



RESEARCHARTICLE

INFLUENCE OF GENDER AND TYPE OF INSTITUTIONS ON OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT

In today's world of rapid industrialization and increased urbanization, stress is an unavoidable phenomenon in human life. It is a psychological and physical condition that has impact on person's productivity, effectiveness, personal health, and job quality. Present study is an attempt to determine occupational stress among secondary school teachers with respect to gender (Male and Female) and type of school (Government and Private). To carry out present investigation, descriptive survey design and multi-stage random sampling technique were employed to collect a sample of 264 secondary school teachers (136 male and 128 Females) and (144 Government and 120 Private) from various schools of Poonch districts of Jammu and Kashmir (India). Teachers Occupational Stress Scale by Sajid Jamal and Abdul Raheem (2012) was used for the assessment of occupational stress of teachers. Collected data were analyzed by using mean, median, standard deviation and 2×2 factorial design ANOVA. Result shows that gender variation score makes no difference on occupational stress of secondary school teachers, but a significant influence of type of school was found on occupational stress of secondary school teachers. It was also found that there is no significant influence of interaction between gender and type of school on occupational stress of secondary school teachers.

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INTRODUCTION

The modern world, which is known for its attainments, is also known for its stress. Stress can be found in any social or economic setting, including family, commercial organization, environment, or any other societal or financial activity. An individual is regularly exposed to diverse stressful conditions from the moment of birth till the last breath taken. As a result, it's not surprise that interest in the topic has grown as the twentieth century has progressed, dubbed the "Age of Anxiety and Stress." Stress is defined as "a state of psychological and physiological imbalance resulting from between situational demand and the individual's ability and motivation to meet those needs" (Hans Selye, 1956). According to the World Health Organization Global burden of disease survey, the stress-related mental health conditions will be the second most common after ischemic heart disease by 2020. Teaching is the most stressful job in worldwide as different surveys revealed that a common concern about the rigorous effects of stress on teacher's sense of well-being is to stay in the profession. Occupational stress is an emergent problem worldwide that results in significant loss equally to employees and administrations. Moreover, stress related with an occupation or job is termed as occupational stress. It is a universal phenomenon, excess of which results in extreme and stressful experience (Cotton and Hart, 2003). Occupational stress is the most common psychological phenomenon that affects people in a variety of jobs and profession. Occupational stress, according to Kaur (2011) is a physical and emotional response that happens when a person perceives a disparity between job needs and his or her abilities and/or resources to achieve those demands. Various studies have been done in this field, believing that stress is especially frequent among human care professions, particularly teaching (Kyriacou and Sutcliffe, 1977-78; Cooper and Kyriacou, (2000) defined teacher stress as an unpleasant negative feeling or experiences by a teacher, such as anger, impatience, worry, despair, or uneasiness. Moreover, the teacher stress if not coped properly can result in various negative consequences which reduces the teaching effectiveness, job satisfaction and can even result in teacher burnout (Kumawat, 2020). Teacher stress according to Lazarus (1993) is a process that mediates between the demands, limits and resources of teaching environment and goal hierarchy of particular teacher's personal view. A teacher may have several objectives and stimulus may be ambiguous, necessitating selection of what to attend and what should be included in assessments. Srivastava and Singh, (1988) is of the view that due to stress there is decline in teachers physical and psychological well-being caused by some component of their profession. Because teaching is a profession of human services, and there is a lot of pressure in the classroom, which can have a big impact on the overall educational system. Teaching is a difficult process in which teachers are required to demonstrate a wide range of abilities (Griffith, Steptoe and Croyley, 1999). As a result, a teacher will experience stress or tension in the profession. Okebukola et.al, 1989; Borg et.al, 1991 have found that teachers who are stressed, interact with children in a negative way, demonstrating less tolerance, patience, care and participation. According to Rana (2014), teachers who are higher in level of occupational stress are less effective in teaching, and female teachers had higher levels of Occupational stress. Klassen, (2010), examined that workload and student misbehavior caused much more stress for female teachers.

Pal (2011), revealed that male secondary school teachers were more satisfied and less stressed with their job than their female counterparts. Hasan, A. (2014), revealed that teachers working in private school experienced high level of occupational stress as compared to teachers working in government school.

