

**TO STUDY THE OCCUPATIONAL STRESS AMONG
COLLEGE TEACHERS TEACHING IN CLUSTER AND NON
CLUSTER COLLEGES OF JAMMU DISTRICT**



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CERTIFICATE

This is to certify that Deepika Chib student of M.Ed. bearing University Roll No. 20051070009 of this Department has completed her Dissertation entitled **TO STUDY THE OCCUPATIONAL STRESS AMONG COLLEGE TEACHERS TEACHING IN CLUSTER AND NON CLUSTER COLLEGES OF JAMMU DISTRICT** under my supervision and guidance. The dissertation is ready for submission and is in partial fulfillment of the requirement for the degree of Master of Education.

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CHAPTER – 1

INTRODUCTION

Stress is an unavoidable phenomenon in human life. Though the type of stress may differ but almost any aspect of life can lead to stress, be it lack of friends, lack of money, unemployment or even employment. Rapid industrialization, increasing urbanization and receding support over the last few decades have contributed to rise in stress level. Few years ago, it was not considered as an important public health problem in many countries but recently stress has gained worldwide attention due to its potential hazards. Stress is generally recognized as an unpleasant emotional state. According to Kyriacou (1978), stress is result of prolonged pressures that can't be controlled by the coping strategies that an individual has. Olson et al (1989) defined stress as “a state of tension that arises from an actual or perceived demand that calls for an adjustment or adaptive behaviour”. Stress can attribute to poor performance, absenteeism, job dissatisfaction, accidents and various health problems. Distress can lead to hypertension, diabetes mellitus, stroke and ulcers among other illness. In 1983, Time magazine described stress as "The Epidemic of the Eighties". According to American institute of Stress, stress is America's number one health problem. On estimation, 75 to 90 % of all visits to primary care physicians are found to be related to stress. One of the important types of stress is occupational stress.

The word stress has been derived from the Latin word 'stringere' which means hardship, strain, adversity or affliction. It is commonly used to denote pressure, force, strain, or string effects with reference to an object or persons. Selye (1974) defined stress as physiological, psychological and environmental demands. It may be stated in terms of its physical and physiological effects on a person, and can be a mental, physical or emotional strain. It can also be a tension or a situation or factor that can cause stress. When confronted with the stressors, the body creates extra energy and stress occurs because our body does not use up all the energy it has created. Stress is experienced in terms of cognitive,

physiological and behavioural nature. It is the response of the body to demands made upon it.

Stress, up to moderate level is inevitable and leads to motivation but prolonged occupational stress has been found to result in both physiological and psychological ailments, which ultimately put deleterious effects on teacher's professional efficacy (Kyriacou and Pratt 1989). Inappropriate working conditions, job dissatisfaction, heavy workload, job insecurity, unhealthy competition etc. are the stress producing factors for the teacher educators. Teaching is not a mechanical process, and it is an established fact that it needs sound psychological state of mind. As occupational stress put psycho- physical effects on a person, it definitely influences work efficiency and performance. Being human service profession, in order to teach effectively, the teachers must possess sound mental health, enthusiasm and satisfaction within job.

In the present socio-economic scenario and with the policies of liberalization, privatization and globalization, the emerging challenges of market driven forces greatly influenced the mental health of the people. The mantra of privatization and globalization is being tried on the field of education, which resulted into mushroom growth of private institutions. Like other centres of education, the institutions of higher learning are being confronted with emerging issues and challenges. In this regime, the teacher who is the pillar of educational process is greatly affected. Undoubtedly, the effectiveness of an educational system largely depends upon active, resourceful and competent teachers. Teachers with sound psychological and physical well-being can contribute efficiently. Unhealthy competition and fragmented demands of the teaching, lead to overwhelming pressure on teachers, which further enhance the mental stress and strain.

Occupational stress is a stress due to occupation or work. Occupational stress occurs when there is a discrepancy between the demands of the environment/ workplace and an individual's ability to carry out and complete these demands. It may be defined as a condition where in job related factors interact with the individual to change his/her psychological or physiological conditions in such a way that a person is forced to deviate from normal functioning. (Selye,1974).

Stress up to moderate level is inevitable and leads to motivation but prolonged occupational stress in teaching has been found to result in both physiological and psychological ailments, which ultimately put deleterious effects on teacher's professional efficacy. Undoubtedly, teaching has become a very stressful profession in the present times (Kyriacou and Pratt 1989).

1.1 Concept of stress

During the 18th and 19th century the term stress was used differently in different disciplines. At this time the term stress means, force, pressure, strain or strong effort exerted upon a material object or person or upon a person's organ or mental power a meaning which implied that a material object or a person, in such a situation, resists the distorting effects.

The concept of stress was first used in life sciences by Dr. Han Selye in 1956. He defined stress by referring to a set of circumstances in which an individual could not respond adequately or instrumentally to environmental stimuli or could respond only at the cost of excessive wear and tear on the organism for example chronic fatigue, tension, worry, physical damage, nervous breakdown, or loss of self esteem. Stress occurs when there is a substantial imbalance between environmental domain and the responses capability of the focal organism. The formulation needs a number of crucial qualifications before it can serve as a useful paradigm for stress research.

One important qualification of stress is represented in Lazarus (1966) concept of cognitive appraisal and psychological stress or threat. In this view, an environmental demand can produce (Psychological or perceived stress, which occurs only if the focal organism anticipates that he will not be able to cope with it or cope with it adequately, or cope with it without endangering other goals.

In this view, stress exists not in an imbalance between objectives demand and the organism's response capacity, but in an imbalance between perceived or subjective demand and perceived response capability one is not threatened by demands which perceives himself to be capable of handling without under expenditure or resources. One is threatened by the anticipation that he will not be able to handle perceived demands adequately (whether – those perceived demands are or not real and whether the anticipated inability to handle them

does in fact occur). This view makes the necessary and sufficient condition for “threat” or “psychological stress”.

Stress is the process of adjusting to circumstances that disrupt or threaten to disrupt a person’s equilibrium. The word stress is used in at least two different ways. First it is defined as a state of psychological upset or disequilibrium in the human being caused by frustration, conflicts, anxiety and other internal as well as external strain and pressure. What to Do? What not to do? How to do? Where to Go? Such questions which one is expected to act or behave. In more serious conditions of the stress, the individual reaches a part where the physical processes are seriously effected, the mental process are conferred and the emotional state is chaotic (Dutt, 1978). In the second case, stress is regarded as a close stimulus, which threatens an individual in some way and they cause disturbance in his behaviour. Stress is the factor or cause that leads to mal-adaptation and disorganization of the behaviour.

Stress may be defined as the combination of stimulus and response. It is defined as any adjective demands that require an adoptive response from us. Alternatively, stress is the non-specific result of any demand upon the body. A human life that was completely force of stress would be pretty, dull, but excess of stress can take a toll.

1.1.1 Definitions of stress

Stress is defined as a “mentally or emotionally disruptive or disgusting influence, distress”.

Dr. Hans Selye (1974), one of the leading authorities on the concept of stress, described stress as “the rate of all wear and tear caused by life”.

Lazarus and Launier (1978) “stress can also be defined as a failure to adopt. It occurs when the environmental or internal demands exceed individual’s resources to adopt”.

Smith and others (1986) “small amounts of stress may appear and disappear like bubbles, but when a person perceives an imbalance between the challenges that he has to meet, stress can be like a weight or a wall”.

1.1.2 Types of stress

Selye explained his idea about stress and eventually distinguished four types:-

Eustress: It is a pleasurable stress exemplified by the feelings one experience while race – walking.

Distress: It is a condition characterized by emotional upset and physical strains. Distress frequently comes with it unhappy, if not harmful consequences.

Dypostress: It is a condition involving too little stress, as in boredom.

Hyperstress: It is a condition involving an excessive demand on our coping ability.

In other words, stress may positive or negative. Positive Stress is not harmful, whereas Negative Stress is injurious to the mental health of the individual.

1.2 Concept of occupational stress

Occupational stress is defined as adaptive response to an external situation that results in physical, psychological and or behavioural deviations for organization participants. Stress is associated with constraints and demands. The former prevents an individual from doing what he or she desires. The latter refers to the loss of something desired. Constraints and demands can lead to potential stress. In organizations frequent causes of stress are task demands, role demands and interpersonal demands. Task demands are factors related to a person's job. They include the design of the individual's job working conditions and the physical work layout. Jobs where temperature, noise or other working conditions are dangerous or undesirable can increase anxiety.

Beehr and Newmann (1978), defined job stress as “a condition arising from the interaction of people and their jobs and characterized by change within people that force them to deviate from their normal functioning.” According to Lazarus “stress occurs when their demands on the person which tax or exceed his adjustment resources”.

