

A Study on Occupational Stress Level of Secondary School Teachers

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Abstract—In the present era, every individual experiences stress in varying degrees, which may arise from personal or occupational sources. Stress affects individuals differently; a situation that causes stress in one person may not necessarily affect another. The present study aimed to examine the difference in occupational stress levels between teachers working in Government and Private secondary schools.

For this purpose, the Descriptive Survey Method was employed. A sample of 150 teachers (both male and female) was randomly selected from Government and Private secondary schools, with equal representation from each group (75 Government and 75 Private school teachers). The Occupational Stress Index developed by A.K. Srivastava and S.P. Singh (1984) was used as the tool for data collection.

The analysis of the data revealed a significant difference in the occupational stress levels of Government and Private secondary school teachers. The findings indicate that teachers working in Private secondary school's experience higher levels of occupational stress compared to their counterparts in Government schools.

Keywords: Occupational Stress, comparative study, government school teachers, Private secondary school teachers, female, male

I. INTRODUCTION

Education is one of the most important pillars of societal development, and secondary education plays a crucial role in shaping the intellectual and emotional growth of students. The success of secondary education largely depends on effective interaction between teachers and students. Among all the factors influencing educational outcomes, the role of the teacher is the most significant. A competent and motivated teacher contributes directly to the academic achievement and overall development of learners.

The teaching profession is regarded as one of the most respected and responsible professions in society. Teachers act as facilitators of knowledge, role models, guides, and counsellors. They are responsible not only for delivering subject content but also for developing values, attitudes, and skills among students. However, in recent years, the nature of the teaching profession has become increasingly demanding and complex.

With the growing expectations from schools, parents, and society, teachers are required to perform multiple roles. They have to manage classroom teaching, administrative duties, student evaluation, co-curricular activities, and sometimes even parental expectations. These increasing responsibilities, along with limited resources and time constraints, often lead to occupational stress among teachers.

Occupational stress is known as stress at work. This occurs when there is a discrepancy between the demands of work place and the individual (Tsutsumi, Nagami, Yoshikawa & Kogi, 2009). In the context of teaching, stress may arise due to heavy workload, lack of job security, student misbehaviour, inadequate salary, and insufficient institutional support. Teachers, especially at the secondary level, often face pressure to produce good academic results, which further adds to their stress.

Stress can have both positive and negative effects. While a moderate level of stress may enhance performance and motivation, excessive stress can lead to emotional exhaustion, anxiety, frustration, and reduced job satisfaction. Prolonged stress may also affect teachers' physical health and their effectiveness in the classroom.

If teachers are unable to manage stress effectively, it can negatively impact the teaching-learning process and overall educational quality. Therefore, it is essential to study the level of occupational stress among secondary school teachers and identify the factors responsible for it. Understanding these factors can help in developing strategies to reduce stress and improve teachers' well-being.

Thus, the present study focuses on analysing the occupational stress level of secondary school teachers and aims to suggest measures for creating a healthier and more supportive teaching environment.

I.II. RATIONALE OF THE STUDY

Today, in the changing educational context; teachers are experiencing expanded duties and expectations in a variety in educational settings. With the continuous increase of these responsibilities of the teachers, they become over-burdened and to work under stress. An optimum level of stress leads to better performance and long-term exposure. But acute stress is dangerous to both the individual as well as people around him/her. A teacher working under stressful conditions may not handle the classroom situation skilfully and peacefully. This shows negative effect on the way of teaching and on the educational aim. A significant source of distress among teachers is result of failure to address the social needs and job demands of education. It is crucial to recognize their role in shaping the nation.

Hence, the present study is an attempt to study the levels of occupational stress and to compare the levels of occupational stress of male and female secondary school teachers. Therefore, it was decided to investigate the level of occupational stress among the secondary school teachers

I.III. STATEMENT OF THE PROBLEM

A study on occupational stress level of secondary school teachers

II. OBJECTIVES

1. To study the mean difference of occupational stress level among male teachers working in government and private secondary schools.
2. To study the mean difference of occupational stress level among female teachers working in government and private secondary schools.

II.I. HYPOTHESIS

1. There is no significant difference in the occupational stress level among male teachers working in government and private secondary schools.
2. There is no significant difference in the occupational stress level among female teachers working in government and private secondary schools.