Rationale of the study: With the rapid growth of educational reforms, complexities, workload, expectations from secondary school teachers are increasing and putting teachers under more stressful situations and potentially leading to a variety of mental health and job dissatisfaction issues. This situation prompts the investigators to take up this study. It should be our primary goal to promote the psychological health of secondary school teachers by analyzing the occupational stress of teachers and proposing reasonable solutions so that teachers can perform their duties as per the expectations of state and society. Therefore, the purpose of the this study is to extend the current literature on occupational stress among secondary school teachers in different ways. Firstly, the investigators examined level of stress among secondary school teachers with respect to their gender and type of school. Secondly, the investigators examined the influence of gender on occupational stress of secondary school teachers. Finally, researchers examine the influence of types of school and also, the influence of interaction between gender and types of school on occupational stress of secondary school teachers. Results of this study will be helpful to physicians, psychiatrists, policymakers, practitioners, school administrations and other allied agencies in understanding varied causes of stress and how to address them.

Objectives of the Study

1. To study the level of Occupational Stress with respect to gender and type of schools.
2. To examine the influence of gender on occupational stress of secondary school teachers.
3. To examine the influence of types of school on occupational stress of secondary school teachers.
4. To find out the influence of interaction between gender and types of school on occupational stress of secondary school teachers.

Hypothesis of the Study

1. There is no significant influence of gender on occupational stress of secondary school teachers.
2. There is no significant influence of types of school on occupational stress of secondary school teachers.
3. There is no significant influence of interaction between gender and types of school on occupational stress of secondary school teachers.

RESEARCH METHODOLOGY

The investigators employed quantitative research method and descriptive survey research design for this study. Gender and Types of school served as independent (predictive) variables and occupational stress as the dependent (Criterion) variable in this study.

Population of the Study: All teachers of senior secondary school of 11th and 12th from Poonch District of Jammu and Kashmir (India) were treated as the targeted population for the present study.

Sample of the Study: A sample of 264 senior secondary school teachers from Poonch District was selected from the target population through Multi-stage random sampling technique. Out of which 144 teachers were from government schools and 120 were from the private schools.

Tools Used: To measure occupational stress of secondary school teachers investigator have selected Teachers Occupational Stress Scale which was developed and standardized by Sajid Jamal and Abdul Raheem (2012).

Procedure: Data was collected from teachers who were teaching in 11th and 12th classes of senior secondary schools of Poonch district of Jammu and Kashmir (India). As, they were briefed about the purpose of present study and its relevance in present time, investigator tool the permission to collect the data by contacting personally to all the respondents by administering the standardized tool. Scoring was done as per manual and results were statistically analyzed and interpret.

Data Analysis: By keeping in mind the objectives of the study, the researchers have used proper statistical techniques i.e., Mean, Standard Deviation, percentage and 2×2 factorial design ANOVA to analyze the collected data with the help of SPSS software version 25.0.

Normality of the Data

Table 1. Normal Distribution of Occupational Stress Scores of Secondary School Teachers

Variables	N	Mean	S.D.	SEM	SK	SE SKU	Z- Value of SKU	Ku	SE of Ku	Z-Value of Ku
Occupational Stress	264	77.34	13.408	0.825	-0.073	-0.150	-0.486	-0.491	0.299	-1.642

Values inTable-1 showed that the data of occupational stress is approximately normally distributed as the z- value of skewness is (-0.486) and Kurtosis is (-1.642) which is neither below nor above the standard of z- value, i.e. ± 1.96 (Doane and Seward, 2011).