Okebukola and Jegede (1989), defined occupational stress as a condition of mental and physical exertion brought about as a result of harassing events or

dissatisfying elements or general features of the working environment. This definition coincides with a research conducted by Levi (1996), who posited that stress is cost by a multitude of demands stressors) such an inadequate fit between what we need and what we capable of, and what our environment offers and what it demands of us. Also, Kyriacou (1987), defined teacher stress as the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his work as a teacher. From the point of view of Levine and Ursin (1991), stress is a part of an adaptive biological system, where a state is created when a central processor registers an informational discrepancy. In essence, stress can be considered as any factor, acting internally or externally, that makes it difficult to adapt and that induces increased effort on the part of the person to maintain a state of equilibrium both internally and with the external environment. In congruence, Steinberg and Ritzmann (1990), affirmed that stress is an under load or overload of matter, energy or information input to, or output from, a living system.

1.2.1 Causes of occupational stress

Stressors are those actions, situation or events that place special demands on a person. The antecedents of stress or the so called stressors, affecting today's employees the potential sources of stress can be broadly classified into six categories:

- **Factors intrinsic to the job:** The various factors intrinsic to the job that seem to affect smooth functioning of executives are: work overload, time pressure and deadlines, having to make too many decisions, fatigue from the physical strain of the work environment, excessive (monetary and career) of making mistakes.
- **Role in the organization:** the research already carried out suggests that organizational membership, one of the vital components of a social system, is a potential source of stress. Khan et al. (1964), developed a theory of role dynamics which reports stress resulting from conflicting and vague expectations. The theory points out that it is the behavior of role conflict which produces stress. Role theory also indicates that role ambiguity stemming from lack of necessary information leads to stress.

- **Relationships at work:** Another major source of occupational stress is the nature of relationship which one has with people working in the same organization. Selye (1976), suggested that learning to live with other people is one of the most stressful aspects of life. There are critical relationships at work – those with supervisors, those with subordinates, and those with colleagues/ co-workers – which can produce stress.
- **Career uncertainty:** Issues such as job security, fear of job loss, obsolescence, under promotion, status incongruities and frustration of having reached career stagnation can create pressure and strain. Satisfaction with salary and promotional opportunities has been found to be associated with increased self-esteem and job commitment in management population.
- **Organizational structure and climate:** Organizational structure and climate being one of the largest constructs of the work environment, does have some bearing on the job stress experience of the organizational members. Factors like restrictions on behavior, office politics, lack of effective consultation and no participation in decision making process can contribute to stress.
- **Home / work interface:** Finally factors external to work environment or extra-organizational factors can also contribute to the personal stress which affects the physical and mental well-being of individual at work. The various factors apart from work that cause stress in an individual are: family relations, economic problems, conflict of company with family demands, etc.

1.2.2 Occupational Stress and Teacher

Occupational stress has become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals. A major source of distress among teachers is result of failure of school to meet the social needs and jobs demands of the teachers. The teacher must be aware of his clear role to build up the nation. Teachers are over burdened with regular teaching load. Occupational satisfaction is a necessary condition for a healthy growth of teacher's personality. A teacher at present has a vulnerable position. College teachers protest that they are not paid enough.

The importance of pay or a factor in occupational has been greatly over emphasized.

In general, occupational stress arises from the working conditions/environment of a system, when we talk of stress among teachers. Many factors cause stress among teachers. School teachers face high amounts of stress during teaching and handling students; Classroom in developing countries remain overcrowded and teacher face intensive verbal communications, prolonged standing, high volume of work load. Teachers are also over burdened with regular teaching work and non-teaching work as election duties, duty in census; populations counting etc. the teachers are often heard of complaining about.

Teaching profession occupies important and prestigious place in society. Teachers are considered as the creators of leaders, scientists, philosophers, advocates, politicians and administrators. Teacher is the principle means for implementing all educational programmes of the organizations of educations.

With the changing socio-economic scenario and increasing unemployment, the values of teacher and their professional concerns associated with the job have undergone a change, increasing stresses and hassles of teachers.

Job stress 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. This will discuss the areas from which occupational stress originates. Next, the outcomes of stress will be discussed, followed by an examination of the classifications of stressors. The remainder of the discussion will be focused on the aspects of organizational communication and recommendations for prevention of occupational stress and stress management.

1.3 Significance of the study

Occupational stress has been considered as leading stressor among adults. Every individual is stress prone today, from small children to aged people. In each development stage, individual starts suffering from different types of stress due to the complexity of life. There are many obstacles, both environmental and personal that may interfere in proper development of the individuals. Such obstacles place stress on the individuals.

According to International Labour Organization (ILO), occupational stress affects all countries, all professions and all categories of workers.”

International Labour organization (ILO) considers occupational groups like policemen, prison officers, miners, doctors, nurses, teachers and journalists among the most stressful professions. Recently teachers’ stress has received widespread recognition reflecting difficulties encountered by them. In the last two decades, there have been a lot of studies on occupational stress among school teachers. According to Day (2000), “for many teachers, last 20 years have been years of survival, rather than development.”

In India, teachers suffer from unlimited problems like poverty and insecurity. Their financial condition is not good, social status is not so good and administratively they are the worst affected. Teaching no longer occupies honourable place in the society. This profession is substitute of any job i.e. if a person don’t get job of his liking he can take up teaching profession which is recognized as the attractive profession for few people in the society.

In the present day, we are concerned about the occupational stress of the teachers. They have the key role in the improvement of education. The contribution they can make to their profession all depend on their occupational stress.

1.4 Statement of the problem

The problem undertaken by researcher is stated as under :

To Study the Occupational Stress Among College Teachers Teaching in Cluster and Non Cluster Colleges of Jammu District .

1.5 Operational definitions of the key terms used

- **Occupational stress:** Occupational stress is defined as adaptive response to an external situation that results in physical, psychological and or behavioural deviations for organization participants. Stress is associated with constraints and demands. Occupational stress was measured on the basis of the scores obtained by the respondents on the Occupational Scale Index by Dr. A.K. Srivastava and Dr. A.P. Singh.

- **Teacher:** in the present study, teacher is a person who works in the college and earn his/her livelihood out of the profession.
- **Types of Colleges:** In the present study, the type of colleges include cluster and non-cluster colleges..
 - (i) **Colleges under Cluster University of Jammu:-** The Cluster University of Jammu, is a collegiate public state university, located in Jammu in the state of Jammu and Kashmir India. It is a cluster of five colleges of the Jammu city.
 - (ii) **Non-Cluster Colleges:-** The colleges which are not a part of the Cluster University of Jammu are the non-cluster colleges.

1.6 Objectives of the study

- 1) To find out significant difference in the occupational stress of college teachers belonging to different gender i.e. male and female.
- 2) To find out significant difference in the occupational stress of college teachers belonging to different type of institutions (Cluster and Non-Cluster Colleges).
- 3) To find out significant difference in interactional effect of gender (male and female) and different type of institutions (Cluster and Non-Cluster Colleges) when occupational stress scores are taken as dependent variable.

1.7 Hypotheses of the study

The following are the hypotheses underlying the present study:

- 1) There is no significant difference in the occupational stress of college teachers belonging to different gender i.e. male and female.
- 2) There is no significant difference in the occupational stress of college teachers belonging to different type of institutions (Cluster and Non-Cluster Colleges).
- 3) There is no significant difference in interactional effect of gender (male and female) and different type of institutions (Cluster and Non-Cluster

Colleges) when occupational stress scores are taken as dependent variable.

1.8 Delimitations of the study

The present study has been delimited to the following aspects:

- 1) The data was collected from Jammu city only.
- 2) The study was confined to cluster and non-cluster colleges only.
- 3) Only 5 Cluster and 5 Non-Cluster colleges were selected for the collection of data.
- 4) The study was delimited to 200 teachers (100 males and 100 females).

CHAPTER - 2

REVIEW OF RELATED LITERATURE

REVIEW OF RELATED LITERATURE

The number of related studies have been reviewed and presented systematically in the following paragraphs. The investigator has thoroughly gone through number of references. It includes survey of educational research, Indian educational abstract, dissertation abstract and journals through internet and published and unpublished theses and dissertation. The studies conducted in India and abroad have been categorized and written separately, reviews have been presented year wise in an ascending order.

2.1 Studies conducted on occupational stress

Schonfeld (2001) conducted an investigation and found that adverse work environment as a contributing factor to teacher's burnout and distress. Teaching profession itself was self-motivating; teacher's internal locus of control would motivate them to refresh themselves in order to upgrade their quality of teaching which in turn caused great stress to teachers. Adverse working conditions in the school would provoked psychological disaster and morale of teachers and caused high stress among teachers.

Arroba and James (2002) conducted a study on "teacher's stress of secondary school". The study reported that the relationship between gender and stress is complex and varies that women are more affected by teaching stress than men.

Parvez and Rubina (2002) conducted study on stress level of different school teachers, their analysis of data revealed that women teacher of secondary school displayed high level of stress as compared to primary school teacher. The significant difference was also found on source of stress between secondary and primary school teachers. It was found that secondary school teacher show more stress.

Parvez and Hanif (2003) in their study with Pakistani female teachers concluded that stress manifestation could be physical, psychological or emotional in nature on comparing stress manifestation between teachers of

private and government schools, they found that the former had significant more complaints with teaching stress than those working in government schools.

