts. The study also found that stress is most prevalent among teachers with an experience of over 10 years followed by teachers with 6-10 years of experience in teaching. The coping actions adopted by teachers were mostly palliative strategies, such as, 'having a healthy home life', followed by 'reduce extra activities during school time'. Teachers reported that the most effective action that schools or the government could take to reduce teacher stress was to decrease teachers' workload.

Ghania, Ahmad & Ibrahim (2014) studies the stress among special education teachers in Malaysia. They investigated the factors that contribute stress and level of occupational stress among special education teachers who are teaching in special education classes in the state of Penang, Malaysia. The results from their study revealed that pupil misbehaviour as the main source of teacher stress among special education teachers, followed by workload, time and resources difficulties, recognition, and interpersonal relationship.

Tran, V.D. (2015) conducted a study on "Effects of Gender on Teachers' Perceptions of School Environment, Teaching Efficacy, Stress and Job Satisfaction" to investigate teachers' perceptions of school environment factors, teaching efficacy, teacher stress and job satisfaction, and to determine whether gender was a differentiating factor. A total of 387 Vietnamese junior high school teachers completed one questionnaire for four sections about school-level environment, teaching efficacy, teacher stress, and job satisfaction. The results reveal that most of these teachers had high perceptions of school-level environment factors (principal leadership, mission consensus, professional interest, affiliation, student support, innovation, resource adequacy), teaching efficacy (classroom management, student

engagement, and instructional strategies), job satisfaction, and teacher stress (classroom stress and workload stress). Results also show that statistically significant differences were found between females and males on the mean scores of school-level environment factors, teaching efficacy, stress, and job satisfaction. Female teachers scored higher than male teachers on both stress while male teachers scored higher than female teachers on school-level environment factors, teaching efficacy and job satisfaction. Male teachers with less stress had higher perceptions of school-level environment factors, higher teaching efficacy and higher job satisfaction, whereas female teachers with greater stress had lower perceptions of school-level environment factors, lower teaching efficacy and lower job satisfaction.

Manabete, John, Makinde & Duwa (2016) conducted a research on job stress among school administrators and teachers in Nigerian secondary schools and technical colleges. They examined stress, job or workplace stress among teachers in Nigeria. Findings revealed that role ambiguity, poor relations with boss, work overload are the main sources of stress among teachers.

2.3 National Studies

Madhu, et al.,(1990) conducted a study on role stress: ‘differential influences of some antecedent factors’. 173 managerial personnel’s from steel organization and 76 from petroleum organization participated in the study. The present study attempted to compare the influence of the antecedent factors namely, personal, organizational, job, superior, leadership styles and communication factors on role conflict and role ambiguity. It was found that role conflict and role ambiguity experienced by the employees were most significant in the petroleum organization.

Beena and Poduval (1992) conducted a study on sample of 80 executives in different organizations (40 male and 40 female) with the age range of 25-45 years , to know the gender differences in work stress. The result showed that female executives experienced higher rate of stress.

Ushashree (1993) from a sample comprised of 1,200 male and female teachers from the primary and secondary schools located in some urban and rural areas of Rayalaseema region of Andhra Pradesh, made an attempt at investigating sources, reactions and coping resources of school teachers to stress and found that; as regards the sources of stress, there were significant differences between men and women teachers, rural and urban teachers, primary and secondary school teachers and teachers of three job tenures.

Mitra and Sen (1993) in their study found that male and female executives differed significantly on role ambiguity, role conflict, inter role distance, future prospects and human relation at work and femininity and masculinity dimensions. Male executives with masculine sex role orientation faced greater job stress and anxiety than females possessing an androgynous personality. Authors attributed this fact to a greater reluctance to self disclose among men and different socialization patterns laid down for both men and women in Indian society.

Singh, A.K. and Sehgal, V. (1995) in their study on “Men and Women in Transition: Patterns of Stress, Strain and Social Relations” highlighted the patterns of stress and strain among men and women as well as single and dual career couples. They found that male and female managers did not differ significantly on various stress dimensions. Difference in gender was however found in strains.

Ushashree et al. (1995) conducted a study on Gender role and age effects on teachers’ job stress and job satisfaction. In their study they considered 80 male and 80 female high school teachers in the age group of 25-40 year (adult) and 41-60 years (middle aged) to know the effect of gender on teachers’ experience of job stress and job satisfaction. Analysis of data indicated significant effect of gender on job stress.

Sindhe (1997) attempted to study the demographic and family variables related to teacher’s anxiety and perceived stress and to compare the relationship between anxiety and perceived stress. Sample comprised 1,560 elementary school teachers from various elementary schools of Mysore. The study concluded that; Female teachers had greater GPS (General Perceived Stress) than their male counterparts.

Bhagawan (1997) studied on job stress among 53 males and 47 female teachers from 20 schools in Orissa. It was found from the results that male teachers experienced more stress compared to female teachers.

Barkat and Asma P. (1999) studied the effect of gender on organizational role stress. The sample consisted of 50 managers, 25 male and 25 female of SBI. The age range of the subjects was between 36-55 years. Results indicated that females showed lower degree of role stress than their male counterparts.

Aminabhavi and Triveni (2000) conducted a study on the nationalized and non nationalized bank employees. The sample consisted of 78 bank employees of which 39 nationalized and 39 non nationalized banks. The result revealed that male and female bank employees do not differ significantly in their occupational stress.

Pradhan and Khattri (2001) studied the effect of gender on stress and burn out in doctors. They have considered experience of work and family stress as intra-psychic variables. The sample consisted of 50 employed doctor couples. Mean age was 40 years for males and 38 years for females. The result indicated no gender difference in the experience of burn out, but female doctors experience significantly more stress.

Triveni and Aminabhavi (2002) conducted a study to know the gender difference in occupational stress of professional and non-professionals. The sample consisted of 300 professionals (doctors, lawyers and teachers) and 100 non professionals. The result revealed that women professionals experience significantly higher occupational stress than men due to under participation.

Khan *et al.* (2005) conducted a study on coping strategies among male and female teachers with high and low job strain. The results of the study indicated that both male and female teachers used the same strategies to cope with job strain. Significant difference was not found to exist between male and female teachers on different types of coping strategies except use of humour. Teachers have adopted a range of coping strategies most tend to be functional or active and some are dysfunctional or passive (i.e. self-distraction

and use of humour). Male and female teachers did not give response on alcohol dimension of coping scale.

Mathews, A.Sr.(2005) studied the occupational stress of teachers. This study was conducted to find out the level of occupational stress of higher secondary school teachers of Kerala. A sample of 60 school teachers was taken from Idukki & Kottayam districts of Kerala. Results indicated that 48% of teachers of Kottayam district experienced low stress whereas 80% teachers of Idukki district showed low stress. In this study, it was found that there was no significant relationship between the levels of occupational stress of both the districts.

Kundu, U. (2007) from Department of Education, University of Kalyani West Bengal conducted a study on “A study on the nature of perceived Organizational Stress of College Teachers employed in recognized undergraduate colleges of West Bengal”. The study was conducted to discover the nature of perceived organizational stress of general undergraduate college teachers employed in West Bengal, to prove the gender effectiveness in perceived organizational stress of college teachers under study and to recognize the significant work stressors in the work life of the college teachers under study.

The findings revealed self- rating grades of the college teachers, studied here , about their own teaching performance under present employment bore no characteristic influence of gender difference, irrespective of gender difference of teachers of local undergraduate general degree colleges expressed differences in the nature of job satisfaction, measures of self confidence found to bore a positive relationship with those of job satisfaction measures, measures of role perception of both job satisfied and job dissatisfied teacher bore a positive relationship with those of self-confidence, job satisfied and Job dissatisfied college teachers under the present employment held favourable and unfavourable views respectively about their respective administrative authorities, similar type of perceptual difference was found true in case of colleagues, job satisfied and job dissatisfied teachers under the present employment revealed differences in their perception of work environment.

Nayak, J. (2008) from the Department of Family Resource Management College of Rural Home Science, University of Agricultural Sciences, Dharwad, Karnataka conducted a study on “Factors Influencing Stress and Coping Strategies Among the Degree College Teachers of Dharwad City, Karnataka”. The objectives of the study were- to study the factors influencing stress and the stressors among the degree college teachers, to analyse the level of stress among the degree college teachers, to study the coping strategies adopted by the degree college teachers and to know whether gender difference exists with regards to stress and coping strategies.