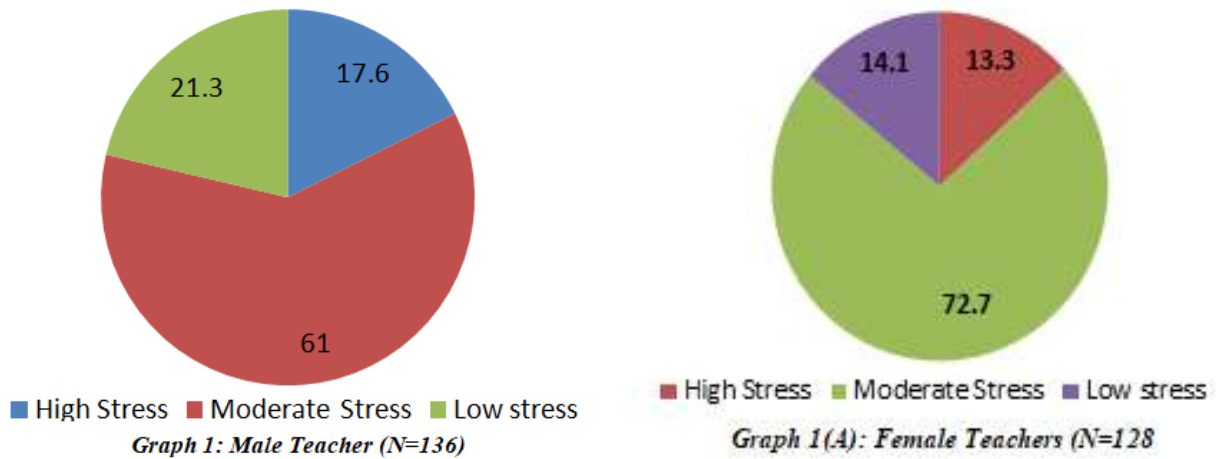
RESULTS AND INTERPRETATION

Table 2. Percentage wise distribution of Gender and types of school with regard to Occupational stress

Level of Stress	Frequency				Percentage			
	Gender		School Type		Gender		School Type	
	Male	Female	Govt.	Private	Male	Female	Govt.	Private
High Stress (92 & Above)	24	17	11	30	17.6%	13.3%	7.6%	25%
Moderate Stress (64-91)	83	93	99	77	61%	72.7%	68.8%	64.2%
Low Stress (0-63)	29	18	34	13	21.3%	14.1%	23.6%	10.8%
Total	N=136	N=128	N=144	N=120	100%	100%	100%	100%

Above, Table 2, signifies that out of 136 male secondary school teachers, 17.6% belongs to high level of occupational stress, 61% teachers belongs to moderate level of occupational stress and 21.3% of teachers belongs to low level of occupational stress, whereas in case of female secondary school teachers out of 128 teachers, 13.3% belongs to high level of occupational stress, 72.7% belongs to moderate level of occupational stress and 14.1% of teachers belongs to low level of occupational stress. Similarly, Table-2also indicates the percentage of government and private secondary school. In case of government secondary school teachers, out of 144 teachers only 7.6% of government secondary school teachers belongs to high level of occupational stress, 68.8% teachers belongs to moderate level of occupational stress and 23.6% teachers belongs to low level of stress. In case of private secondary school teachers out of 120 teachers, 25% of private secondary school teachers are in the high level of stress, 64% having moderate level of occupational stress and 10.8% of teachers having low occupational stress level. Consequently, it can be inferred that in comparison to teachers belonging to government secondary school, more number of private school teachers belongs to high level of stress and majority of government as well as private secondary school teachers belong to moderate level of stress. The trend is also clear from the graphical representation as shown in the Graph 1, & 1(A), 2 & 2(A) below.

Graph (1&1A): Showing the percentage distribution of occupational stress of male and female secondary school teachers.



Graph (2& 2A): Showing the percentage wise distribution of Occupational Stress of Government and Private Secondary School Teachers.