Sargent and Hannum (2005) conducted a study on “Keeping Teachers Happy Job Satisfaction among primary school teacher in North -West China”. It has found that teaches with greater workloads, felt more satisfied. Furthermore economic development was negativity connected with teacher satisfaction.

Allinda et. al (2005) conducted a study on ‘work values’, “Occupational stress and teaching performance of secondary school teachers in Luzon”. The study explores significant relationship between work values and occupational stress and identified religious, occupational and Intellectual achievement oriented work values as the three very important primary work values. Workload and Jim Pressure, managing students’ behaviour and learning and financial security were found to be the three major stressors of the respondents wherein they experienced moderated stress.

Kokkinos (2006) conducted study on ‘primary school stress’ and reported that primary school teachers in Cyprus were high of emotion exhaustion while their counterparts in the secondary schools were even higher. Negative aspects of the teaching job such as discipline problem, student’s apathy, overcrowded classroom, involuntary transfer and lack of administrative support were among the stressors that confront teachers in both developed and developing nations of the world.

Ravichandran and Rajendran (2007) conducted a study on perceived sources of stress among the teachers. Higher level of stress was reported in female among female Teachers on perceived personal stress.

Chopra (2009) in his study on accountability of secondary school teachers in relation to their occupational stress found that secondary school teachers are occupationally stressed and are less accountable.

Chan (2010) conducted the study on “work stress of teachers from primary and secondary school in Hong Kong”. The study was explored the occupational health problem in teacher of secondary school. The results indicated that company with one year and five years ago 91.6% and 97.3% of responding teachers reported an increase of perceived stress level respectively.

Muchhal and Chand (2010) conducted a study on accountability of primary school teachers in relation to their job satisfaction and found that teachers who were more jobs satisfied were highly accountable; on the other hand teachers who were less satisfied were less accountable towards their job.

Mondal and Bhaila (2011) conducted a study on 'Teachers stress of Primary Schools. It was found that there was significant difference between male and female teachers. Male teachers reported more psychological stress than female teachers.

Aftab & Khatoon (2012) found that nearly half of the secondary school teachers experience less stress. The male teachers suffer more occupational stress towards their job than the female teachers. Findings also revealed no significant differences between monthly salary, subjects taught, marital status and occupational stress of secondary school teachers.

Singh and Kumar (2012) conducted a study on survey of job satisfaction and stress among teachers of different faculties of Jawahar Navodaya Vidyalayas of india.it was found that low degree of job satisfaction among and verymuch job stress among teachers of differences faculties of Jawahar Navodaya Vidyalays .

Rani and Singh (2012) conducted a study on occupational stress in relation to demographic variables. Occupational stress was found that the primary 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.

Jeyaraj (2013) investigated the occupational stress level of government and aided higher secondary school teachers living in different socio-cultural and economic situations. He found that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent. They were more likely to leave teaching (career intention), and less likely to take up a teaching career again (career commitment).

Mehta (2013) conducted a study on how emotional intelligence reduces occupational stress among teachers. He found that emotional intelligence

increase school teacher effectiveness at work place and reduce occupational stress among school teachers.

Reddy and Anuradha (2013) studied the occupational stress of teacher working at higher secondary level. 327 higher secondary teachers from Vellore district in Tamil Nadu were chosen as sample by using simple random sampling technique and administrated with an occupational stress rating scale. The obtained result are analysed accordingly.

Ansarul (2014) conducted a study on occupational stress of primary school teacher. A sample of 100 teachers were taken from Tehsil Haksar, District Haridwar. Findings revealed that in general the primary school teacher have found be highly stressed.

Karthikeyan and Babu (2016) in a study on occupational stress of teachers working in Thanjavur of Tamil Nadu the authors observed maximum level of stress. The study further reported that female teachers were more prone to occupational than male

Jani (2017) study attempted to compare teachers' stress in primary government and private school teachers. The study findings indicated that the primary Government school teachers are under high level of stress in comparison to their government primary school teacher counterparts.

Kasi and Geetha (2017) analyzed occupational stress and its impact on employees' absenteeism those are working in spinning mills, and in findings he showed that occupational stress does not have a direct link with the causes of absenteeism. Organization has to adopt the techniques for job satisfaction and ways for removing the job stress.

Tribhuvan (2017) study found significantly high job satisfaction than the temporary school teachers. Temporary school teachers found significantly high occupational stress than the temporary school teachers. There is negative correlation found between job satisfaction and occupational stress among school teachers.

Dhar and Mangotra (2018) conducted a study occupational stress among teacher teaching in JKBOSE and CBSE in Jammu district .The sample consist of

180 teachers .The finding showed a significant difference in the scores of JKBOSE and CBSE schools teachers.

Selvi and Jothi (2018) study found that 88.80 per cent of the teachers in both public and private schools are forced to work on holidays and weekends that in turn causes stress in them. 63.60 per cent of the teachers have opined that they face tension frequently due to high degree of stress. Teachers handling higher secondary classes always work extra time for handling the special classes and additional coaching classes for the benefit of the students; this in turn causes stress and tiredness in them.

Selvavinayagam and Kaviarasu (2019) conducts a study on occupational stress among the teachers of the primary schools in Dharampuri district found 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).

Vyas (2019) female government secondary school teachers have less occupational stress, anxiety and more job satisfaction as compared to female private school teachers.

Bodiwala & Chaithani (2020) findings of the study found that there was no significant difference between Male and Female School Teachers. Significant difference was found between Private and Government School Teachers. Private School Teachers found high Occupational Stress than Government School Teachers.

Saikia (2020) conducted a study on occupational stress among elementary teachers. It is found that majority of the teachers i.e. 38.33 % exhibit average category of occupational stress and 30% elementary school teachers' exhibit above overage category of occupational stress.

Bhrigu, et al., (2021) findings revealed that the highest number of male teachers is in average stress level whereas maximum female teachers were under above average level of stress. In comparison to government school teachers; semi government and private school teachers were under more stress. Thus, it can be concluded that male and female teachers working in government, semi

government and private schools lies under almost the similar level of stress. To help teachers to manage stress, authorities and policy makers should facilitate supportive and collaborative culture; should provide training for stress and time management, specific training to manage the behaviours of disruptive people; should provide leisure facilities to the faculty and should encourage involvement of faculty in decision-making.

Ali & Kumar (2022) result showed a moderate level of occupational stress in both groups and no significant difference in occupational stress between government school teachers and private school teachers. Thus, the study found the same level of occupational stress in government school teachers and private school teachers.

CHAPTER – 3

RESEARCH METHODOLOGY

The progress of mankind depends upon well conducted research programme well conducted research postulates, sufficient, reliable and valid facts. Such facts are obtained through a systematic procedure.

To explain the procedure for study, the investigator has to describe the technique used for the collection of data. In the present chapter the plan and procedure are presented which have been adopted for study. The opening section pertains to the sample followed by the selection of tools for the collection of data, variable of the study, tools employed and their description as well as statistical techniques employed.

3.1 Variables studied

The following variables were studied in the present study:

Independent Variables :-

Gender : Male and Female

Type of Institutions : Cluster and Non-Cluster Colleges

Dependent Variable :-

Occupational Stress Scores

3.2 Population

The term population in the research work generally refers to the group of people on which the research is conducted by collecting the data and on which the findings of the research are to be implemented. In the present study the population comprised of all the male and female teachers teaching in the cluster and non cluster colleges of Jammu city. The total population of teachers teaching in cluster and non cluster colleges is 590.

3.3 Sample

“Sampling is fundamental to all statistical methodology of research. It is the part of the strategy of research”

Before taking any research problem, it is necessary to plan “sampling design”, which is the joint procedure for selection and estimation.

Sampling generally refers to the process of selecting a small part of specimen of something in order to determine some quality or characteristics of the whole. The method of selecting for study a portion of the universe in sets is known as sampling.

Sampling is basis of all statistical methodology of research. Bad sampling vitiates the data at the sources and no amount of subsequent statistical fineness will improve the quality. It is therefore essential to take care of sampling; the size of sample varies from study to study, methods and nature of population. Good sample minimizes error of estimation. Sampling is both necessary and advantageous.

Sample refers to the group of people selected from population in such a way that it may represent the whole population under study. In the present study, sample of 200 teachers was drawn randomly with the help of Simple Random Sampling method.

3.4 Description of the sample

Table 3.1: Showing college-wise distribution of teachers (male/female) selected in the sample:

S.No.	Name of institutions	Males	Females	Total
1.	Govt. College of Education, Jammu	06	14	18
2.	Govt. M.A.M College, Jammu	10	10	20
3.	Govt. College for Women, Gandhi Nagar, Jammu	10	10	20

4.	GGM Science College, JAMMU	12	10	22
5.	Govt. SPMR College of Commerce, Jammu	10	10	20
6.	Govt. Degree College, Kunjwani , Jammu.	10	10	20
7.	Govt. Degree College, Sidhra, Jammu.	10	10	20
8.	Govt. Degree College, R.S. Pura, Jammu.	10	10	20
9.	G.D.C.,Bishnah , Jammu	10	10	20
10.	Govt. Degree College, Bhagwati Nagar, Jammu	10	10	20
	Total	100	100	200

3.5 Selection of the tool

For the present study the investigator selected the Occupational Stress Index by Dr. A.K. Srivastava and Dr. A.P. Singh to be administered on the teachers under the study for the purpose of data collection.