Results of the study indicated that, the factors that caused stress always were mainly due to the interference of the employment organizational responsibilities with their family organizational role, lack of their involvement in decision making that reduced their responsibilities and the participatory model in their organizational setup which enhanced their responsibilities to the point of exhaustion. Majority of the teachers revealed that stress was basically due to their laziness and also they were happy with fewer responsibilities. The overall results of stress level revealed that higher percentage of teachers were in low stress category.

Gender-wise significant difference was observed in case of personal development stressors and inter-personal relation stressors, while it was non-significant in case of work, role and organizational climate stressors. Age was the influencing factor on total stressors which were statistically highly significant. Keeping ready well ahead, taking rest, avoiding strenuous posture, taking balanced diet, walking, using sleeping pills and hot water therapy were practiced by the teachers when they were physically stressed. Offering prayer, positive thinking, working in-group, avoiding painful reminders, delegating the tasks and listening songs were practiced when they were mentally stressed. There was no significant gender difference found with respect to physical stress management where as it was significant in case of mental stress management strategies.

Goswami, A.N.(2009) conducted a study on “Occupational Stress, Job Satisfaction and Job Involvement of Employees in Stock Broking Firms: Case of Marwadi Shares and Finance Limited”. The objectives of the study were to study the correlation among occupational stress, job satisfaction and job involvement and

location and gender-wise difference regarding occupational stress, job satisfaction and job involvement. The findings revealed that there was no significant location-wise difference for occupational stress. On the contrary, significant difference was found between male and female employees for occupational stress.

Kalyani et al; (2009) investigated the effect of stress on teachers' work performance. 207 male and 93 female teachers from South India constituted the sample of the study and they completed a structured questionnaire. The hypotheses were that occupational stress would explain the performance of the teachers and gender would affect occupational stress. It was found that there was a significant influence of occupational stress on work performance of the teachers. Male and female teachers didn't show any significant differences in the level of occupational stress.

Rajesh, A.G.(2010) investigated on "A Study of Occupational Stress Experienced by Higher Secondary School Teachers of Thanjavur." The sample consisted of 260 Higher Secondary School Teachers, (Male=124 and Female 136) from Government, Government-Aided and Private Schools in the town of Thanjavur. The researcher carried out an elaborate study on the various factors that were causative to occupational stress among teachers. The researcher after his elaborate study came to the conclusion that moderate levels of occupational stress was prevailing among the respondents.

Singh, G. (2010) conducted a study on " Prediction Efficiency of Motivation, Job involvement, Occupational Stress and Coping Strategies in Respect of Information Source of Senior Secondary Teachers in Jammu City", by using incidental sampling technique. 153 male and female teachers from Arts, Science and Commerce streams from 16 Senior Secondary Schools were included in the study. Occupation stress index by Srivastava and Singh was used to know the occupational stress of the teachers. Under Participation was found to be the main stressor for teachers. No significant difference was found between the occupational stress of male and female teachers.

Khatal (2011) in his investigation on “A study of relationship between Occupational stress and family adjustment of primary teacher,” studied the effect of occupational stress on family adjustment of male and female primary teachers. 25 male teacher and 25 female teachers were selected as a sample from primary teachers in Akola Taluka. Occupational stress index by Srivastava & Singh was used. The result of the study showed that the occupational stress and sex were not related to each other. Male and female teachers have same occupational stress levels.

Kurkure,P.N.and Bharambe,I.T.(2011) conducted a study to compare Job Stress and Job Stressors of male and female secondary school teachers. The survey was conducted on a sample of 150 secondary school teachers which included 75 male and 75 female from secondary school of Dhule district of Maharashtra State. The results of the study revealed that all job stressors affect males and females equally. Male teachers and female teachers have equal job stress.

Rani , R. and Singh, A.(2012) investigated on “A Study Of Occupational Stress In Relation To Demographic Variables.” A sample of 100 primary school teachers of Panipat District of Haryana was selected for the study. The objectives of the study were to study level of occupational stress among primary school teachers, to compare the level of occupational stress between male and female primary school teachers. to compare the level of occupational stress of the teachers working in Government and Private school. The Occupational Stress Index (OSI) by A.K.Srivastva was used for collecting data. The response rate was 80%. Data was analyzed by using statistical techniques like mean, SD and t-value. It was found that the teachers have moderate level of occupational stress. Male and female teachers did not differ in their levels of occupational stress. The teachers working in Govt. and Private schools were not found to differ in their level of occupational stress.

Reddy, G.L. and Anuradha, V. (2013) conducted a study on “Occupational Stress of Higher Secondary Teachers working in Vellore District, Tamil Nadu to develop a tool to assess the level of occupational stress of higher secondary teachers, to find out the significant difference , if any, in the occupational stress of teachers working at higher secondary level due to variations in their gender, age, community, marital status, educational qualification , nature of the subjects the teachers are handling,

salary received, type of school (govt/private), location of the school(rural/urban) and years of experience, to study how far and to what extent the independent variables such as gender, age, community, marital status, educational qualification, nature of the subjects the teachers handling , salary they receive, type of school they are working in, location of the school the teachers are working in and years of experience influence the occupational stress.

From the study it was found that out of 327 higher secondary teachers 249(76.1%) are experiencing moderate level of stress , followed by 42(12.8%) teachers with high stress and 36(11.0%) teachers with low stress. Occupational stress of higher secondary teachers with respect to the variable gender is significant at 0.01 level which indicates that men and women teachers significantly differ in their occupational stress. The mean occupational stress scores of men (153.56) and women (134.10) teachers also reveal that men teachers are experiencing more stress than the women teachers. In case of the type of school the teachers are working in there exists a significant difference between govt. and private higher secondary teachers. The mean scores show that the govt school teachers (147.06) are more stressed than the private school teachers (137.93). Further the F-value (3.87), which is significant at 0.01 level for the variable nature of subjects the teachers teaching implies that there exists a significant difference in the occupational stress of teachers handling different subjects. The teachers also significantly differ in their stress due to variation in the salary they receive. Contrary to this, the variable marital status of teachers is not influencing the occupational stress of teachers. Further the variation in the educational qualification of higher secondary teachers is not showing any influence on their occupational stress. The occupational stress of teachers due to variations in the location of the school doesn't differ significantly. With respect to years of experience ,the t-value(0.09) indicates its non influence on occupational stress of higher secondary teachers.

The variable age is also not influencing the occupational stress of higher secondary teachers. With respect to the community the F-value(1.98) is not significant at 0.05 level which means that there exists no significant difference among the teachers due to variation in their community. Regarding the third or the last objective of the study

the results of multiple regression analysis reveal that , for the variables gender, type of the school the teachers are working in and years of experience, the remaining independent variables considered in the study such as age, community, marital status, educational qualification, nature of the subjects the teachers are teaching, salary received by the teachers and the location of the school are significantly predicting the occupational stress of higher secondary teachers.

Jeyaraj, S.S. (2013) conducted a study on “ Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu.” to determine the Occupational Stress level of Government and Aided Higher Secondary School Teachers living in different socio-cultural and economic situations. 185 Aided school teachers and 120 Government teachers have participated in the study. At the end of the study it was seen that Aided school teachers had more occupational stress levels than Government school teachers. There was a meaningful difference in the stress level points of Government and Aided Higher Secondary Teachers. Results also showed that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching (career intention), and less likely to take up a teaching career again (career commitment).

Nagra, V. and Arora, S. (2013) conducted a study on “Occupational Stress and Health among Teacher Educators”. The study aimed at finding out the level of occupational stress and its relationship to health among the teacher educators in relation to their gender and marital status. The study was conducted on a random sample of 206 teacher educators.

The results revealed that teacher educators experienced moderate level of occupational stress. Significant differences were indicated regarding occupational stress among teacher educators in relation to gender and marital status. The correlation analysis revealed that occupational stress does have significant and positive impact upon the health of teacher educators.