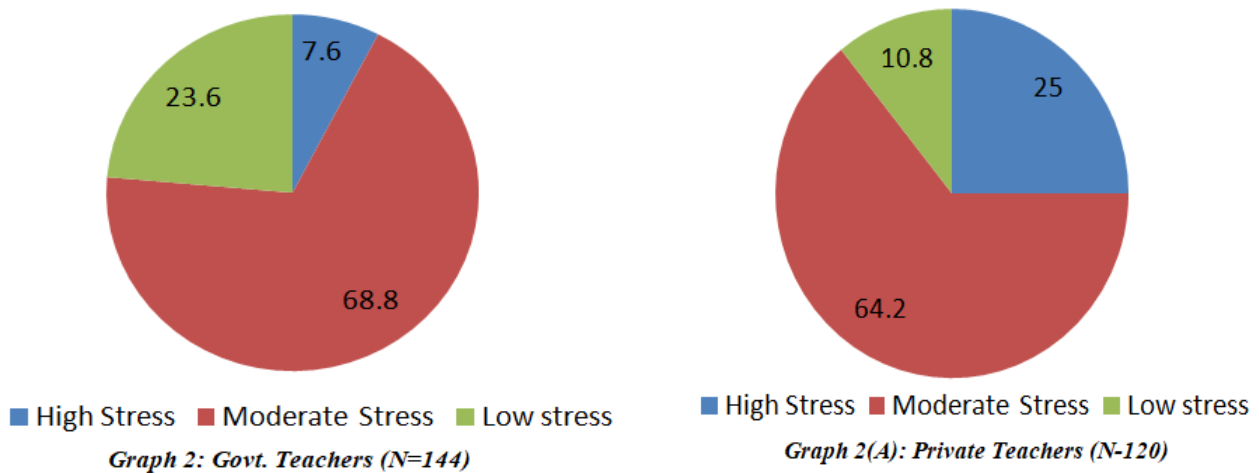


Table 3.Summary of 2×2 factorial design ANOVA for the scores of occupational stress according to their gender and types of school

Source of Variation	Sum of Square	df	Mean Square	F-value	Sig.	η^2
Gender (A)	173.779	1	173.779	0.993	0.320	.004
Types of School (B)	1689.086	1	1698.086	9.705	0.002**	.036
(A×B)	87.231	1	87.231	0.499	0.481	.002
Error	45490.894	260	174.965			
Total	1626585.000	264				

*Significant at 0.01 level

Influence of gender on occupational stress of secondary school teachers: Table 3, indicates that the F-value for gender is 0.993, p-value =0.320>0.05 is not significant at 0.05 level of significance. It reflects that gender variation scores make no difference on occupational stress. It may, therefore, be said that male and female teachers were found to have occupational stress to the same extent. Further, the value of effect size (0.004) indicates that only 0.4% variation is caused by gender and its error. Thus, the null hypothesis (I) that there is no significant influence of gender on occupational stress of secondary school teachers is *accepted*.

Influence of type of school on occupational stress of secondary school teachers: From the perusal of Table3, the F-value for type of school is 9.705, p- value = .002< 0.01 which is significant at 0.01 level with df = 1/260. It can be observed that the mean score of occupational stress of teachers belonging to Government schools and Private schools differ significantly. So there was a significant influence of type of school on

occupational stress of secondary school teachers. Further the value of effect size (0.036) indicates that 3.6% variation is caused by type of school and its error. To know which groups mean score of occupational stress is significantly higher than other, the data was further analyzed with the help of t-test and results are given in the Table-4 below.

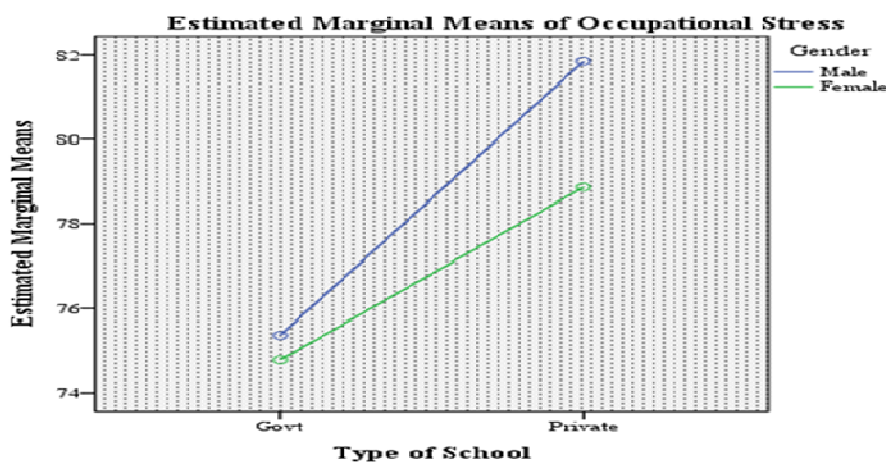
Table 4. Comparison of Occupational stress of teachers belonging to government and private secondary schools

