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A Study of the Occupational Stress Amongst Secondary School Teachers of Jammu

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ABSTRACT

Occupational stress is a significant concern among secondary school teachers, impacting their well-being, job satisfaction, and overall teaching effectiveness. This study investigates the factors that lead to occupational stress in Jammu secondary school teachers. Key pressures like workload, administrative pressure, student conduct, resource scarcity, and work-life balance are all examined in the study. A representative sample of teachers from different schools will be surveyed and interviewed as part of a mixed-method strategy to gather data. The results will demonstrate how common and severe stress is among teachers, how it affects both their personal and professional lives, and potential coping mechanisms. The study also seeks to improve teachers' working conditions by offering suggestions for stress management initiatives. The results will demonstrate how common and severe stress is among teachers, how it affects both their personal and professional lives, and potential coping mechanisms. The study also seeks to improve teachers' working conditions by offering suggestions for stress management initiatives. The results will demonstrate how common and severe stress is among teachers, how it affects both their personal and professional lives, and potential coping mechanisms. The study also seeks to improve teachers' working conditions by offering suggestions for stress management initiatives and legislative changes. The findings will assist develop measures to enhance teachers' well-being and job satisfaction while also advancing our understanding of the difficulties they confront.

KEYWORDS: Occupational Stress, Secondary School Teachers, Workload, Stress Management, Work-Life Balance, Psychological Stress,

INTRODUCTION

Occupational stress is seen as a significant aspect of the work environment that might endanger the individual due to either excessive demands or a lack of resources to meet his needs. Any difficulty that surpasses a person's capacity for coping turns into stress. It should come as no surprise that teaching has been found to have a high to extremely high occupational stress level. Stress is a natural aspect of life and is brought on by the ever-changing circumstances that people must deal with. An internal mood brought on by annoying or unsatisfied circumstances is referred to as stress. There will always be some stress. Any difficulty that surpasses a person's capacity for coping turns into stress. Without a question, teaching has become a more rigorous and demanding profession. It should come as no surprise that teaching has become a more rigorous and demanding profession. It should come as no surprise that one of the occupations linked to high to extremely high levels of occupational stress is teaching. A significant amount of literature has also been written about teacher job satisfaction. The relationship between stress and job satisfaction and other negative factors, such as the desire to leave teaching, has been the subject of numerous research..



It alludes to the favourable views that people may acquire as a result of or via their jobs. On the other hand, negative or sad sentiments toward one's employment or workplace are referred to as job dissatisfaction. The researcher discovered that there hasn't been any research done on occupational stress among Jammu Sec. School teachers while reviewing the literature that is currently available. A research on occupational stress among Jammu secondary school teachers is necessary, according to the current investigator and such a study is an effort in that direction.

STATEMENT OF THE PROBLEM

"A STUDY OF THE OCCUPATIONAL STRESS AMONGST SECONDARY SCHOOL TEACHERS OF JAMMU" is the problem statement. Because teaching demands intellectual, emotional, and social dedication, teachers experience occupational stress. Secondary school teachers in particular have a number of challenges, including a rigorous workload, administrative requirements, student behavioural issues, and the need to satisfy academic standards.

OBJECTIVES OF THE STUDY

The following objectives are formulated for the proposed study:

- To investigate the level of occupational stress experienced by Jammu and Kashmir's male and female educators.
- To make some practical suggestions to reduce the work-related stress levels of Jammu Sec. School educators.

HYPOTHESES OF THE STUDY

The proposed study aims to achieve the following goals:

Null Hypothesis (H0)

There is no significant relationship between occupational stress of male and female teachers and factors such as workload, student behaviour, and administrative pressure among secondary school teachers in Jammu. (Twelve areas).

METHODOLOGY

The current study's objective was to look into occupational stress among Jammu Secondary School teachers. The study's sample, data gathering tool, and data analysis techniques make up its methodology. **SAMPLE:** A random sample of 120 teachers from different secondary schools in Jammu was selected, 60 of whom were male and 60 of whom were female. Teachers with two to fifteen years of experience were selected for the study.

TOOL USED FOR DATA COLLECTION

To gather data for the aforementioned study, a standardized scale created by Dr. A.K. Srivastava and A.P. Singh were employed. Each of the 46 items on the scale can be scored on a 5-point rating system. Twenty-seven of the forty-six objects are "true keyed," whereas the other nineteen are "false areas." These include: Role overload (OL), role ambiguity (RA), role conflict (RC), political and group pressure (GPP), responsibility for persons (RS), under participation (UP), powerlessness (PPR), intrinsic impoverishment (II), low status (LS), challenging working conditions (SWC), and unprofitability (UPR).