Kumar et.al. (2013) conducted a study on “Occupational Stress among Male and Female Elementary School Teachers of District Pulwama” The objectives have been formulated for the study as to assess the occupational stress level among male elementary school teachers of district Pulwama, to assess the occupational stress level among female elementary school teachers of district Pulwama, to compare male and female elementary school teachers of district Pulwama on occupational stress level. Findings of the study revealed that the male and female elementary school teachers do not differ significantly on sub-scales: Role overload, Responsibility for persons, strenuous working conditions and Unprofitability. The male and female elementary school teachers differ significantly on sub-scales: Role ambiguity, Role Conflict, Unreasonable group and political pressure, Under participation, Powerlessness, Poor peer relationships, Intrinsic impoverishment and Low Status. The male and female elementary school teachers differ significantly on overall occupational stress level. Female elementary school teachers have more stress level than male elementary school teachers.

Hasan A. (2014). conducted a study on Occupational Stress of Primary School Teachers of Tehsil Laksar, District- Haridwar, Uttar Pradesh, to know the level of occupational stress among primary school teachers, to compare the occupational stress of government and private primary school teachers, to compare the occupational stress of male and female primary school teachers, to compare the occupational stress of male and female teachers of government primary schools, to compare the occupational stress of male and female teachers of private primary schools, to compare the occupational stress of government and private primary school male teachers and to compare the occupational stress of government and private primary school female teachers.

On the basis of the study, the level of occupational stress of the primary school teachers as a whole is found to be high, significant difference was evident in the level of occupational stress of government and private primary school teachers. The private primary school teachers were found to have significantly more stresses than their government primary school teacher counterparts. No significant difference was found in the level of occupational stress of male and female primary school teachers.

There was no significant difference in the level of occupational stress of government male and government female primary school teachers. Further, the study revealed no significant difference in the level of occupational stress of male and female teachers of private primary schools. Significant difference was found in the level of occupational stress of government and private primary school male teachers. The private school male teachers have found to be significantly more stressed than their government school male teacher counterparts. Again, significant difference was found in the level of occupational stress of government and private primary school female teachers. Here also, as in the case of private school male teachers, the private school female teachers were found to be highly stressed than their government school female counterparts.

Aftab, M. and Khatoon, T. (2014) conducted a study on “Demographic Differences and Occupational Stress of Secondary School Teachers.” They examined the relationships of a set of independent variables (gender, qualification, teaching experience, salary, subjects taught and marital status) with occupational stress among secondary school teachers. The population in this study consists of 608 teachers from 42 schools of Uttar Pradesh (India). The Teachers Occupational Stress Scale was used for data collection, while t-test and F-test are used for statistical analysis. According to the results of the analysis, nearly half of the secondary school teachers experience less stress towards their job and males display more occupational stress towards job than the females. Moreover, the trained graduate teachers are found to have higher occupational stress than post-graduate and untrained teachers. Teachers with an experience of 6-10 years face occupational stress the most, and 0-5 years the least; while those falling in the remaining two groups slide in between these two. Findings also reveal no significant differences between monthly salary, subjects taught, marital status and occupational stress of secondary school teachers.

Noor Mubasheer. C.A (2014) conducted a Study on Occupational Stress and Family Environment of Women Teachers (With Reference to Under-Graduate Colleges In Mysore City) for assessing the occupational stress and family environment of the women college teachers. To study the level of occupational

stress experienced by women college teachers and to study the family environment of women teachers. A total of 264 women teachers working in government, aided and unaided Under-Graduate colleges, belonging to different age groups were selected from the city of Mysore. They were administered by occupational stress scale and family environment scale. Data were subjected to descriptive statistics, Independent samples-‘t’ test, One way ANOVA. Results revealed that Under-graduate Women teachers experienced moderate level of occupational stress in all the subscales of occupational stress index.

Sharma, N. (2015) conducted a study on “Occupational Stress of college teachers : A comparative study” in Kangra District of Himachal Pradesh. The study was conducted with 150 college teachers. The objectives of the study were to study the level of occupational stress of college teachers, to compare the level of occupational stress of government and private college teachers, to compare the level of occupational stress of regular and ad-hoc teachers, to compare the level of occupational stress of male and female college teachers and to compare the level of occupational stress of rural and urban college teachers.

The result of the study indicated that 77% of the college teachers were found to have extremely high, 10% moderate and 13% low level of occupational stress; significant difference was found between the level of occupational stress of government and private college teachers; significant difference was evident in the level of occupational stress of regular and adhoc college teachers. The study also revealed significant difference in the level of occupational stress of male and female college teachers and there was significant difference in the level of occupational stress of rural and urban college teachers.

2.4 Regional Studies

Goswami, P.B. (2004) conducted a study on “Stress in Punjabi and Assamese Women in relation to Marital Status and Employment Status”. 240 subjects were taken as samples out of which 120 women were taken from Assam (Guwahati) and 120 from Punjab (Chandigarh). The objective of the study was to find out the differences in the level of stress between the women of the two states, i.e. Assam &

Punjab, in relation to their marital and employment status. A total of six scales were used to collect data in the study, i.e. Scale of Existential Stress, Self-Concept Stress, Physical Stress, Social Stress, Role Stress and Family Stress. Results indicated no significant difference between employed and unemployed women in all the six scales. However, significant difference was found between married and unmarried women in all the six scales. Married women had higher stress than unmarried women.

Sharma, A. (2012) conducted a study on “Occupational stress among managers: A comparative study between Public and Private sector Enterprises,” to study the various factors which lead to occupational stress in public and private sector enterprises, to identify different stress levels between male and female employees. In order to conduct the study 320 managers, 160 male and 160 female within Guwahati City of Assam were selected as sample. The results indicated significant difference between stress level of employees in public sector and private sector organizations. Public sector employees have expressed and experienced higher level of stress in comparison to private sector employees. No significant difference has been found between the level of stress of male and female employees of public and private sector organization. Male and female employees are more or less equally stressed out and there is no statistical difference registered.

Saikia L.R. and Devi, M. (2012) conducted a study to identify the sources of occupational stress and the extent of experienced stress of secondary school teachers of Lower Assam on a purposive sample of 655 secondary school teachers. Occupational Stress and Burnout Questionnaire (OSBQ) was used to know the occupational stress score and sources of occupational stress. From the study they concluded that the sources of occupational stress are different. Family conflict is the strong source of occupational stress. All teachers experience stress but some are significantly affected by it.

Bordoloi, M.(2013) conducted a study on “Effectiveness of yoga in the management of stress among working women.” The sample consisted 300 working women, out of which 150 working women who practiced yoga and 150 who did not

practice yoga under Kamrup (Metro) District, to study the different types of strategies adopted by working women in stress management. The study revealed that yoga and meditation have an effect in stress management of working women.

CHAPTER 3

METHODOLOGY

3.1 Research method

Research is a systematic study which demands a clearly chalked out methodology. Perfection of the methodology ensures the objectivity of findings leading to draw logical conclusion of the study. Research methods may be understood as all those methods or techniques that are used for conducting the research. In other words, all the methods which are used by the researcher during the course of studying his/her research problem are termed as research methods.¹ Research methods are of utmost importance in research process. They describe the various steps needed for having a research problem, the definition of the terms and the choice of subjects for investigation, the validation of data gathering tools, the collection of data, analysis and interpretation of data and drawing out inferences and generalizations. All the educational research methods can be classified into three basic categories considering that all studies in the field of education fall under one or a combination of these three methods. These methods are:-

- i) Historical method: It describes what was. The process involves investigating, recording, analyzing and interpreting the events of the past for the purpose of discovering generalizations that are helpful in understanding the past and the present.
- ii) Descriptive method: It describes what is, describing, recording, analyzing and interpreting conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing non manipulated variables.
- iii) Experimental method: It describes what will be, when certain variables are carefully controlled or manipulated. The focus is on variable relationships. Deliberate manipulation is always a part of experimental method.

The present study falls under “Descriptive Survey Method”. This is the most widely used research method in education. Descriptive research describes

and interprets 'what is'. It is concerned with conditions or relationships that exist; practices that prevail; beliefs, point of view, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. A descriptive research is carried out with specific objectives and hence it results in definite conclusion. This research tries to describe the characteristics of the respondents in relation to a particular product or a practice of importance. Descriptive study would apply information on the current status of the problem in education.