Type of School	Mean	S.D.	N	t-value	p-value
Government	75.15	12.958	144	-2.962	0.003
Private	79.98	13.516	120		

**Significant at 0.01 level.

After studying Table-4, it is clear that there is a significant difference in occupational stress of teachers belonging to government and private secondary school as the $t(262) = -2.962$, $p.00 < 0.01$. Result of present study argue that teachers working in private secondary schools ($M=79.98$, $SD= 13.516$), are significantly higher in occupational stress than the teachers working in government schools ($M= 75.15$, $S.D.= 12.958$). Thus, the null hypothesis (2), that there is no significant influence of school type on occupational stress of secondary school teachers is *rejected*. So it may therefore be said that teachers of private schools experience more occupational stress than those belonging to government schools.

To study the trend of influence of types of school on occupational stress among male and female teachers, Graph-3 has been plotted as shown below.



Graph 3. Trend of Influence of the types of school on Occupational Stress of Teachers

From Graph-3, it can be seen that both male and female teachers teaching in private secondary schools are more in occupational stress as compare to government secondary school teachers.

Influence of interaction between gender and types of school on occupational stress of secondary school teachers:

A perusal of Table-3, indicates that the F-value for two way interaction between gender and type of school is 0.449, $p\text{-value} = 0.481 > 0.05$ is not significant at 0.05 level. It reflects that the mean scores of occupational stress of male and female teachers belonging to different types of school (Government and Private schools) do not differ significantly. So there was no significant influence of interaction between gender and type of school on occupational stress of secondary school teachers. Further the value of effect size for first order interaction gender and type of school (0.002) indicates that only 0.2% variation is caused by gender and type of school and its error. Thus, the null hypothesis (3), that there is no significant influence of interaction between gender and school type on occupational stress of secondary school teachers is accepted.

DISCUSSION

Majority of teachers belongs to moderate level of stress, although 17.7% of the male teachers are found to be highly stressed as compared to female teachers whose percentage level is (13.3%). Similarly Private secondary school teachers have high stress level (25%) as compare to their Government counterparts whose percentage level is only (7.6%). It may be because of the difference in their working styles, expectations of principal's managers or due to high workload. No statistical significant influence was found between male and female teachers of senior secondary school on occupational stress. Result of this study is in line with the findings of (Singh, 2010; Khatal, 2011; Hasan, 2014) who found that male and female teachers were equal on occupational stress. Whereas, result are contradict with the findings of (Gupta, 2012; Matoon and Parveen, 2014) who showed that male teachers possess higher occupational stress than female. While researchers like (Kaur, 2008; Sharma, 2011 Anbu, 2015) revealed that female teachers had higher occupational stress as compare to male teachers. A statistical significant influence was found in types of school on occupational stress. As private school teachers were found to be more stressed as compare to their government school counterparts. Similar results were found by the researchers like (Gupta, 2011; Siddiqui, 2013, Saravanan, (2017; Bodiwala, 2020)) supports the present finding. Whereas, result is contradict with the findings of researchers like (Kaur, 2004, Reddy and Anuradha, 2013) who shows that government school teachers were in more stress as compared to the teachers working at private schools. Reason may be their job insecurity, low salary, autocratic administration, unhealthy environment, working on holidays and weekends, work overload that in turns cause stress in them. No significant interactional influence was to be found when gender and type of school together interacts with each other on occupational stress of secondary school teachers of Poonch districts of Jammu and Kashmir.

Suggestions for further research

- For better quality education, both center and state government should provide well facilities for teachers in order to improve working conditions and thus it will increase their confidence level.

- Regular promotions and various professional development opportunities will be provided at regular basis that will surely improve the teacher effectiveness and job satisfaction of senior secondary school teachers.
- A conducive and friendly environment should be created by school management, which suits the better working conditions for the teachers working in government as well as private institutions, which will make them feel less stressed.
- Various incentives and regular payment of salaries help teachers to remain contented in their job with effectiveness, which ultimately improves the standard and quality of education system in the state as well as country.

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