SCORING OF TOOLS

Due to the fact that the questionnaire includes both true-keyed and false-keyed items. Two categories of things need the use of two distinct scoring procedures. Two types of things can be scored using the guidelines in the following table:

Types of response	Scores	Scores
	Regarding true- keyed	Regarding false-keyed
Completely Agree	1	5
Agree	2	4
Undecided	3	3
Disagree	4	2
Completely disagree	5	1

METHODS OF ANALYZING DATA

In this proposed study, various statistical tools and techniques were used according to the requirement of the study. The test of significance, mean, and standard deviation were computed.

ANALYSIS OF DATA

The purpose of the current study is to analyse the level of occupational stress experienced by secondary teachers in Jammu. The data gathered from the sample of 120 teachers was statistically analysed in order to achieve the study's goals. The population under examination was given the Occupational Stress Scale, which was created by A. K. Srivastava and A. P. Singh. The sample participants were then divided into groups according to their gender and length of service. This prompted the researcher to compare these dichotomies in the factors mentioned above. The areas covered are as:

Twelve areas of Occupational Stress Scale (OSS):

- Overload (OL)
- Role Ambiguity (RA)
- Role Conflict (RC)
- Group Pressure (GP)
- Responsibility (RS)
- Under Participation (UP)
- Powerlessness (PL)
- Poor Peer relationship (PPR)
- Intrinsic impoverishment (II)
- Low Status (LS)
- Strenuous Working Condition (SWC)
- Unprofitability (UPR)

Comparing the two teacher groups based on the previously mentioned variables has been the primary goal of the current study. As a result, the researcher gathered the information and tabulated it. In light of the intended goals, the statistical data has been examined and ultimately discussed.



EDUCATIONAL IMPLICATIONS OF THE STUDY

The results showed that teachers in secondary schools are impacted by occupational stress to some extent. This suggests that interventions are required to reduce the stress-inducing elements and to enhance and reinforce teachers' positive attitudes and self-confidence. The initial step in dealing with stress is acknowledging its presence. By identifying the primary stressors and detecting the symptoms of stress in educators, it may be possible to lessen the threat of occupational stress while developing suitable stress coping mechanisms for educators. It is possible to use "direct action" as well as "palliative techniques. "One effective proactive strategy for managing stress-related issues is direct action, often known as a problem-focused approach, which focuses on the stressors. The goal of emotion-focused strategies, sometimes known as palliative treatments, is to lessen the emotional effects of stress. Although a certain amount of stress is unavoidable, one accepts the stressful circumstance and works to lessen its effects. Other strategies that could help teachers deal with stress include: increasing self-worth, boosting selfconfidence, working on developing emotional intelligence skills, developing a sense of humour, eating a healthy diet, getting enough sleep, practicing yoga and meditation, exercising frequently, maintaining a supportive social circle, developing hobbies, regularly resetting priorities, and, if needed, seeking professional assistance. Priority should be given to implementing these coping mechanisms so that educators are equipped to handle work-related stress when it arises. These actions can significantly lessen stressful work environments and increase instructors' efficacy.

Workplace stress can be effectively managed at various stages through a variety of institutional interventions. These consist of: a) management-level organizational interventions, like hiring skilled teachers, designing and training jobs appropriately, providing suitable working conditions, having an effective system of monitoring and rewards, having an effective communication system, and practicing participatory management etc. b) reducing, at the organizational level, the number and severity of stressful events that are essential to the work. c) utilizing their positive values—like a high or higher salary, non-cash rewards, social support, fostering a sense of cooperation, collaborative decision making, etc. to moderate the intensity of essential job stressors and the strains that result from them.