3.5.1 Description of tool used

The Occupational Stress Index purpose to measure the extent of stress which employees perceive arising from various components and continuation of their job. However, stress researchers have developed the scales which measure the stress arising exclusively from job roles.

The tool may conveniently be administered to the employees of every level operating in context of industries or other non - production organizations. However it would prove more suitable for the employees of supervisory level and above.

Main features of the Tool the scale consists of 46 items, each to be rated on the five - point scale. Out of 46 items, 28 are true - keyed' and rest 18 are

'false – keyed. The items relate to almost all relevant components of the job life which cause stress in some way or the other, such as, role over – load, role ambiguity, role conflict, group and political pressures, responsibility for persons, under participation, powerlessness, poor peer relations , intrinsic impoverishment, low status, strenuous working conditions, unprofitability.

Table – 1

Division of the Items

S. No.	Sub Scales (Occupational stressers)	Serial number of the items in the schedule
1.	1 - Role Overload conditions	1, 13 , 25 , 36 , 44 , 46 .
2.	2. Role Ambiguity	2 , 14 , 26 , 37
3.	Role Conflict	3.15* , 27 , 38 * , 45
4.	Unreasonable group & political pressures	4 , 16 , 28 , 39
5	Responsibility for persons	5 , 17 , 29
6.	Under participation	6* , 18 * , 30 * , 40*
7.	Powerlessness	7* , 19 * , 31*
8.	Poor peer relations	8* 20 , 32*,41*
9.	Intrinsic impoverishment	9 , 21 * , 33 * , 42
10	Low status	10 * , 22* , 34
11.	Strenuous working conditions	12 , 24 , 35 , 43
12.	Unprofitability	, 11 , 23

False - keyed items*

Instructions

For smooth administration of O.S.I scale clear instructions was printed at the top of the first page. The examinees read the instruction carefully and if there was any confusion, they were asked to clarify it by raising their hands. Each examinee was attended very carefully. There was no fixed time limit as such. However, it generally took about to 10 to 15 minutes in its completion

3.6 Scoring of the tool

The questionnaire consisted of both true keyed and false keyed items, two different patterns scoring was adopted for two types categories of the items.

For the true keyed items

Responses	Strongly Disagree (SD)	Disagree (D)	Undecided (UD)	Agree (A)	Strongly (S)
Scoring	1	2	3	4	5

Item Number- 1, 2, 3, 4, 5, 9, 11, 12, 13, 16, 17, 20, 23, 24, 25, 26, 27, 28, 29, 34, 35, 36, 37, 39, 42, 44, 45, 46.

For the false keyed items

Responses	Strongly Disagree (SD)	Disagree (D)	Undecided (UD)	Agree (A)	Strongly (S)
Scoring	5	4	3	2	1

Item Number -6,7,8,10,14,15,18,19,21,22,30,31,32,33,38,40,41,43.

The total number of answers constituted the final score.

Reliability:- 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. The reliability indices of the 12 sub - scales were also computed through split half method.

Validity: - The Validity of the O. S. I. was determined by computing coefficients of correlation between the scores on O. S. I. and various measures of job attitudes and job behaviour. The employees' personality scores on the O. S. I. is likely to positively correlate with the scores on the measures of such role related attitudinal and motivational and personality variables which have proved lowering or moderating the level of occupational stress. The coefficients of correlation between the scores on O. S. I. and the measures of Job Involvement

(Lodhal & Kejoer, 1965). Work Motivation (Srivastava , 1980) , Ego - strength (Hasan , 1970) , and Job satisfaction (Pestonjec , 1973) were found to be- . 56 (N - 225) .- 44 (N = 200) , - 40 (N - 205) and 51 (N = 500) .respectively. The correlation between the scores on the O. S. I. and the measure of Job Anxiety (Srivastava , 1974) was found to be .39 (N - 400) .

Norms: The distribution of scores on the O. S.I. was found to be slightly skewed in negative direction. To prepare the norms three methods were adopted, i.e. normal distribution, percentile point and division of upper and lower halves. The scores were divided into three categories .i.e. High moderate and low, following the principles, of normal distribution. The scores falling above $+1\sigma$, **between** $\pm 1\sigma$ and below -1σ were categorized, respectively as to indicate high moderate and low levels of occupational stress.

3.7 Selection of statistical technique

In the present investigation, the investigator employed the following statistical techniques : -

1. Two – Way Analysis of Variance with 2x2 factorial design will be applied in order to study the occupational college teachers belonging to different gender and type of institutions.

3.8 Assumptions of analysis of variance

Analysis of variance (ANOVA) is a powerful statistical technique or tool used to test the homogeneity of several means. It was developed by R.A. Fisher, an English statistician in 1920's who was also considered to be the father of modern statistics. It is an economical method of testing significant difference between the means of two groups. It is the simplest form, the analysis of variance is used to test the significance of the differences between two or more groups. According to Fisher, "Analysis of variance (ANOVA) is the separation of variance ascribable to our group of causes from variance ascribable to other groups."

Following are the important assumptions of Analysis of variance : -

- 1) **Independence of Groups:-** It is assumed that the groups selected should be made up of randomly selected subjects and are independent.
- 2) **Homogeneity of variance :-** It is assumed that the population from which groups have been selected have equal variances. In symbols, it is presented as ,

$$\sigma^2_1 = \sigma^2_2 \dots\dots\dots \sigma^2_k$$

- 3) **Normality of Distribution :-** The sample selected from the population should have normal distribution.
- 4) **Addivity :** - It has been stated that the total variance is obtained due to sum of two or other sources of variances i.e. variations.

3.9 Advantages of analysis of variance

Following are the advantages of ANOVA :-

- 1) Analysis of variance helps to compare all the groups or any number of comparison in a single test.
- 2) It is time saving and also involves less risk of errors i.e. when we reject the null hypothesis at small variance to be significant at .05 level.
- 3) The results obtained through analysis of variance are understandable and interpretable.
- 4) It is a powerful statistical technique for testing significance of mean difference.
- 5) The analysis of variance is useful when there are more than two groups to be compared for testing significance of mean difference.

3.10 Selection of the statistical technique of analysis

In the present investigation the investigator was interested to find out the study of occupational stress among the college teachers in different institutions.

In view of this consideration, the technique of Two way ANOVA was used to realize the objectives of the study. The use of ANOVA was considered most appropriate technique.

3.11 Analysis of variance

In the present study, the Two – way analysis of variance technique is applied to the data of attitude scores with the factorial design as 2x2 factorial matrices with occupation stress as criteria, which was studied in relation to gender (male and female) and type of institutions (cluster and non-cluster).

3.12 General computational steps for computation of two way ANOVA

Following are the general computational steps employed in two way ANOVA

Step I. Correction or $C = \frac{(\sum X_T)^2}{N_T}$

Step II. Sum of squares for total (SS_T)

$$SS_T = \sum X_T^2 - C$$

Step III. Sum of squares for A (SS_A)

$$SS_A = \frac{(\sum A_1)^2}{NA_1} + \frac{(\sum A_2)^2}{NA_2} - C$$

Step IV. Sum of squares for B (SS_B)

$$SS_B = \frac{(\sum B_1)^2}{NB_1} + \frac{(\sum B_2)^2}{NB_2} - C$$

Step V. Sum of squares for Between cells ($SS_{\text{Bet. cells}}$)

$$SS_{\text{Bet. cells}} = \frac{(\sum A_1 B_1)^2}{N_1} + \frac{(\sum A_1 B_2)^2}{N_2} + \frac{(\sum A_2 B_1)^2}{N_3} + \frac{(\sum A_2 B_2)^2}{N_4} - C$$

Step VI. Sum of squares for Interaction ($SS_{A \times B}$)

$$SS_{A \times B} = SS_{\text{Bet. cells}} - (SS_A + SS_B)$$

Step VII. Sum of squares for within (SS_W)

$$SS_W = SS_T - SS_{\text{Bet. cells}}$$

Summary of two – way ANOVA

Sources of variance	SS	DF	MS	F	Level of Significance
A (Columns)					
B (Rows)					
AxB (Columns & Rows)					
Within					

COMPUTATION OF TWO WAY ANOVA

In this study, the researcher was interested to study the differences in the occupational stress among of college teachers in relation to gender and type of institutions.

CHAPTER – 4

ANALYSIS AND INTERPRETATION OF DATA

One of the most important step in any research project is the organization of analysis and interpretation of data. The tabulated data has no meaning unless it is analysed and interpreted by some suitable statistical technique so as to arrive at significant conclusion.

Analysis of data means studying the tabulated data in order to determine inherent facts or meanings. It involves the breaking up of the complex factors into simpler parts and putting them together for the purpose of the interpretation. The interpretation of data helps the investigator to analyse the same problem or the related problem with appropriate statistical techniques without wasting their labour. After the collection of data, it must be carefully edited, systematically analyzed, intelligently interpreted and rationally concluded.