Descriptive research includes surveys and fact- finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists present. The main characteristics of this method is that the researcher has no control over the variables; he/she can only report what has happened or what is happening. Studies concerned with specific predictions, with narration of facts and characteristics concerning individual, institution, group or situation are all examples of descriptive research studies.

3.2 Population of the Study

In order to make a proper understanding of any research work, it is highly necessary to define properly the population of the study. In simple words population can be defined as the basic requirement of any research work. If population of the research work is well defined then adoption of proper sampling procedure and selection of representative sample becomes quite easy. The population of the present study includes all the teachers working in +2 stage of higher secondary schools (Both govt. and private) and junior colleges (Both govt. and private) of sonitpur district of Assam.

3.3 The Sample and Sampling Design

After defining the population, the immediate task appears before the researcher is to draw an appropriate representative sample from the population which is indispensable. Usually the time, money and effort involved in the work do not permit a researcher to study all possible members of a population. Furthermore, it is generally not necessary to study all possible cases to understand the phenomenon under consideration. Sampling comes to the researcher's aid by enabling her to

study a portion of the population rather than the entire population. Thus, sample is a smaller representative proportion of the population.

A sampling plan is a mechanism by which the sampling units of a study are selected from the sampling frame of the population. The selection of the sampling plan in a study in turn affects the cost and time to conduct the study, and the reliability of inferences of the study. Hence, it should be selected with utmost care.

The sampling plan can be classified into probability sampling plan and non-probability sampling plan.

In probability sampling plan each unit of the population has a probability of being selected as a unit of the sample. But this probability varies from one method to another method of probability sampling. This type of sampling is more rigorous and free from biases. Probability sampling are-

- a) Simple random sampling
- b) Systematic sampling
- c) Stratified sampling
- d) Cluster sampling
- e) Multi-stage sampling

In non-probability sampling there may be instances that certain units of the population will have zero probability of selection, because judgement, biases and convenience of the interviewers are considered to be the criterion for the selection of sample units of such sampling. In non-probability sampling, members are selected from the population in some non-random manner. Non-probability sampling are-

- a) Convenient sampling
- b) Judgement sampling
- c) Quota sampling

d) Snowball sampling

e) Purposive sampling

In the present study two stage sampling method has been applied to select the institutions and respondents. In the first stage, 20 institutions (govt. and private) have been selected for the study by using simple random sampling technique. In the second stage, a sample of 100 teachers have been selected from the +2 level institutions using judgement sampling technique. Out of these 100 teachers, 50 teachers have been selected from government higher secondary schools/ junior colleges(urban/rural and male/female) and another 50 teachers have been selected from private higher secondary schools/junior colleges (urban/rural and male/female).

Distribution of the Sample

Teachers (N=100)							
Government (N=50)				Private (N=50)			
Urban (N=25)		Rural (N=25)		Urban (N=25)		Rural (N=25)	
Male (N=13)	Female (N=12)	Male (N=12)	Female (N=13)	Male (N=13)	Female (N=12)	Male (N=12)	Female (N=13)

3.4 Variables

In the present study two types of variables have been used i.e. independent variables and dependent variables.

Independent Variables

(a) Institution: Government and Private

(b) Location: Urban and Rural

(c) Gender: Male and Female

Dependent Variable

Occupational Stress Level

3.5 Research Tool Used

Selection of research tools to be used for data collection plays an important role in any of research. There are a number tools and techniques for data collection in research which may differ in their complexity, design, administration and interpretation. Each tool and technique is unique for collecting certain type of data. Therefore, the researcher should be careful while selecting the tools for data collection. Only those tools should be selected which will provide appropriate data for the testing of the hypotheses.

For the present study the following tool has been used for collecting primary data depending upon the objectives of the study:-

Occupational Stress Index (OSI) by A.K.Srivastava and A.P.Singh

About the scale: The Occupational Stress Index purports to measure the extent of stress which employees perceive from various job constituents and conditions of their job. The tool may conveniently be administered to different employees operating in context of industries or other non-production organizations. The scale consists of 46 items, each to be rated on the five point scale. Out of 46 items 28 are 'True – Keyed' and last 18 are 'False – Keyed'. The items relate to almost all relevant components of the job size which cause stress in some way or the other, such as, role over-load, role ambiguity, role conflict, unreasonable group and political pressure, responsibility for persons, under participation, powerlessness, poor peer relations, intrinsic, impoverishment, low status, strenuous working conditions and unprofitability.

Reliability of the Scale

The reliability index ascertained by split-half (odd-even) method and Cronbach's alpha-coefficient for the scale as a whole were found to be .935 and .90, respectively.

3.6 Sources of Data

There are mainly two sources of collecting data for research purposes, i.e. primary sources and secondary sources.

For the present study data have been collected from both the sources.

- a. Primary Sources:- Primary data have been collected from the following sources—
 - i. Office of the Inspector of Schools Sonitpur, Assam.
 - ii. Office of the Principals' of the selected HS Schools and Junior Colleges of Sonitpur District, Assam
 - iii. Sampled teachers of the selected HS Schools and Junior Colleges of Sonitpur District, Assam
- b. Secondary Sources:- Secondary data for the present study have been collecting from the following sources---
 - i. K.K.Handique Library , Gauhati University, Ghy.
 - ii. Shodhganga inflibnet.
 - iii. Journals.
 - iv. Books
 - v. Internet etc.

3.7 Data Collection Procedure

Since the area of the present study is the Sonitpur District of Assam; hence the sample are scattered all over the Sonitpur District. The present study has been based on both primary and secondary data. In order to collect the required data for the present study, the investigator visited the office of the Inspector of Schools, Sonitpur at Tezpur and collected the list of Higher Secondary Schools/Junior Colleges of the Sonitpur District. After selecting different Higher Secondary Schools/Junior

Colleges of Sonitpur District, for the study, the investigator personally visited the sample Higher Secondary Schools/Junior Colleges for data collection. A self-structured Information Schedule and Occupational Stress Index were used to collect primary data from the respondents. Before administering the questionnaire, the written permission from the principals of the concerned HS Schools/Junior Colleges was sought for meeting the respondents personally. Then a good rapport was established between the investigator and the respondents. The objectives of collecting data were explained to the respondents and they were also taken into confidence that their responses to the test items will be kept strictly confidential. After that the questionnaires were distributed among them by giving a specified time for collection. Later on the investigator herself collected the questionnaires from the respondents.

3.8 Statistical Techniques Used

In the present study data have been analysed quantitatively using the following methods:-

- i) Frequency and Percentage calculation
- ii) Mean and standard deviation
- iii) Graphical representation
- iv) 't'- test.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

This chapter consists of analysis and interpretation of data, collected during the course of the study. Data collected from various sources are organized for obtaining a simplified view of the research topic. The data have been carefully analyzed in the light of the objectives with the help of tables and figures. Interpretation and analysis of data with respect to various objectives are presented below.

Objective 1. *To study the level of occupational stress among the teachers of Higher Secondary Schools and Junior Colleges of Sonitpur District of Assam.*

To study the level of occupational stress among the Higher Secondary Schools/Junior college teachers, the total score of Occupational Stress Index was used. The total score of each respondent on the scale indicates the level of his/her stress i.e., Low, Moderate and High. In Table 4.1 the frequency and the percentage of teachers in each stress level have been calculated. The percentage of teachers in each level has been shown through column diagram in Figure 4.1 and pie diagram in Figure 4.2

Table 4.1

Distribution of Respondents according to their level of Occupational Stress.

Sl. No.	Range of Raw Scores	Level of Occupational Stress	Teachers	
			Frequency	Percentage
1	46-127	Low	29	29%
2	128-150	Moderate	60	60%
3	151-230	High	11	11%
		Total	100	100%

Figure 4.1

Column Diagram of Percentage of Teachers according to their Level of Occupational Stress.