ANALYSIS OF DATA

Evaluating the degree of occupational stress experienced by secondary school teachers in Jammu is the a im of the current study. The data gathered from the instructor sample was subjected to statistical analysis in order to achieve the study's goals. The population under examination was given the Occupational Stress Scale, which was created by A.K. Srivastava and A.P. Singh. Gender-based further classifications were applied to the same subjects. The researcher consequently contrasted these dichotomies in the previously listed elements. The following areas are covered:

1 able: 4.1
Comparison of the mean and standard deviation of teachers (by gender) across twelve occupationa
l stress scale sections for male and female educators

Tables 4 1

	Statistical Sign	OL	RA	RC	GP
Male	Mean	16.5	15.916	16.980	13.466
(N=60)	SD	3.597	2.211	2.485	1.995



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Female	Mean	17.8	15.285	16.483	12.016
(N+60)	SD	3.718	2.625	3.011	2.813
Gender	Statistical	RS	UP	PL	PPR
	Sign				
Male	Mean	6.75	15.557	1.531	14.55
(N=60)	SD	4.601	2.509	2.592	2.302
Female	Mean	7.03	15.383	10.516	14.816
(N+60)	SD	2.146	2.210	2.251	2.182
Gender	Statistical	II	LS	SWC	UPR
	Sign				
Male	Mean	14.65	12.166	14.283	4.783
(N=60)	SD	3.161	2.132	2.091	1.832
Female	Mean	14.266	11.733	13.783	5.083
(N+60)	SD	2.489	2.583	2.632	2.00

The averages and standard deviations of the scores of male and female teachers on a variety of occupatio nal stressors are shown in Table 4.1.

By calculating t

values between male and female teachers on each of the twelve Occupational Stress Index items, the occupational stress data has been further examined.



Fig 4.1: Mean and SD of Teachers (Gender wise) on Twelve Areas of Occupational Stress Scale



Table 4.2

Male and female teachers' scores on the area overload variable, along with the mean, standard

deviation, and t-value calculations								
MALE			FEMAI	LE				
X1	x1	(X1) ²	X2	x2	$(X2)^2$			
21	4.5	20.25	20	2.2	4.84			
18	1.5	2.25	23	5.2	27.04			
14	- 2.5	6.25	13	4.8	23.04			
14	- 2.5	6.25	19	1.2	1.44			
14	- 2.5	6.25	18	0.2	0.04			
16	-0.50	.25	18	0.2	0.04			
13	-3.50	.25	18	0.2	0.04			
20	3.5	12.25	22	4.2	17.64			
19	2.5	6.25	18	0.2	0.04			
10	-6.5	42.25	21	3.2	10.24			
20	3.5	12.25	25	7.2	51.84			
16	0.5	0.25	14	-3.8	14.44			
20	3.5	12.25	20	2.2	4.84			
13	6.5	42.25	21	3.2	10.24			
22	5.5	30.25	17	0.8	0.64			
12	-4.5	20.25	18	0.2	0.04			
15	1.5	2.25	17	0.8	0.64			
13	3.5	12.25	17	0.8	0.64			
16	0.5	0.25	20	2.2	4.84			
22	5.5	30.25	20	2.2	4.84			
18	1.5	2.25	11	6.8	46.24			
20	3.5	12.25	18	0.2	0.04			
17	0.5	0.25	22	4.2	17.64			
14	2.5	6.25	16	1.8	3.24			
15	1.5	2.25	18	0.2	0.04			
18	1.5	2.25	22	4.2	17.64			
14	-2.5	6.25	11	6.8	46.24			
10	6.5	42.25	21	3.2	10.24			
17	0.5	0.25	23	5.2	27.04			
18	1.5	2.25	17	0.8	0.64			
19	2.5	6.25	17	0.8	0.64			
18	1.5	2.25	11	6.8	46.24			
18	1.5	2.25	21	3.2	10.24			
19	2.5	6.25	10	7.8	60.84			
11	-5.5	30.25	10	7.8	60.84			
11	-5.5	30.25	25	7.2	51.84			
11	-5.5	30.25	24	6.2	38.44			
20	3.5	12.25	18	0.2	0.04			



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19 2.2 2.5 6.25 20 4.84 18 1.5 2.25 18 0.2 0.04 21 4.5 20.25 18 0.2 0.04 14 -2.5 6.25 18 0.2 0.04 13 -3.5 12.25 24.04 13 4.8 14 -2.5 6.25 20 2.2 4.84 15 2.25 1.5 17 0.8 0.64 15 1.5 2.25 17 0.8 0.64 23 6.5 42.25 20 2.2 4.84 15 1.5 2.25 09 8.8 77.44 12 -4.5 20.25 17 0.8 0.64 2.25 24 15 1.5 6.2 38.44 25 8.5 72.25 20 2.2 4.84 18 1.5 2.25 17 0.8 0.64 -3.5 12.25 13 21 3.2 10.24 14 -2.5 6.25 21 3.2 10.24 25 8.5 2.25 19 1.2 1.44 19 2.5 6.25 18 0.2 0.24 15 2.25 1.5 19 1.2 1.44 14 2.5 6.25 19 1.2 1.44 15 1.5 2.25 18 0.2 0.04 15 1.5 2.25 15 2.8 7.84 ΣX2=1072 ΣX1=993 $\sum (\mathbf{x}\mathbf{1})^2$ $\sum (x2)^2$ N1=60 N2=60 =877.25 =749.72