The purpose of interpretation is essentially to know – what do the results show? What do they mean? What is their significance etc. So the interpretation is considered to be the most important step in the total procedure of research.

The purpose of interpretation is essentially to know – what do the results show? What do they mean? What is their significance etc. So the interpretation is considered to be the most important step in the total procedure of research.

In the present study the information provided by the respondents was analyzed according to the objectives of the study. The data was analyzed quantitatively by using statistical technique i.e. two way ANOVA the data analyzed and interpreted was given below :

Table 4.1 Showing scores of occupational stress among of college teachers in relation to gender and type of institutions.

		GENDER		
		Female (A₁)	Male(A₂)	
Type of Institutions	Cluster (B₁)	112	129	
		104	111	
		108	105	
		99	120	
		106	110	
		135	113	
		112	106	
		128	122	
		99	124	
		100	123	
		$\Sigma A_1 B_1 = 1103$ $N_1 = 10$	$\Sigma A_2 B_1 = 1163$ $N_3 = 10$	$\Sigma B_1 = 2266$ $NB_1 = 20$
	Non-Cluster (B₂)	123	98	
108		106		
100		104		
114		96		
115		94		
102		109		
122		100		
127		123		
115		99		
105		94		
	$\Sigma A_1 B_2 = 1131$ $N_2 = 10$	$\Sigma A_2 B_2 = 1023$ $N_4 = 10$	$\Sigma B_2 = 2154$ $NB_2 = 20$	
		$\Sigma A_1 = 2234$ $NA_1 = 20$	$\Sigma A_2 = 2186$ $NA_3 = 20$	$\Sigma X_T = 4420$ $N_T = 40$

Table 4.2 : Showing squares of the scores

		GENDER		
		(A₁) Male	(A₁) Female	
Type of Institutions (B)	B₁ Cluster	12544	16641	
		10816	12321	
		11664	11025	
		9801	14400	
		11236	12100	
		18225	12769	
		12544	11236	
		16384	14884	
		9801	15376	
		10000	15129	
		$\Sigma A_1^2 B_1 = 123015$	$\Sigma A_2^2 B_1 = 135881$	
	B₂ Non-Cluster	15129	9604	
		11664	11236	
		10000	10816	
		12996	9216	
		13225	8836	
		10404	11881	
		14884	10000	
		16129	15129	
13225	9801			
11025	8836			
	$\Sigma A_1 B_2^2 = 128681$	$\Sigma A_1 B_2^2 = 105355$		
	$\Sigma A_1^2 = 251696$	$\Sigma A_2^2 = 241236$	$\Sigma X_T^2 = 492932$	

Step I. Correction or C =
$$\frac{(\Sigma X_T)^2}{N_T}$$

$$= \frac{(4420)^2}{40}$$

$$= \frac{19536400}{40} = 488410$$

Step II. Sum of squares for Total (SS_T)

$$SS_T = \sum X_T^2 - C$$

$$SS_T = 492932 - 488410$$

$$SS_T = 4522$$

Step III. Sum of squares for A (SS_A)

$$\begin{aligned} SS_A &= \frac{(\sum A_1)^2}{NA_1} + \frac{(\sum A_2)^2}{NA_2} - C \\ &= \frac{(2234)^2}{20} + \frac{(2186)^2}{20} - 488410 \\ &= \frac{4990756}{20} + \frac{4778596}{20} - 488410 \\ &= 249537.8 + 238929.8 - 488410 \\ &= 488467.6 - 488410 \end{aligned}$$

$$SS_A = 57.6$$

Step IV. Sum of squares for B (SS_B)

$$\begin{aligned} SS_B &= \frac{(\sum B_1)^2}{NB_1} + \frac{(\sum B_2)^2}{NB_2} + \frac{(\sum B_3)^2}{NB_3} - C \\ &= \frac{(2266)^2}{20} + \frac{(2154)^2}{20} - 488410 \\ &= \frac{5134756}{20} + \frac{4639716}{20} - 488410 \\ &= 256737.8 + 231985.8 - 488410 \\ &= 488723.6 - 488410 \end{aligned}$$

$$SS_B = 313.6$$

Step V. Sum of squares for Between cells ($SS_{\text{Bet.cells}}$)

$$\begin{aligned}SS_{\text{Bet cells}} &= \frac{(\sum A_1 B_1)^2}{n_1} + \frac{(\sum A_1 B_2)^2}{n_2} + \frac{(\sum A_2 B_1)^2}{n_3} + \frac{(\sum A_2 B_2)^2}{n_4} - C \\&= \frac{(1103)^2}{10} + \frac{(1131)^2}{10} + \frac{(1163)^2}{10} + \frac{(1023)^2}{10} - 488410 \\&= \frac{1216609}{10} + \frac{1279161}{10} + \frac{1352569}{10} + \frac{1046529}{10} - 488410 \\&= 121660.9 + 127916.1 + 135256.9 + 104652.9 - 488410 \\&= 489486.8 - 488410\end{aligned}$$

$$SS_{\text{Bet cells}} = 1076.8$$

Step VI. Sum of squares for interaction (SS_{AxB})

$$\begin{aligned}SS_{\text{AxB}} &= SS_{\text{Bet.cells}} - (SS_A + SS_B) \\&= 1076.8 - (57.6 + 313.6) \\&= 1076.8 - 371.2\end{aligned}$$

$$SS_{\text{AxB}} = 705.6$$

Step VII. Sum of square for within (SS_W)

$$\begin{aligned}SS_W &= SS_T - SS_{\text{Bet.cells}} \\&= 4522 - 1076.8 \\&= 3445.2\end{aligned}$$

Table 4.3 : Showing the summary of ANOVA for 2x2 Factorial Design

Source of variance	SS	Df	MS	F-ratio	Level of Significance
A (Gender)	57.6	1	57.6	0.60	Not significant
B (Type of Institutions)	313.6	1	313.6	3.27	Not significant
AxB	705.6	1	705.6	7.37	Significant
Within	3445.2	36	95.7		

Interpretation

The F- ratio for the factor 'A' Gender i.e. (Male and Female) came out to be 0.60 and the table values for significance are 4.11 and 7.39 at .05 and .01 level of significance against df 1 and 36 respectively. It means that there is no significant difference in the occupation stress among college teachers belonging to different gender (male and female). Hence, hypothesis no. 1 stating that there is no significant difference in the occupation stress of teachers belonging to different gender (male and female) stands accepted.

The F- ratio for the factor 'B' Type of Institutions i.e. (Cluster and Non-Cluster) came out to be 3.27 and the table values for significance are 4.11 and 7.39 at 0.05 and 0.01 level of significance against df 1 and 36 respectively. It means that there is no significant difference in the occupation stress among college teachers belonging to different Type of Institutions i.e. (Cluster and Non-Cluster). Hence, hypothesis no. 2 stating that there is significant difference in the occupation stress among college teachers belonging to different type of institutions i.e. (cluster and non cluster) stands accepted.

The F-ratio for interaction AxB (Gender x type of institutions) has been found to be 7.37 which is more than the table value 4.11 at 0.05 level of significance. It indicates that under joint influence of gender (male and female) and type of institutions (cluster and non-cluster) there is difference is the

occupation stress among college teachers belonging to different gender (male and female) and type of institutions (cluster and non-cluster). Hence, Hypothesis no. 3 i.e. stands rejected.

CHAPTER – 5

CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Conclusions

The investigator has drawn following general conclusions of the present study on the basis of analysis and interpretation of data mentioned in chapter 4 :

Objective 1: To find out significant difference in the occupational stress of college teachers belonging to different gender i.e. male and female.

5.1.1 Conclusions based on the difference in the occupational stress of college teachers belonging to different gender i.e. male and female.

No significance difference in the occupational stress of college teachers belonging to different gender i.e. male and female.

Objective 2 : To find out significant difference in the occupational stress of college teachers belonging to different type of institutions (Cluster and Non-Cluster Colleges).

5.1.2 Conclusions based on the difference in the occupational stress of college teachers belonging to different type of institutions (Cluster and Non-Cluster Colleges).

No significance difference has been seen in the occupational stress of college teachers belonging to different type of institutions i.e. cluster and non-cluster.

Objective 3 : To find out significant difference in interactional effect of gender (male and female) and different type of institutions (Cluster and Non-Cluster Colleges) when occupational stress scores are taken as dependent variable.

5.1.3 Conclusions based on the interactional effect of gender (male and female) and different type of institutions (Cluster and Non-Cluster Colleges) when occupational stress scores are taken as dependent variable.

Significant difference has been found in the occupational stress among the teachers under joint influence of gender (male and female) and type of institutions (cluster and non-cluster).

5.2 Educational implications

Stress has assumed a very serious socio-medical dimension in a pluralistic society like India. Every third person seems to be under one or the other sort of stress. Stress may cause mental or physical strains and sometimes it becomes fatal for the individual. It is well known saying that” God helps those who help themselves.” So the individual must himself be actively concerned with prevention of stress and disease.