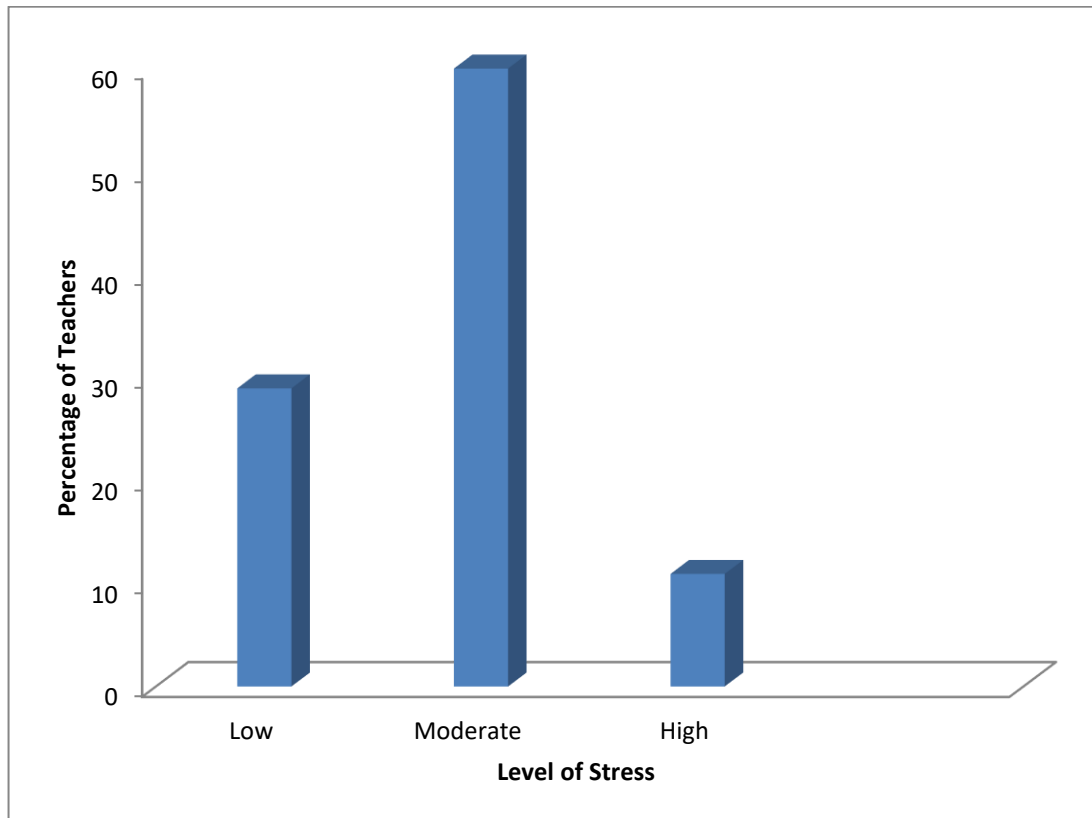
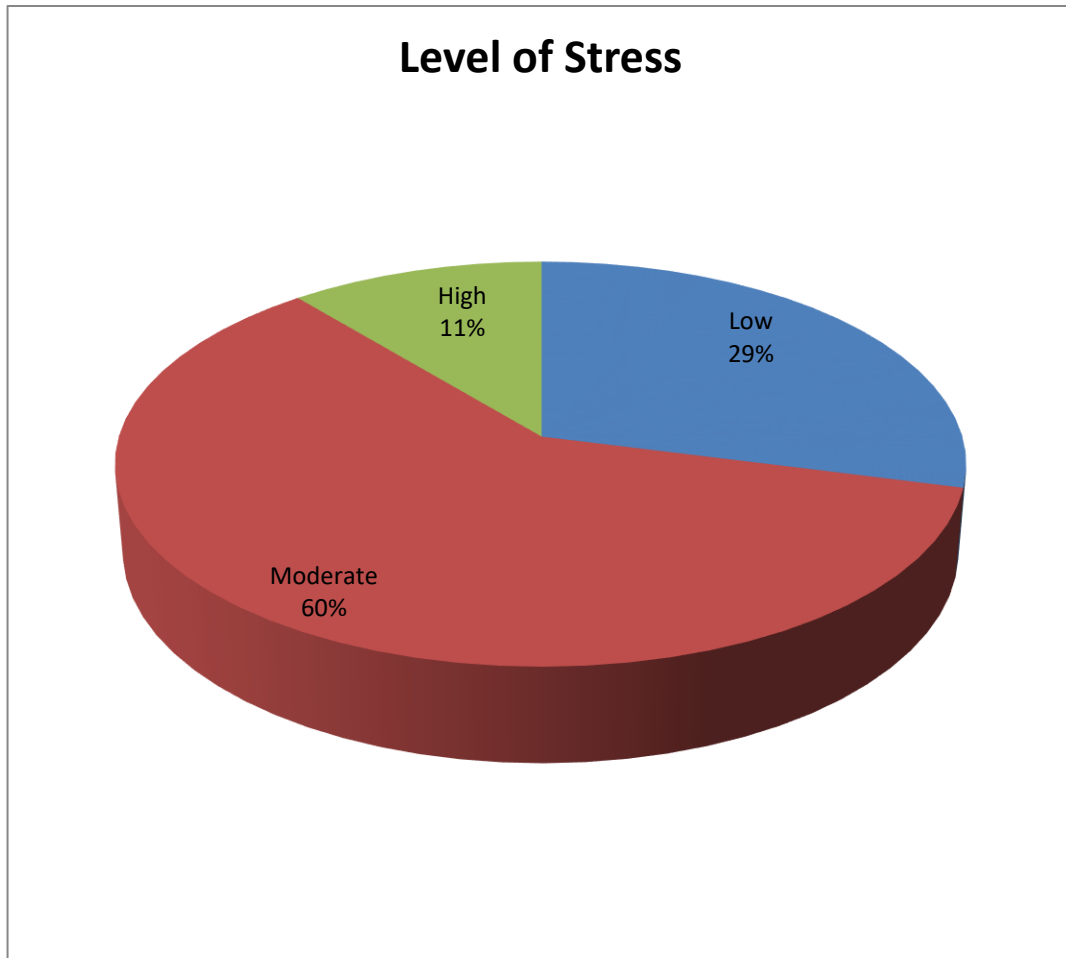


Figure 4.2

Pie Diagram showing Percentage of Teachers according to their Level of Occupational Stress.



Interpretation

From the Table 4.1 , it has been observed that 29% of the teachers have been found to suffer from low level of stress, 60% of the teachers have been found to be in the moderate stress level and 11% of the teachers have been found to suffer from high level of stress.

The column diagram in **figure 4.1** and Pie diagram in **figure 4.2** have clearly depicted the percentage of teachers in each category of the level of occupational stress.

Objective 2. *To study the occupational stress of teachers according to the management of the institution(Govt. and Private).*

H₀₁: *There exists no significant difference between the teachers of Govt. and Private Higher Secondary Schools and Junior Colleges regarding occupational stress.*

In order to compare the occupational stress between Govt. and Private Higher Secondary Schools/Junior College teachers; the total scores of the respondents on Occupational Stress Index has been used. Accordingly, Mean, Standard Deviation and t-value have been calculated on the basis of their total scores on Occupational Stress Index in Table 4.2.

Table 4.2

Comparative Analysis of Occupational Stress between Government and Private Higher Secondary School/Junior College teachers

Management	N	Mean	SD	t	df	Remarks
Government	50	129.21	17.15	2.297	98	Significant at 0.05 level.
Private	50	134.39	14.65			

Interpretation

Table 4.2 shows that the Mean and Standard Deviation for govt. teachers have been found 129.21 and 17.15 respectively. On the other hand, the Mean and Standard Deviation for private teachers have been found 134.39 and 14.65 respectively. The calculated t-value 2.297 is higher than the table value or critical value i.e; 1.98 at 0.05 level of significance. So, it is significant at 0.05 level and the null hypothesis has been rejected. Hence, it has been found that there is significant difference

between government and private higher secondary schools/junior college teachers regarding their occupational stress.

Objective 3. *To study the differences between the teachers of urban and rural Higher Secondary Schools and Junior colleges regarding their level of occupational stress.*

Ho2: *There exists no significant difference between the teachers of urban and rural Higher Secondary Schools and Junior Colleges regarding their level of occupational stress.*

To study the area-wise difference among the govt. and private HSS/Junior college teachers regarding occupational stress, the total score obtained by the teachers of urban and rural areas on Occupational Stress Index has been used. The Mean, Standard Deviation and t-value have been computed in Table 4.3 on the basis of their raw scores .