For males: (n1=60) Mean = $\sum X1 \div N1$ = 993÷60 Mean 1 = 16.5 S.D.1 = $\sqrt{\sum}(x1)^2 \div N1$ = $\sqrt{877.25 \div 60}$ = $\sqrt{14.6208333}$ = 3.597

For females: (n2=60)
Mean=
$$\sum X2 \div N2$$

= 1072÷60
Mean 2 = 17.8
SD2 = $\sqrt{\sum}(x2)^2 \div N2$
= $\sqrt{749.72 \div 60}$
= $\sqrt{12.4953333}$
= 3.718

IM1-M2I

 $\sqrt{(\sigma 1)^2/N1} + \sqrt{(\sigma 2)^2/N2}$

I16.5-17.8I



 $\sqrt{(61)2/N1} + \sqrt{(62)2/N2}$

1.3

=

=

 $\sqrt{0.2156 + 0.23039207}$

1.3

=

√0.44599207

1.3

- =
- 0.668

t = 1.94

As a result, the computed value of t (1.94) is lower than the values at the 0.05 and 0.01 levels of confide nce i.e 1.96 and 2.58, respectively. Hence, the hypothesis of no significant difference is accepted.

Table 4.3Significance of the Disparity in the Mean Occupational Stress (Area-
Overload) Scores of Male and Female Instructors

Gender	Ν	Mean	SD	SED	t-value	Result
Male	60	16.5	3.597	0.668	1.94	Not
Female	60	17.8	3.718			Significant

The significance of the difference between the mean scores of male and female teachers is displayed in Table 4.4.1. It has been reported that the mean score of female instructors was greater than that of male instructors. At the 0.05 level of confidence; the computed t-value of 1.94 is not significant. The findings indicate that female teachers have a greater load than their male counterparts; nevertheless, this difference is not statistically significant.

Table 4.4

Significance of the Disparity in the Mean Occupational Stress (Areaverload) Scores of Male and F

emale Instructors)

Gender	N	Mean	SD	SED	t-value	Result
Male	60	15.916	2.211	0.431	1.43	Not Significant
Female	60	15.285	2.625			

Table4.4 illustrates the significance of the difference between the mean scores of male and female teachers

on the role ambiguity dimensions. According to reports, mean instructors had a higher mean score than female teachers. At the 0.05 level of confidence, the t-value of 1.43 that was obtained is not significant. Consequently, it may be concluded that role ambiguity is nearly equally present in men and women. The findings also showed that both instructor groups clearly understood and planned their work effectively.

 Table 4.5

 Significance of the Disparity in the Mean Occupational Stress Scores of Male and Female Teaches (Area: Role conflict)

(
Gender	N	Mean	SD	SED	t-value	Result			
Male	60	16.890	2.485			Not			
Female	60	16.480	3.011	0.504	0.807	Significant			

The importance of the difference between the mean scores of male and female teachers on the Occupational Stress Index's role conflict domains is seen in Table 4.5. Male teachers are said to have a higher mean score than female teachers. At the 0.05 level of confidence, the derived t-value of 0.807 is not significant. There is nearly equal similarity between the male and female instructor groupings. Therefore, it can be concluded that both the male and female teachers in the group voiced their dissatisfaction with their superiors.

Table 4.6

Significance of the Disparity in the Mean Occupational Stress Scores of Male and Female Teaches (Area: Group Pressure)

Gender	N	Mean	SD	SED	t-value	Result
Male	60	13.466	1.995	0.891	1.627	Not Significant



Female 60 12.016 2.813						
	Female	60	12.016	2.813		

The importance of the difference between male and female instructors' mean scores on the Occupational Stress Index's group pressure categories is seen in Table 4.6. Male teachers are said to have a higher mean score than female teachers. At the 0.05 level of confidence, the derived t-value of 1.627 is not significant. Based on these findings, it has been noted that although female instructors feel more group pressure than male teachers, the difference is not statistically significant.