It is generally seen that stress is an unseen ailment which disturbs the equilibrium of our life, our personality; behaviour and life style have an important influence on our stress level. Constant and excessive demands leads to the inability to cope wit stress which manifests in physical exhaustion, fatigue, stress-related illness. Stress also disturbs the mental state of a person leading to anger boredom, envy and frustration.

In the modern age Stress Management Planning is a business, as well are now finding ourselves in the age of anxiety. Stress management among teachers is of the utmost importance as they are responsible for the wholesome development of the students. it is true that stress has a great personality for destruction, but it can also be constructive. If stress is perceived and managed poorly it can lead to grief, disease and premature death.

Occupational stress is stress involving work. We all need some pressure and challenges at work to keep us motivated. But when the pressure placed on the person are extreme and demands placed on them are beyond their ability to cope, Occupational stress is the result. The reasons for the occupational stress amongst school teachers can be due to work overload, hostile work environment, less salary, uncertainty about job security, downsizing etc.

5.3 Suggestions for further research

The following suggestions can be taken into account while taking any such studied in future.

1. The present study cannot be called as final or comprehensive. More work can be done on different samples.
2. A large sample can be taken up for similar study.
3. A similar study can be conducted on the other districts of Jammu and Kashmir as the present study was confined to the college of Jammu district.
4. A study can also be undertaken on elementary and middle schools teachers.
5. A similar study can also be conducted on teachers teaching in urban and rural area schools.
6. A similar comparative study of occupational stress at different level can also be undertaken by the investigator.

SUMMARY

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**TOPIC : TO STUDY THE OCCUPATIONAL STRESS
AMONG COLLEGE TEACHERS TEACHING IN
CLUSTER AND NON CLUSTER COLLEGES OF
JAMMU DISTRICT**

A) Introduction

Stress is an unavoidable phenomenon in human life. Though the type of stress may differ but almost any aspect of life can lead to stress, be it lack of friends, lack of money, unemployment or even employment. Rapid industrialization, increasing urbanization and receding support over the last few decades have contributed to rise in stress level. Few years ago, it was not considered as an important public health problem in many countries but recently stress has gained worldwide attention due to its potential hazards. Stress is generally recognized as an unpleasant emotional state. According to Kyriacou (1978), stress is result of prolonged pressures that can't be controlled by the coping strategies that an individual has. Olson et al (1989) defined stress as "a state of tension that arises from an actual or perceived demand that calls for an adjustment or adaptive behaviour". Stress can attribute to poor performance, absenteeism, job dissatisfaction, accidents and various health problems. Distress can lead to hypertension, diabetes mellitus, stroke and ulcers among other illness. In 1983, Time magazine described stress as "The Epidemic of the Eighties". According to American institute of Stress, stress is America's number one health problem. On estimation, 75 to 90 % of all visits to primary care

physicians are found to be related to stress. One of the important types of stress is occupational stress.

The word stress has been derived from the Latin word 'stringere' which means hardship, strain, adversity or affliction. It is commonly used to denote pressure, force, strain, or string effects with reference to an object or persons. Selye (1974) defined stress as physiological, psychological and environmental demands. It may be stated in terms of its physical and physiological effects on a person, and can be a mental, physical or emotional strain. It can also be a tension or a situation or factor that can cause stress. When confronted with the stressors, the body creates extra energy and stress occurs because our body does not use up all the energy it has created. Stress is experienced in terms of cognitive, physiological and behavioural nature. It is the response of the body to demands made upon it.

Stress, up to moderate level is inevitable and leads to motivation but prolonged occupational stress has been found to result in both physiological and psychological ailments, which ultimately put deleterious effects on teacher's professional efficacy (Kyriacou and Pratt 1989). Inappropriate working conditions, job dissatisfaction, heavy workload, job insecurity, unhealthy competition etc. are the stress producing factors for the teacher educators. Teaching is not a mechanical process, and it is an established fact that it needs sound psychological state of mind. As occupational stress put psycho- physical effects on a person, it definitely influences work efficiency and performance. Being human service profession, in order to teach effectively, the teachers must possess sound mental health, enthusiasm and satisfaction within job.

Stress up to moderate level is inevitable and leads to motivation but prolonged occupational stress in teaching has been found to result in both physiological and psychological ailments, which ultimately put deleterious effects on teacher's professional efficacy. Undoubtedly, teaching has become a very stressful profession in the present times (Kyriacou and Pratt 1989).

Concept of stress

The concept of stress was first used in life sciences by Dr. Han Selye in 1956. He defined stress by referring to a set of circumstances in which an

individual could not respond adequately or instrumentally to environmental stimuli or could respond only at the cost of excessive wear and tear on the organism for example chronic fatigue, tension, worry, physical damage, nervous breakdown, or loss of self esteem. Stress occurs when there is a substantial imbalance between environmental demand and the responses capability of the focal organism. The formulation needs a number of crucial qualifications before it can serve as a useful paradigm for stress research.

One important qualification of stress is represented in Lazarus (1966) concept of cognitive appraisal and psychological stress or threat. In this view, an environmental demand can produce (Psychological or perceived stress, which occurs only if the focal organism anticipates that he will not be able to cope with it or cope with it adequately, or cope with it without endangering other goals.

In this view, stress exists not in an imbalance between objectives demand and the organism's response capacity, but in an imbalance between perceived or subjective demand and perceived response capability one is not threatened by demands which perceives himself to be capable of handling without under expenditure or resources. One is threatened by the anticipation that he will not be able to handle perceived demands adequately (whether – those perceived demands are or not real and whether the anticipated inability to handle them does infact occur). This view makes the necessary and sufficient condition for “threat” or “psychological stress”.

Stress may be defined as the combination of stimulus and response. It is defined as any adjective demands that require an adoptive response from us. Alternatively, stress is the non-specific result of any demand upon the body. A human life that was completely force of stress would be pretty, dull, but excess of stress can take a toll.

Definitions of stress

Stress is defined as a “mentally or emotionally disruptive or disgusting influence, distress”.

Dr. Hans Selye, one of the leading authorities on the concept of stress, described stress as “the rate of all wear and tear caused by life”.

Lazarus and Launier (1978) “stress can also be defined as a failure to adopt. It occurs when the environmental or internal demands exceed individual’s resources to adopt”.

Smith and others (1986) “small amounts of stress may appear and disappear like bubbles, but when a person perceives an imbalance between the challenges that he has to meet, stress can be like a weight or a wall”.

Types of stress

Selye explained his idea about stress and eventually distinguished four types:-

Eustress: It is a pleasurable stress exemplified by the feelings one experience while race – walking.

Distress: It is a condition characterized by emotional upset and physical strains. Distress frequently comes with it unhappy, if not harmful consequences.

Dypostress: It is a condition involving too little stress, as in boredom.

Hyperstress: It is a condition involving an excessive demand on our coping ability.

In other words, stress may positive or negative. Positive Stress is not harmful, whereas Negative Stress is injurious to the mental health of the individual.

Concept of occupational stress

Occupational stress is defined as adaptive response to an external situation that results in physical, psychological and or behavioural deviations for organization participants. Stress is associated with constraints and demands. The former prevents an individual from doing what he or she desires. The latter refers to the loss of something desired. Constraints and demands can lead to potential stress. In organizations frequent causes of stress are task demands, role demands and interpersonal demands. Task demands are factors related to a person’s job. They include the design of the individual’s job working conditions and the physical work layout. Jobs where temperature, noise or other working conditions are dangerous or undesirable can increase anxiety.

Beehr and Newmann (1978), defined job stress as “a condition arising from the interaction of people and their jobs and characterized by change within people that force them to deviate from their normal functioning.” According to Lazarus “stress occurs when their demands on the person which tax or exceed his adjustment resources”.

Occupational Stress and Teacher

Occupational stress has become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals. A major source of distress among teachers is result of failure of school to meet the social needs and jobs demands of the teachers. The teacher must be aware of his clear role to build up the nation. Teachers are over burdened with regular teaching load. Occupational satisfaction is a necessary condition for a healthy growth of teacher’s personality. A teacher at present has a vulnerable position. College teachers protest that they are not paid enough. The importance of pay or a factor in occupational has been greatly over emphasized.

In general, occupational stress arises from the working conditions/environment of a system, when we talk of stress among teachers. Many factors cause stress among teachers. School teachers face high amounts of stress during teaching and handling students; Classroom in developing countries remain overcrowded and teacher face intensive verbal communications, prolonged standing, high volume of work load. Teachers are also over burdened with regular teaching work and non-teaching work as election duties, duty in census; populations counting etc. the teachers are often heard of complaining about.

Teaching profession occupies important and prestigious place in society. Teachers are considered as the creators of leaders, scientists, philosophers, advocates, politicians and administrators. Teacher is the principle means for implementing all educational programmes of the organizations of educations.

With the changing socio-economic scenario and increasing unemployment, the values of teacher and their professional concerns associated with the job have undergone a change, increasing stresses and hassles of teachers.