Table 4.3

Comparative analysis of occupational stress between Urban and Rural teachers

Area	N	Mean	Std. Deviation	t	df	Remarks
Urban (Govt.+Private)	50	133.25	16.86	1.198	98	Not significant at 0.05 level
Rural (Govt.+Private)	50	130.53	15.28			

Interpretation

In order to observe if there is any significant difference between the teachers of Urban and Rural Higher Secondary Schools/ Junior colleges, t-test has been applied. In the table 4.3, the Mean and Standard Deviation for Urban teachers have been found to be 133.25 and 16.86 respectively. In case of Rural teachers the Mean and

Standard Deviation have been found 130.53 and 15.28 respectively. The calculated t-value is 1.198. With 98 degrees of freedom the critical or table value of 't' at 0.05 level of significance is 1.98. As the obtained value of 't' is less than the table value, the difference cannot be taken as significant at 0.05 level. Therefore it has been found that there really exists no significant difference between the teachers of Urban and Rural Higher Secondary Schools/Junior colleges regarding occupational stress. Therefore the null hypothesis has been accepted.

Objective 4. *To study the differences between male and female teachers regarding their level of occupational stress.*

H₀₃: *There exists no significant difference between male and female teachers regarding their level of occupational stress.*

In order to compare the occupational stress between male and female higher secondary school/ junior college teachers; the total score on Occupational Stress Index has been used. Accordingly, Mean, Standard Deviation and t-value have been calculated on the basis of the raw scores of the respondents in Table 4.4.

Table 4.4

Comparative Analysis of Occupational Stress between Male and Female teachers

Gender	N	Mean	SD	t	Df	Remarks
Male (Govt.+Private)	50	128.777	16.52	2.76	98	Significant at 0.05 level.
Female (Govt.+Private)	50	134.94	14.94			

Interpretation

From Table 4.4 ,the Mean and Standard Deviation for male teachers have been found to be 128.777 and 16.52 respectively. On the other hand, the Mean and Standard Deviation for female teachers have been found to be 134.94 and 14.94 respectively. The calculated t-value 2.76 is more than the table value or critical value i.e; 1.98 at 0.05 level of significance. So, it is significant at 0.05 level and the null hypothesis has been rejected. Hence, it has been found that there really exists significant difference between male and female higher secondary school /junior college teachers regarding their occupational stress.

CHAPTER 5

FINDINGS, DISCUSSION AND CONCLUSION

5.1 Introduction

Findings of the research work obtained after complete analysis of data, have been presented in this chapter along with the conclusion drawn from the study. On the basis of this discussion investigator has presented here some suggestions for managing stress. Finally the chapter is concluded through inclusion of a summary of the entire study.

5.2 Findings of the Study

The findings of the present study are as follows-

- Higher Secondary School /Junior College Teachers as a whole have been found to have different levels of occupational stress ranging from Low to High. The study shows that 29% of the teachers have Low, 60% of the teachers have Moderate and 11% of the teachers have High Level of occupational stress.
- It has been found that the majority of the teachers i.e; 60% have been found to have Moderate level of occupational stress.

Discussion

This finding supports the observations made by the following researchers-

Reddy, G.L. and Anuradha, V. (2013) conducted a study on “Occupational Stress of Higher Secondary Teachers working in Vellore District, Tamil Nadu to develop a tool to assess the level of occupational stress of higher secondary teachers, to find out the significant difference , if any, in the occupational stress of teachers working at higher secondary level due to variations in their gender, age, community, marital

status, educational qualification , nature of the subjects the teachers are handling, salary received, type of school (govt/private), location of the school(rural/urban) and years of experience, to study how far and to what extent the independent variables such as gender, age, community, marital status, educational qualification, nature of the subjects the teachers handling , salary they receive, type of school they are working in, location of the school the teachers are working in and years of experience influence the occupational stress. From the study it was found that out of 327 higher secondary teachers 249(76.1%) are experiencing moderate level of stress , followed by 42(12.8%) teachers with high stress and 36(11.0%) teachers with low stress.

Noor Mubasheer. C.A (2014) conducted a Study on Occupational Stress and Family Environment of Women Teachers (With Reference to Under-Graduate Colleges In Mysore City) for assessing the occupational stress and family environment of the women college teachers. A total of 264 women teachers working in government, aided and unaided Under-Graduate colleges, belonging to different age groups were selected from the city of Mysore. They were administered by occupational stress scale and family environment scale. Data were subjected to descriptive statistics, Independent samples-‘t’ test, One way ANOVA. Results revealed that Under-graduate Women teachers experienced moderate level of occupational stress in all the subscales of occupational stress index.

On the other hand, this finding is contrary to the findings of the following investigators-

Mathews (2005) who conducted a study among the higher secondary school teachers of Idukki and Kottayam district of kerala to find out their level of occupational stress. Results of the study indicated that 48% teachers of Kottayam district and 80% teachers of Idukki district showed low stress.

Nayak,J. (2008) from her study also reported that higher percentage of degree college teachers of Dharwad City, Karnataka were in low stress category.

Shikieri and Musa (2012) from their study among the teachers of Sudanese University depicted that on average the teachers experienced high degree of job stress.

Kalyva, E. (2013) who carried out a study on stress in Greek primary school teachers working under conditions of financial crisis and found that Greek primary school teachers reported low levels of stress.

Aftab,M. and Khatoon, T. (2014) from their study on occupational stress of secondary school teachers reported that nearly half of the secondary school teachers experienced less stress towards their job.

Hasan, A.(2014) from his study reported that the level of occupational stress of the primary school teachers as a whole was found to be high.

Sharma, N. (2015) also reported from her study that 77% of the college teachers were found to have extremely high level of occupational stress.

- It has been found that there is significant difference between government and private higher secondary schools/junior college teachers regarding their occupational stress. Private Higher Secondary School/Junior College Teachers are more stressed than the Government Higher Secondary School/ Junior College Teachers.

Discussion

This finding supports the observations made by the following researchers-
Sharma, A. (2012) conducted a study on “Occupational stress among managers: A comparative study between Public and Private sector Enterprises,” to study the various factors which lead to occupational stress in public and private sector enterprises, to identify different stress levels between male and female employees. In order to conduct the study 320 managers, 160 male and 160 female within Guwahati City of Assam were selected as sample. The results indicated significant difference between stress level of employees in public sector and private sector organizations.

Jeyaraj, S.S. (2013) conducted a study on “ Occupational Stress among the Teachers of the Higher Secondary Schools in Madurai District, Tamil Nadu.” to determine the Occupational Stress level of Government and Aided Higher Secondary School Teachers living in different socio-cultural and economic situations. 185 Aided school teachers and 120 Government teachers have participated in the study. At the end of the study it was seen that Aided school teachers had more occupational stress levels than Government school teachers. There was a meaningful difference in the stress level points of Government and Aided Higher Secondary Teachers.

Sharma, N. (2015) conducted a study on “Occupational Stress of college teachers : A comparative study” in Kangra District of Himachal Pradesh. The study was conducted with 150 college teachers. The objectives of the study were to study the level of occupational stress of college teachers, to compare the level of occupational stress of government and private college teachers etc. The result of the study indicated significant difference between the level of occupational stress of government and private college teachers;

However, this finding is in contrary to the findings of **Ritu , R. and Singh, A.(2012)** who investigated on “A Study Of Occupational Stress In Relation To Demographic Variables.” A sample of 100 primary school teachers of Panipat District of Haryana was selected for the study. The objectives of the study were to study level of occupational stress among primary school teachers, to compare the level of occupational stress between male and female primary school teachers. to compare the level of occupational stress of the teachers working in Government and Private school. The Occupational Stress Index (OSI) by A.K.Srivastva was used for collecting data. The response rate was 80%. Data was analyzed by using statistical techniques like mean, SD and t-value. It was found that the teachers working in Govt. and Private schools were not found to differ in their level of occupational stress.

- The study has revealed no significant difference between the teachers working in urban and rural higher secondary schools/junior colleges

regarding occupational stress. Both the urban and rural teachers have been found to be stressed equally.