 Table 4.7

 Significance of the Disparity in the Mean Occupational Stress Scores of Male and Female Teaches (Area: Responsibility)

(
Gender	Ν	Mean	SD	SED	t-value	Result			
Male	60	6.75	4.601			Not			
Female	60	7.03	2.146	0.655	0.448	Significant			

The importance of the difference between male and female teachers' mean scores on the Occupational Stress Index's areas of responsibility is seen in Table 4.7. The mean score of female instructors is greater than that of male teachers, according to the results. At the 0.05 level of confidence, the derived t-value of 0.448 is not significant. These findings suggest that female educators exhibit greater levels of accountability than their male counterparts. The findings also show that both groups appear to share accountability for the organization's advancement.

 Table 4.8

 Significance of the Disparity in the Mean Occupational Stress Scores of Male and Female Teaches

 (Area-Under Participation)

Gender	N	Mean	SD	SED	t-value	Result
Male	60	15.557	2.509			Not
Female	60	15.383	2.210	0.431	0.403	Significant

The importance of the difference between the mean scores of male and female teachers on the Occupational Stress Index's under participation areas is seen in Table 4.8. The mean score of male teachers is greater than that of female teachers, according to the results. At the 0.05 level of confidence, the derived t-value of 0.403 is not significant. Based on these findings, it can be concluded that a nearly equal number of male and female educators provide insightful recommendations for new policies in the working system.



The results show that the recommendations made by the teacher group are taken seriously and that their input is always sought when needed to address administrative issues.

Table 4.9 Significance of the Disparity in the Mean Occupational Stress Scores of Male and Female Teaches (Area-Powerlessness)

Gender	Ν	Mean	SD	SED	t-value	Result		
Male	60	11.531	2.592					
				0.443	2.291	Not Significant		
Female	60	10.516	2.251					

The calculated t-value (2.291) is greater than at the 0.05 level of confidence, or 1.96, and less than the value at the 0.1 level, or 2.58, indicating a significant difference between the mean scores of male and female secondary school teachers on the area of powerlessness on the Occupational Stress Index (table 4.9). Therefore, at the 0.05 level of confidence, the mean difference is determined to be significant. The idea that there is no discernible difference is disproved.

The table values further reveal that the mean values of male teachers (11.531) is greater than the mean values of female teachers (10.561). It is therefore clear that male secondary teachers feel more stressed due to feeling of powerlessness.

Table 4.10 Significance of the Disparity in the Mean Occupational Stress Scores of Male and Female Teaches (Area-Poor Peer Relationship)

Gender	Ν	Mean	SD	SED	t-value	Result
Male	60	14.6	2.302			Not
Female	60	14.7	2.182	2.483	0.107	Significant

The importance of the difference between male and female teachers' mean scores on the Occupational Stress Index's section on bad peer relationships is seen in the above table. The mean score of female instructors is greater than that of male teachers, according to the results. At the 0.05 level of confidence, the derived t-value of 0.107 is not significant. The outcomes suggest that male and female teachers are almost equal in terms of experiences with negative peer interactions.



Table 4.11

Significance of the Disparity in the Mean Occupational Stress Scores of Male and Female Teaches (Area-Intrinsic Impoverishment)

Gender	Ν	Mean	SD	SED	t-value	Result
Male	60	14.65	3.161	0.519	0 739	Not Significant
Female	60	14.26	2.489	0.517	0.757	Significant

The accompanying table highlights the significance of the disparity between male and female teachers' mean scores on the Occupational Stress Index's intrinsic poverty areas. The mean score of male teachers is greater than that of female teachers, according to the results. At the 0.05 level of confidence, the derived t-value of 0.739 is not significant. These results suggest that there is no appreciable difference between male and female educators' mean scores on the intrinsic poverty factor.

Table 4.12

Significance of the Disparity in the Mean Occupational Stress Scores of Male and Female Teacher (Area- Low Status)

Gender	N	Mean	SD	SED	t-value	Result
Male	60	12.166	2.132			Not
Female	60	11.733	2.583	0.432	1.002	Significant

The importance of the difference between male and female teachers' mean scores on the Occupational Stress Index's low status sections is seen in the above table. The mean score of male teachers is greater than that of female teachers, according to the results. At the 0.05 level of confidence, the derived t-value of 1.002 is not significant. On the dimension of low status, there was no discernible difference between the mean scores of male and female teachers.