III. METHOD USED

In the present study descriptive survey method has been used to find out the significant difference in occupational stress level among Government and Private secondary school teachers in relation to Gender.

III.I. POPULATION AND SAMPLE

The teachers of Government and Private secondary schools constituted the population of the subjects in the present study. The random sample method was used to draw the sample for the present study and 150 school teachers constituted the sample for this study.

III.II. TOOLS USED FOR THE STUDY

Occupational stress index by A.K. Srivastava and S.P. Singh (1984) was used in this study.

III.III. STATISTICAL TECHNIQUES USED

The mean and standard deviation and 't' test were used to analyse the data.

III.IV. ANALYSIS AND INTERPRETATIONS

The detailed analysis and interpretations has been presented below

Table-1 Difference between the mean scores of occupational stress level of male teachers of Government and Private secondary schools

Teachers	N	Mean	Standard Deviation	't' Value	Level of significance
Govt. Teachers	45	136.5	9.4	2.48	0.05
Pvt. Teachers	30	140.5	5.49		

The data presented in Table-1 clearly indicate that the calculated *t*-value for the occupational stress of male teachers in Government and Private secondary schools is 2.48, which is significant at the 0.05 level. This finding reveals that there is a statistically significant difference in the occupational stress levels of male teachers between the two types of schools. Furthermore, the mean scores show that male teachers in Private secondary schools (Mean = 140.5) experience higher levels of occupational stress compared to their counterparts in Government schools (Mean = 136.5).

Therefore, the null hypothesis stating that “there is no significant difference between the occupational stress levels of teachers in Government and Private secondary schools” is rejected. It can thus be concluded that male teachers working in Private secondary schools experience greater occupational stress than those working in Government secondary schools.

This difference may be attributed to the increasing demands placed on teachers in private schools. In addition to academic responsibilities, teachers are required to organize and manage various co-curricular and extracurricular activities. These additional duties increase workload and contribute significantly to higher stress levels among private school teachers.

Table-2 Difference between the mean scores of occupational stress level of female teachers of Government and Private secondary schools.

Teachers	N	Mean	Standard Deviation	't' Value	Level of significance
Govt. Teachers	30	133.2	8.13	3.35	0.05

Pvt. Teachers	45	139.8	7.46		
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The data presented in Table-2 clearly indicate that the calculated t -value for the occupational stress levels of female teachers in Government and Private secondary schools is 3.35, which is significant at the 0.05 level of significance. This finding suggests that there is a statistically significant difference between the two groups. Furthermore, the mean scores reveal that female teachers in Private secondary schools (Mean = 139.8) experience higher levels of occupational stress compared to their counterparts in Government schools (Mean = 133.2).

Therefore, the null hypothesis stating that “there is no significant difference between the occupational stress levels of female teachers in Government and Private secondary schools” is rejected. It can thus be concluded that female teachers working in Private secondary schools experience greater occupational stress than those working in Government secondary schools.

This difference may be attributed to the additional responsibilities and expectations placed on teachers in private institutions, including academic performance pressure, administrative tasks, and involvement in co-curricular activities, which collectively contribute to higher stress levels.

IV. EDUCATIONAL IMPLICATION

The present study was conducted to examine the difference in occupational stress levels among teachers working in Government and Private secondary schools. The findings of the study clearly reveal that there exists a significant difference in the occupational stress levels of teachers based on the type of institution.

The analysis of data indicates that both male and female teachers in Private secondary schools experience higher levels of occupational stress compared to their counterparts in Government schools. The calculated t -values for both groups were found to be significant at the 0.05 level, leading to the rejection of the null hypotheses in each case. The mean scores further support this finding, showing consistently higher stress levels among Private school teachers.

The higher level of occupational stress among Private school teachers may be attributed to multiple factors such as increased workload, pressure for academic performance, involvement in co-curricular and extracurricular activities, administrative responsibilities, and job insecurity. In contrast, Government school teachers generally experience comparatively lower stress due to more structured work conditions, job stability, and relatively fewer additional responsibilities.

Thus, it can be concluded that the type of institution plays a significant role in influencing the occupational stress levels of teachers. The study highlights the need for effective stress management strategies, supportive work environments, and balanced workload distribution, especially in Private secondary schools, to enhance teachers’ well-being and overall effectiveness.

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