Discussion

This finding supports the observation of **Goswami, A.N.(2009)** who reported no significant location-wise (urban-rural) difference regarding occupational stress between the employees in Stock Broking Firms. On the same note **Reddy, G.L.and Anuradha, V.(2013)** who carried out a study on occupational stress of higher secondary teachers also concluded that the occupational stress of higher secondary teachers due to variations in the location (urban-rural) of the school didn't differ significantly.

However, this finding is contrary to the observations of the following researchers:-

Okebukola,P.A.(1992) studied the concept of schools village and the incidence of stress among science teachers. The result indicated that teachers of urban schools were more stressed than the teachers in rural schools.

Ushashree(1993) from her study on stress among primary and secondary school teachers of Rayalaseema region of Andhra Pradesh, found that there was significant difference between the rural and urban teachers.

Sharma, N. (2015) conducted a study on occupational stress of college teachers and found that there was significant difference in the level of occupational stress of urban and rural college teachers.

- The study has revealed significant difference between the male and the female higher secondary school/junior college teachers. Female teachers have been found to be more stressed than their male counterparts.

Discussion

This observation supports the views established by the following investigators:-

Chaplain (1995) identified biographical factors with regard to job stress in UK primary schools and found significant differences between men and women teachers.

Ushashree *et al.* (1995) conducted a study on Gender, role and age effects on teachers' job stress and job satisfaction. Analysis of data indicated significant effect of gender on job stress.

Schulze and Steyn (2007) from their study identified stressors in the lives of South African Secondary School Educators. Male and female teachers differed significantly in their perception of stressors.

Goswami, A.N.(2009) from the study on "Occupational Stress, Job Satisfaction and Job Involvement of Employees in Stock Broking Firms: Case of Marwadi Shares and Finance Limited" , reported that significant difference was found between male and female employees for occupational stress.

Eres, F. and Atanasoska, T. (2011) from their study on occupational stress of teachers between Turkey and Macedonia reported that a meaningful difference was found between female and male teachers in Turkey in terms of total stress level scores.

Kumar,et.al;(2013) investigated on occupational stress among male and female elementary school teachers. They found that the male and female elementary school teachers differ significantly on overall occupational stress level.

Nagra,V, and Arora, S. (2013) on the basis of their study about occupational stress and health among teacher educators reported significant differences regarding occupational stress among teacher educators in relation to gender.

Reddy, G.L. and Anuradha, V. (2013) from their study on occupational stress of higher secondary teachers found that men and women teachers significantly differed in their occupational stress.

Sharma, N.(2015) conducted a study on occupational stress of college teachers in Kangra District of Himachal Pradesh with 150 college teachers. The study revealed significant difference in the level of occupational stress of male and female college teachers.

However, this observation is opposite to the observations made by the following researchers-

Singh, A.K. and Sehgal, V. (1995) in their study on Men and Women in Transition: Patterns of Stress, Strain and Social Relations highlighted the patterns of stress and strain among men and women as well as single and dual career couples. They found that male and female managers did not differ significantly on various stress dimensions.

Hamdiah, Bt. O.(1996) who conducted a study on correlates of stress among secondary school teachers of Georgetown, Penang found that stress among secondary school teachers was not related to the demographic variable i.e;gender. Stress level didn't differ between male and female teachers.

Aminabhavi and Triveni (2000) conducted a study on the nationalized and non nationalized bank employees. The result revealed that male and female bank employees didn't differ significantly in their occupational stress.

Kalyani et.al;(2009) from their study found that male and female teachers didn't show any differences in the level of occupational stress.

Singh (2010) from his study reported that no significant difference was found between the occupational stress of male and female teachers.

Eres, F. and Atanasoska, T. (2011) from their study on Occupational Stress of Teachers: A Comparative Study Between Turkey and Macedonia found that there was not a meaningful difference between male and female teachers in Macedonia in terms of total stress level scores.

Khatal (2011) from his investigation on relationship between Occupational stress and family adjustment of primary teacher, showed that the occupational stress and sex were not related to each other. Male and female teachers have same occupational stress levels.

Kurkure,P.N.and Bharambe,I.T.(2011) conducted a study to compare Job Stress and Job Stressors of male and female secondary school teachers of Dhule district of

Maharashtra State. The results of the study revealed that all job stressors affect males and females equally. Male teachers and female teachers have equal job stress.

Ritu , R. and Singh, A.(2012) investigated on Occupational Stress In Relation To Demographic Variables among primary school teachers of Panipat District of Haryana. The result indicated that male and female teachers did not differ in their levels of occupational stress.

Sharma, A. (2012) from her study on occupational stress among managers: A comparative study between Public and Private sector Enterprises reported that no significant difference had been found between the level of stress of male and female employees of public and private sector organization. Male and female employees were more or less equally stressed out and there was no statistical difference registered.

Hasan, A.(2014) from his study on occupational stress of primary school teachers found that there was no significant difference in the level of occupational stress of government male and government female primary school teachers.

5.3 Educational Implications

From the present study 11% of the teachers have been found to suffer from high level of stress. Since, it is impossible to make any work environment completely stress free therefore, the following positive steps on the part of the concerned authorities will help in minimizing the perception of stress among the teachers in their workplace.

- The teachers' roles and responsibilities should be adequately planned and clearly defined.
- Teachers should be allowed to participate in making decisions for those actions affecting their interests.
- Any kind of extra work or performance of the teachers should properly be recognized.
- A healthy and cordial atmosphere should be ensured for better interpersonal relationships among the teachers.

- Success with stress starts with inner listening. One should listen to one's stress, not to block it.
- Learning to recognize and understand stress help in minimizing stress.
- Talking with friends about one's troubles makes one feel light.
- Improving the skills of goal setting, time management and prioritizing also help to reduce stress.

5.4 Suggestion for Further Research

1. The present study has been conducted with three independent variables; type of institutions (Govt. and Private), location and gender only. The impact of demographic variables like age, marital status and spouse relation among teachers on stress building has not been investigated. Therefore, there is enough scope for carrying out in-depth study in relation to these variables.

2. The present study is confined to higher secondary school/junior college teachers only. Similar researches can be conducted on primary school teachers, secondary school teachers, teacher educators etc.

3. The present study is confined to higher secondary school/junior college teachers of sonitpur district only. Similar studies can be conducted in other districts also.

4. Occupational stress is an interesting and challenging area of study which can further be explored and in-depth research may be carried out. The Occupational Stress Index developed by Srivastava and Singh 1981 consist of twelve sub scales such as role overload, role ambiguity, role conflict, unreasonable group and political pressure, responsibility for persons, under-participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability. Each sub scale can be an extensive area of study and further research may be conducted to study the impact of the above mentioned factors on occupational stress among employees in different levels of education.

5.5 Summary

In the present study an attempt has been made by the investigator to study the occupational stress of the higher secondary school /junior college teachers. The entire study has been presented in five chapters which are as follows-

In the first chapter, the problem selected for the study has been introduced suitably. The concept and various aspects of stress, occupational stress have been discussed in detail. A brief description of higher secondary school/junior college teachers has been given. After that the problem selected for the study has been clearly stated. The key terms of research have been operationally defined. A brief description of the area of the study has also been given. The significance, objectives and hypotheses of the study have also been stated. The objectives on the basis of which the whole study has been carried out are as follows:-

1. To study the level of occupational stress among the teachers of Higher Secondary Schools and Junior Colleges of Sonitpur District of Assam.
2. To study the level of occupational stress of teachers according to the management of the institution (Govt. and Private).
3. To study the differences between the teachers of urban and rural Higher Secondary Schools and Junior colleges regarding their level of occupational stress.
4. To study the differences between male and female teachers regarding their level of occupational stress.

Hypotheses have also been formulated according to the requirement of the objectives of the study. Keeping in view the time constraints, the present study has been delimited to all the Govt. and Private higher secondary school/junior college teachers

Chapter two of this study, deals with the review of related literature which has been found from various sources. Here the reviewed studies have been presented in three heads, such as; International studies, National studies and Regional studies. In this chapter an attempt has been made to review those studies which are related to the

occupational stress of teachers or employees of other professions in general and occupational stress of higher secondary school /junior college teachers in particular. The investigator has reviewed a total of 59 previous studies conducted in international, national and regional level during the period 1990-2016.