Job stress 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. This will discuss the areas from which occupational stress originates. Next, the outcomes of stress will be discussed, followed by an examination of the classifications of stressors. The remainder of the discussion will be focused on the aspects of organizational communication and recommendations for prevention of occupational stress and stress management.

B) Significance of the study

Occupational stress has been considered as leading stressor among adults. Every individual is stress prone today, from small children to aged people. In each development stage, individual starts suffering from different types of stress due to the complexity of life. There are many obstacles, both environmental and personal that may interfere in proper development of the individuals. Such obstacles place stress on the individuals.

According to International Labour Organization (ILO), occupational stress affects all countries, all professions and all categories of workers.”

International Labour organization (ILO) considers occupational groups like policemen, prison officers, miners, doctors, nurses, teachers and journalists among the most stressful professions. Recently teachers’ stress has received widespread recognition reflecting difficulties encountered by them. In the last two decades, there have been a lot of studies on occupational stress among school teachers. According to Day (2000), “for many teachers, last 20 years have been years of survival, rather than development.”

In India, teachers suffer from unlimited problems like poverty and insecurity. Their financial condition is not good, social status is not so good and administratively they are the worst affected. Teaching no longer occupies honourable place in the society. This profession is substitute of any job i.e. if a person don’t get job of his liking he can take up teaching profession which is recognized as the attractive profession for few people in the society.

In the present day, we are concerned about the occupational stress of the teachers. They have the key role in the improvement of education. The

contribution they can make to their profession all depend on their occupational stress.

C) Statement of the problem

The problem undertaken by researcher is stated as under :

TO STUDY THE OCCUPATIONAL STRESS AMONG COLLEGE TEACHERS TEACHING IN CLUSTER AND NON CLUSTER COLLEGES OF JAMMU DISTRICT .

D) Operational definitions of the key terms used

- **Occupational stress:** Occupational stress is defined as adaptive response to an external situation that results in physical, psychological and or behavioural deviations for organization participants. Stress is associated with constraints and demands. Occupational stress was measured on the basis of the scores obtained by the respondents on the Occupational Scale Index by Dr. A.K. Srivastava and Dr. A.P. Singh.
- **Teacher:** in the present study, teacher is a person who works in the college and earn his/her livelihood out of the profession.
- **Types of Colleges:** In the present study, the type of colleges include cluster and non-cluster colleges..
 - (i) **Colleges under Cluster University of Jammu:-** The Cluster University of Jammu, is a collegiate public state university, located in Jammu in the state of Jammu and Kashmir India. It is a cluster of five colleges of the Jammu city.
 - (ii) **Non-Cluster Colleges:-** The colleges which are not a part of the Cluster University of Jammu are the non-cluster colleges.

E) Objectives of the study

- 1) To find out significant difference in the occupational stress of college teachers belonging to different gender i.e. male and female.

- 2) To find out significant difference in the occupational stress of college teachers belonging to different type of institutions (Cluster and Non-Cluster Colleges).
- 3) To find out significant difference in interactional effect of gender (male and female) and different type of institutions (Cluster and Non-Cluster Colleges) when occupational stress scores are taken as dependent variable.

F) Hypotheses of study

The following are the hypotheses underlying the present study:

- 1) There is no significant difference in the occupational stress of college teachers belonging to different gender i.e. male and female.
- 2) There is no significant difference in the occupational stress of college teachers belonging to different type of institutions (Cluster and Non-Cluster Colleges).
- 3) There is no significant difference in interactional effect of gender (male and female) and different type of institutions (Cluster and Non-Cluster Colleges) when occupational stress scores are taken as dependent variable.

G) Delimitations of the study

The present study has been delimited to the following aspects:

- 1) The data was collected from Jammu city only.
- 2) The study was confined to cluster and non-cluster colleges only.
- 3) Only 5 Cluster and 5 Non-Cluster colleges were selected for the collection of data.
- 4) The study was delimited to 200 teachers (100 males and 100 females).

H) Variables studied

The following variables were studied in the present study:

Independent Variables :-

- **Gender** : Male and Female
- **Type of Institutions** : Cluster and Non-Cluster Colleges

Dependent Variable :-

Occupational Stress Scores

I) Population

The term population in the research work generally refers to the group of people on which the research is conducted by collecting the data and on which the findings of the research are to be implemented. In the present study the population comprised of all the male and female teachers teaching in the cluster and non cluster colleges of Jammu city. The total population of teachers teaching in cluster and non cluster colleges is 590.

J) Sample

“Sampling is fundamental to all statistical methodology of research. It is the part of the strategy of research”

Before taking any research problem, it is necessary to plan “sampling design”, which is the joint procedure for selection and estimation.

Sampling generally refers to the process of selecting a small part of specimen of something in order to determine some quality or characteristics of the whole. The method of selecting for study a portion of the universe in sets is known as sampling.

Sampling is basis of all statistical methodology of research. Bad sampling vitiates the data at the sources and no amount of subsequent statistical fineness will improve the quality. It is therefore essential to take care of sampling; the size of sample varies from study to study, methods and nature of population. Good sample minimizes error of estimation. Sampling is both necessary and advantageous.

Sample refers to the group of people selected from population in such a way that it may represent the whole population under study. In the present study, sample of 200 teachers was drawn randomly with the help of Simple Random Sampling method.

K) Description of the sample

Table 1: Showing college-wise distribution of teachers (male/female) selected in the sample:

S.No.	Name of institutions	Males	Females	Total
1.	Govt. College of Education, Jammu	06	14	18
2.	Govt. M.A.M College, Jammu	10	10	20
3.	Govt. College for Women, Gandhi Nagar, Jammu	10	10	20
4.	GGM Science College, JAMMU	12	10	22
5.	Govt. SPMR College of Commerce, Jammu	10	10	20
6.	Govt. Degree College, Kunjwani , Jammu.	10	10	20
7.	Govt. Degree College, Sidhra, Jammu.	10	10	20
8.	Govt. Degree College, R.S. Pura, Jammu.	10	10	20
9.	G.D.C.,Bishnah , Jammu	10	10	20
10.	Govt. Degree College, Bhagwati Nagar, Jammu	10	10	20
	Total	100	100	200

L) Selection of the tool

For the present study the investigator selected the Occupational Stress Index by Dr. A.K. Srivastava and Dr. A.P. Singh to be administered on the teachers under the study for the purpose of data collection.

Description of tool used

The Occupational Stress Index purpose to measure the extent of stress which employees perceive arising from various components and continuation of their job. However, stress researchers have developed the scales which measure the stress arising exclusively from job roles.

The tool may conveniently be administered to the employees of every level operating in context of industries or other non - production organizations. However it would prove more suitable for the employees of supervisory level and above.

Main features of the Tool the scale consists of 46 items, each to be rated on the five - point scale. Out of 46 items, 28 are true - keyed' and rest 18 are 'false – keyed. The items relate to almost all relevant components of the job life which cause stress in some way or the other, such as, role over – load, role ambiguity, role conflict, group and political pressures, responsibility for persons, under participation, powerlessness, poor peer relations , intrinsic impoverishment, low status, strenuous working conditions, unprofitability.

Table – 1

Division of the Items

S. No.	Sub Scales (Occupational stressers)	Serial number of the items in the schedule
1.	1 - Role Overload conditions	1, 13 , 25 , 36 , 44 , 46 .
2.	2. Role Ambiguity	2 , 14 , 26 , 37
3.	Role Conflict	3.15* , 27 , 38 * , 45
4.	Unreasonable group & political pressures	4 , 16 , 28 , 39
5	Responsibility for persons	5 , 17 , 29
6.	Under participation	6* , 18 * , 30 * , 40*
7.	Powerlessness	7* , 19 * , 31*
8.	Poor peer relations	8* 20 , 32* , 41*
9.	Intrinsic impoverishment	9 , 21 * , 33 * , 42

10	Low status	10 * , 22* , 34
11.	Strenuous working conditions	12 , 24 , 35 , 43
12.	Unprofitability	, 11 , 23

False - keyed items*

Instructions

For smooth administration of O.S.I scale clear instructions was printed at the top of the first page. The examinees read the instruction carefully and if there was any confusion, they were asked to clarify it by raising their hands. Each examinee was attended very carefully. There was no fixed time limit as such. However, it generally took about to 10 to 15 minutes in its completion

M) Scoring of the tool

The questionnaire consisted of both true keyed and false keyed items, two different patterns scoring was adopted for two types categories of the items.

For the true keyed items

Responses	Strongly Disagree (SD)	Disagree (D)	Undecided (UD)	Agree (A)	Strongly (S)
Scoring	1	2	3	4	5

Item Number- 1, 2, 3, 4, 5, 9, 11, 12, 13, 16, 17, 20, 23, 24, 25, 26, 27, 28, 29, 34, 35, 36, 37, 39, 42, 44, 45, 46.

For the false keyed items

Responses	Strongly Disagree (SD)	Disagree (D)	Undecided (UD)	Agree (A)	Strongly (S)
Scoring	5	4	3	2	1

Item Number -6,7,8,10,14,15,18,19,21,22,30,31,32,33,38,40,41,43.

The total number of answers constituted the final score.