Table 4.13

Significance of the Disparity in the Mean Occupational Stress Scores of Male and Female Teaches (Area- Strenuous working conditions)

Gender	Ν	Mean	SD	SED	t-value	Result
Male	60	14.283	2.091			
						Not
				0.433	1.154	Significant
Female	60	13.783	2.623			



The accompanying table highlights the significance of the disparity between male and female teachers' mean scores on the Occupational Stress Index's sections relating to demanding working conditions. The mean score of male teachers is greater than that of female teachers, according to the results. Under tight conditions, the obtained t-value of 1.154 has been determined to be not significant at the 0.05 level of confidence. On the dimension of demanding working conditions, there was no discernible difference between the mean scores of male and female teachers.

Table 4.14 Significance of the Disparity in the Mean Occupational Stress Scores of Male and Female Teaches (Area- Unprofitability)

Gender	Ν	Mean	SD	SED	t-value	Result
Male	60	4.783	1.832			Not
Female	60	5.083	2.00	0.350	0.856	Significant

The accompanying table highlights the significance of the disparity between male and female teachers' mean scores on the Occupational Stress Index's sections relating to demanding working conditions. The mean score of male teachers is greater than that of female teachers, according to the results. At the 0.05 level of confidence, the derived t-value of 0.256 is not significant. On the factor of unprofitability, there was no discernible difference between the mean scores of male teachers.

MAIN KEY FINDINGS

Results Regarding the Occupational Stress of Male and Female Teachers:

- Although there is a noticeable difference, it has been noted that female instructors have a heavier workload than male teachers.
- The degree of role ambiguity is nearly comparable for male and female educators. With a clear understanding, both instructor groups plan their work effectively.
- The degree of resemblance between the male and female teacher groups is nearly equal. Therefore, it may be concluded that the group of teachers, both male and female, voiced their dissatisfaction with their superiors.
- Although it has been noted that female teachers feel more pressure from the group than do male teachers, there is no statistically significant difference.
- It has been noted that female educators exhibit greater levels of responsibility than their male counterparts. The findings also showed that both groups share accountability for the organization's advancement.
- Both male and female educators appear to contribute insightful recommendations. They reportedly frame new policies in the working system almost evenly. The findings also demonstrated that both



teacher groups' suggestions are taken seriously and that their opinions are always sought when addressing administrative matters.

- It has been noted that the two groups do not share a similar inclination to voice their opinions, directives, and choices about their staff training initiatives.
- Poor peer connections have been found to be almost the same for male and female teachers.
- The mean ratings of male and female teachers did not differ significantly on the factor of intrinsic impoverishment.
- It has been discovered that male instructors exhibit higher levels of low status than female teachers, although this difference is not statistically significant.
- It can be concluded that both types of teachers' jobs have made their lives difficult and confusing.
- Teachers—male and female—rarely receive recognition for their efforts. According to the teachers in both groups, they do not receive compensation for the quantity of labor they do.

CONCLUSIONS

The following conclusions are derived from the results' analysis and interpretation:

Conclusions Related to Occupational Stress of Male and Female Teachers:

- Although there is a noticeable difference, it has been noted that female instructors have a heavier workload than male teachers.
- The degree of role ambiguity is nearly comparable for male and female educators. With clear understandings, both teachers in the group plan their work well.
- There is nearly equal similarity between the male and female instructor groupings. Consequently, it may be said that the group's male and female teachers expressed their displeasure with their superior.
- Although it has been noted that female teachers feel more pressure from the group than do male teachers, the difference is not statistically significant.
- It has been noted that female educators exhibit greater levels of responsibility than their male counterparts. The findings also showed that both groups share accountability for the organization's advancement.
- Both male and female educators appear to contribute insightful recommendations. Reports state that they almost equally frame new policies in the working system. The findings also demonstrated that both teacher groups' suggestions are taken seriously and that their opinions are always sought when addressing administrative matters.
- It has been noted that the two groups do not share a similar inclination to voice their opinions, directives, and choices about their staff training initiatives.
- Poor peer connections have been found to be almost the same for male and female teachers.
- The mean ratings of male and female teachers did not differ significantly on the factor of intrinsic impoverishment.
- It has been discovered that male instructors exhibit higher levels of low status than female teachers, although this difference is not statistically significant.
- It can be concluded that both types of teachers' jobs have made their lives difficult and confusing.
- Teachers, whether male and female, are rarely rewarded for their efforts. Both teacher groups voiced their belief that they are not compensated for the quantity of work they accomplish.



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