In chapter three the methodology of the study has been described. The present study has been conducted through the descriptive method of research. The purpose of descriptive research is to establish the current status of the phenomenon under investigation. The population and the sample of the study have been clearly defined. Variables (independent and dependent) of the study have also been defined. Primary data have been collected by using Occupational Stress Scale. Secondary data have been collected from different offices, reports, libraries, internet etc. The descriptive and inferential statistics which have been used to analyse the data such as frequency, graphs, percentage, Mean, Standard Deviation and 't'-test have also been clearly mentioned in this chapter.

Chapter four covers the statistical analysis and interpretations drawn from the study. After collection and recording of data, it becomes necessary on the part of the researcher to apply proper and adequate statistical tools for analyzing the responses and stating interpretations. Collection of primary data is useless if the results are not shown statistically. Mean, standard deviation and t-test have been used to measure the existence and extent of occupational stress of teachers. Conclusions are drawn on the basis of statistical analysis and the stated hypotheses are accepted and rejected on the basis of tests.

Chapter five covers findings, discussion and conclusion of the present study. The findings of the present study have also been discussed in view of the findings of other researchers. This chapter also covers a few lines about educational implications of the study. This study will help the concerned authorities to prepare a plan of action to deal with the stress experienced by the higher secondary school/junior college teachers. At the end, the investigator has put forth few suggestions for further research.

5.6 Ways to Reduce Occupational Stress

The present has revealed that 11% of the teachers have been found to suffer from high stress. Therefore, regular exercise, eating a healthy diet as occupational stress depletes vital nutrients, getting adequate rest, using tea and lunch break to read, listen to a relaxation CD or have a five-minute nap, playing relaxation music at home and burning aromatherapy oils, delegating responsibility wherever possible, taking time out to laugh by telling someone a joke, avoiding caffeine and sugar, taking time to do things that bring enjoyment and pleasure, making the good work environment, Hear relaxing sounds in the form of music or water fountain, may help in reducing occupational stress.

5.7 Conclusion

The present study has provided comprehensive information about occupational stress among the teachers of government and private higher secondary schools and junior colleges of sonitpur district of Assam. Occupational stress in the workplace is becoming a major concern for all teachers, headmasters and government, owing to the occupational health and safety legislations requiring employers to practice “duty of care” by providing teachers with safe working environments which also cover the psychological well being of their staff. The reduction of occupational stress will induce the teachers to provide efficient and effective service to the society. For the betterment of the educational institutions the occupational stress among the higher secondary school teachers should be reduced. As a result of the benefits of a systematic and joint approach to reducing stress there can be increased education standard, decrease in absenteeism, increased school’s enrolment, reduced drop-out rate, improved teachers morale, decrease in compensation claim and reduction in workplace accidents. The most important benefit in reducing occupational stress is that it will promote a pleasurable work environment for all. The study throws light on the fact that occupational stress is quite a personal matter and that the perception of the situation enables one to cope with it effectively, being aware of the effects of occupational stress and monitoring properly.

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APPENDIX A

Information Schedule

Respected teachers, the purpose of this study is to find out the level of Occupational Stress among the higher secondary school and junior College Teachers. Kindly provide the following information. Your information will be kept under strict confidence.

1. Name of the Respondent :
2. Age :
3. Sex : Male/Female
4. Name of the Institution :
5. Type of the Institution : Govt./Private
6. Location of the Institution : Urban/Rural

Investigator
Santi Devi

APPENDIX B

OCCUPATIONAL STRESS INDEX

INSTRUCTIONS

This questionnaire is meant for a psychological investigation. The questionnaire consists of some statements that employees say or feel about various components and conditions of their job. You are required to select any one of the following 'five responses' to indicate the extent to which you agree or disagree with each statement to describe the nature and conditions of your job and also your own experiences and feelings about your job.

KINDLY ANSWER ALL THE QUESTIONS

- | | | | | | |
|---|-------------------|----------|-----------|-------|----------------|
| 1.I have to do a lot of work
In this job. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 2.The available informati-
ons relating to my job-role
and its outcomes are
vague and in sufficient. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 3.My different officers often
give contradictory instruct
tions regarding my work. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 4.Sometimes it becomes
complied problem for me
to make adjustment between
political/group pressures and
formal rules and regulations. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 5.The responsibility for the
efficiency and productivity
of many employees is thrust
upon me. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 6.Most of my suggestions are
followed and implemented
here. and implemented here. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 7.My decisions regarding
distribution of assignments
among employees are
properly followed. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 8.I have to work with persons
whom i like. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 9.My assignments are of
nature. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |

10.Higher authorities do care for my self-respect.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
11.I get less salary in comparison of he quantum of my labour/work.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
12.I do my work under tense circumstances.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
13.Owing to excessive load i have to manage with insufficient no. of employees and resources.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
14.The objectives of my work role are quite clear and adequately planned.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
15.Officials donot interfere with my jurisdiction and working methods.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
16.I have to do some work unwillingly qwing to some group/political pressures.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
17.I am responsible for the future of a number of employees.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
18.My co-operation is frequently sought in solving administrative or industrial problems at higher level.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
19.My suggestions regarding training programmes of employees are given due significance.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
20.Some of my colleagues & juniors try to defame and malign me as unsuccessful.	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
21.I get ample opportunity to	Strongly disagree	Disagree	Undecided	Agree	Strongly agree

utilize my abilities & experience independently.

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|--|-------------------|----------|-----------|-------|----------------|
| 22. This job has enhanced my social status. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 23. I am seldom rewarded for my hardwork & efficient performance. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 24. Some of my assignments are quite risky & complicated. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 25. I have to dispose off my my hurriedly owing to excessive workload. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 26. I am unable to perform my duties smoothly owing to uncertainty & ambiguity of the scope of my jurisdiction. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 27. I am not provided with clear instructions & sufficient facilities regarding the new assignments entrusted to me. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 28. In order to maintain group confirmity sometimes I have to do more than the usual. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 29. I bear the great respon- sibility for the progress & prosperity of this organization. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 30. My opinions are sought In framing important policies of the organization/department. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 31. Our interest and opinion are duly considered in making appointments for important posts. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |
| 32. My colleagues do co-operate me voluntarily in solving administrative and industrial problems. | Strongly disagree | Disagree | Undecided | Agree | Strongly agree |

33. I get ample opportunity to utilize my aptitude and proficiency properly. Strongly disagree Disagree Undecided Agree Strongly agree
34. My higher authorities don't give due significance to my post and work. Strongly disagree Disagree Undecided Agree Strongly agree
35. I often feel that this job has made my life cumbersome. Strongly disagree Disagree Undecided Agree Strongly agree
36. Being too busy with official work, I'm not able to devote sufficient time to my domestic & personal problems. Strongly disagree Disagree Undecided Agree Strongly agree
37. It is not clear what type of work & behavior my higher authorities & colleagues expect from me. Strongly disagree Disagree Undecided Agree Strongly agree
38. Employees attach due importance to formal working procedures. Strongly disagree Disagree Undecided Agree Strongly agree
39. I am compelled to violate formal and administrative procedures and policies owing to group/political pressures. Strongly disagree Disagree Undecided Agree Strongly agree
40. My opinion is sought in changing or modifying the working system, instrument and conditions. Strongly disagree Disagree Undecided Agree Strongly agree
41. There exists sufficient mutual co-operation & team spirit among the employees of this organization/department. Strongly disagree Disagree Undecided Agree Strongly agree
42. My suggestions and co-operation are not sought in solving even those problems for which I am quite competent. Strongly disagree Disagree Undecided Agree Strongly agree
43. Working conditions are satisfactory here from the point of view of our welfare and convenience. Strongly disagree Disagree Undecided Agree Strongly agree

44.I have to do such work as Strongly disagree Disagree Undecided Agree Strongly agree
ought to be done by others.

45.It becomes difficult to Strongly disagree Disagree Undecided Agree Strongly agree
implement all of a sudden
the new dealing procedures
and policies in place of those
already in practice.

46.I am unable to carry out Strongly disagree Disagree Undecided Agree Strongly agree
my assignment to my
satisfaction on account of
excessive load of work
and lack of time.

THANKS

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