Reliability:- 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. The reliability indices of the 12 sub - scales were also computed through split half method.

Validity: - The Validity of the O. S. I. was determined by computing coefficients of correlation between the scores on O. S. I. and various measures of job attitudes and job behaviour. The employees' personality scores on the O. S. I. is likely to positively correlate with the scores on the measures of such role related attitudinal and motivational and personality variables which have proved lowering or moderating the level of occupational stress. The coefficients of correlation between the scores on O. S. I. and the measures of Job Involvement (Lodhal & Kejoer, 1965). Work Motivation (Srivastava , 1980) , Ego - strength (Hasan , 1970) , and Job satisfaction (Pestonjec , 1973) were found to be- . 56 (N - 225) .- 44 (N = 200) , - 40 (N - 205) and 51 (N = 500) .respectively. The correlation between the scores on the O. S. I. and the measure of Job Anxiety (Srivastava , 1974) was found to be .39 (N - 400) .

Norms: The distribution of scores on the O. S.I. was found to be slightly skewed in negative direction. To prepare the norms three methods were adopted, i.e. normal distribution, percentile point and division of upper and lower halves. The scores were divided into three categories .i.e. High moderate and low, following the principles, of normal distribution. The scores falling above + 1σ , between $\pm 1\sigma$ and below $- 1\sigma$ were categorized, respectively as to indicate high moderate and low levels of occupational stress.

N) Selection of statistical technique

In the present investigation, the investigator employed the following statistical techniques :-

1. Two – Way Analysis of Variance with 2x2 factorial design will be applied in order to study the occupational college teachers belonging to different gender and type of institutions.

O) Analysis and interpretation of data

Table A : Showing the summary of ANOVA for 2x2 Factorial Design

Source of variance	SS	Df	MS	F-ratio	Level of Significance
A (Gender)	57.6	1	57.6	0.60	Not significant
B (Type of Institutions)	313.6	1	313.6	3.27	Not significant
AxB	705.6	1	705.6	7.37	Significant
Within	3445.2	36	95.7		

Interpretation

The F- ratio for the factor 'A' Gender i.e. (Male and Female) came out to be 0.60 and the table values for significance are 4.11 and 7.39 at .05 and .01 level of significance against df 1 and 36 respectively. It means that there is no significant difference in the occupation stress among college teachers belonging to different gender (male and female). Hence, hypothesis no. 1 stating that there is no significant difference in the occupation stress of teachers belonging to different gender (male and female) stands accepted.

The F- ratio for the factor 'B' Type of Institutions i.e. (Cluster and Non-Cluster) came out to be 3.27 and the table values for significance are 4.11 and 7.39 at 0.05 and 0.01 level of significance against df 1 and 36 respectively. It means that there is no significant difference in the occupation stress among college teachers belonging to different Type of Institutions i.e. (Cluster and Non-Cluster). Hence, hypothesis no. 2 stating that there is significant difference in the occupation stress among college teachers belonging to different type of institutions i.e. (cluster and non cluster) stands accepted.

The F-ratio for interaction AxB (Gender x type of institutions) has been found to be 7.37 which is more than the table value 4.11 at 0.05 level of significance. It indicates that under joint influence of gender (male and female) and type of institutions (cluster and non-cluster) there is difference is the

occupation stress among college teachers belonging to different gender (male and female) and type of institutions (cluster and non-cluster). Hence, Hypothesis no. 3 i.e. stands rejected.

P) Conclusions

In the light of the interpretation of result of the present investigation as already discussed in previous chapter, the investigator lays down the following conclusions :

Objective 1: To find out significant difference in the occupational stress of college teachers belonging to different gender i.e. male and female.

1.1 Conclusions based on the difference in the occupational stress of college teachers belonging to different gender i.e. male and female.

No significance difference in the occupational stress of college teachers belonging to different gender i.e. male and female.

Objective 2 : To find out significant difference in the occupational stress of college teachers belonging to different type of institutions (Cluster and Non-Cluster Colleges).

1.2 Conclusions based on the difference in the occupational stress of college teachers belonging to different type of institutions (Cluster and Non-Cluster Colleges).

No significance difference has been seen in the occupational stress of college teachers belonging to different type of institutions i.e. cluster and non-cluster.

Objective 3 : To find out significant difference in interactional effect of gender (male and female) and different type of institutions (Cluster and Non-Cluster Colleges) when occupational stress scores are taken as dependent variable.

1.3 Conclusions based on the interactional effect of gender (male and female) and different type of institutions (Cluster and Non-Cluster Colleges) when occupational stress scores are taken as dependent variable.

Significant difference has been found in the occupational stress among the teachers under joint influence of gender (male and female) and type of institutions (cluster and non-cluster).

Q) Educational implications

Stress has assumed a very serious socio-medical dimension in a pluralistic society like India. Every third person seems to be under one or the other sort of stress. Stress may cause mental or physical strains and sometimes it becomes fatal for the individual. It is well known saying that” God helps those who help themselves.” So the individual must himself be actively concerned with prevention of stress and disease.

It is generally seen that stress is an unseen ailment which disturbs the equilibrium of our life, our personality; behaviour and life style have an important influence on our stress level. Constant and excessive demands leads to the inability to cope wit stress which manifests in physical exhaustion, fatigue, stress-related illness. Stress also disturbs the mental state of a person leading to anger boredom, envy and frustration.

In the modern age Stress Management Planning is a business, as well are now finding ourselves in the age of anxiety. Stress management among teachers is of the utmost importance as they are responsible for the wholesome development of the students. it is true that stress has a great personality for destruction, but it can also be constructive. If stress is perceived and managed poorly it can lead to grief, disease and premature death.

Occupational stress is stress involving work. We all need some pressure and challenges at work to keep us motivated. But when the pressure placed on the person are extreme and demands placed on them are beyond their ability to cope, Occupational stress is the result. The reasons for the occupational stress amongst school teachers can be due to work overload, hostile work environment, less salary, uncertainty about job security, downsizing etc.

R) Suggestions for further research

The following suggestions can be taken into account while taking any such studied in future.

1. The present study cannot be called as final or comprehensive. More work can be done on different samples.
2. A large sample can be taken up for similar study.
3. A similar study can be conducted on the other districts of Jammu and Kashmir as the present study was confined to the college of Jammu district.
4. A study can also be undertaken on elementary and middle schools teachers.
5. A similar study can also be conducted on teachers teaching in urban and rural area schools.
6. A similar comparative study of occupational stress at different level can also be undertaken by the investigator.

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APPENDIX
OCCUPATIONAL STRESS INDEX

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and

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INSTRUCTIONS

This questionnaire is meant for psychological investigation. The questionnaire consists of a number of statements that employees sometimes feel or say about various components of their jobs. You are requested to use the following "five point scale" to indicate the extent to which you agree with each statement to describe your own job and the experience or feelings about your job. Give your responses frankly. Your responses will be kept strictly confidential.

Sr.	Statements	Strongly disagree (SD)	Disagree (D)	Undecided (UD)	Agree (A)	Strongly agree (SA)
1.	I have to do a lot of work in this job.					
2.	The available information relating to my job -role and outcomes are vague and insufficient					
3.	My different officers often					

	given contradictory instructions regarding my works					
.4.	Sometimes it becomes complied problem for me to make adjustment between political /group pressures and formal rules and instructions.					
5.	The responsibility for the efficiency and productivity of many employees is thrust upon me.					
.6.	Most of my suggestions are heeded and implemented here .					
7.	My decisions and instructions concerning distribution of assignment among employees are properly followed.					
8.	I have to work with persons whom I like					
9.	My assignments are monotonous nature.					
10.	Higher authorities do					

	cares for my self-respect.					
11.	I get less salary in comparison to the quantum of my labour /work .					
12.	I do my work under tense circumstances .					
13.	Owing to excessive work load i have to manage with insufficient number of employees and resources .					
14	The objective of my work -role are quite clear and adequately planned.					
15.	Officials do not interfere with jurisdiction and working methods.					
16.	I have to do some work unwillingly owing to certain group /political pressures .					
17.	I am responsible for the future of a number of employees .					
18.	My co-operation is frequently sought in solving the administrative or industrial problems at					

	higher level .					
19.	My suggestions regarding the training programmes of the employees are due significance.					
20.	some of my colleagues and subordinates try to defame and malign me as unsuccessful.					
21.	I get ample opportunity to utilize my abilities and experience independently.					
22.	This job has enhanced my social statuses.					
23.	I am seldom rewarded for my hard labour and efficient performance.					
24.	Some of my assignments are quite risky and complicated.					
25.	I have to dispose off my work hurriedly owing to excessive workload.					
26.	I am unable to perform my duties smoothly owing to uncertainty and ambiguity of the scope of my					

	jurisdiction and authorities.					
27.	I am not provided with clear instructions and sufficient facilities regarding the new assignments trusted to me.					
28.	In order to maintain group conformity sometimes I have to do/produce more than the usual.					
29.	I bear the great responsibility for the progress and prosperity of this organisation.					
30.	My opinions are sought in framing important policies of the Organisation's Department					
31.	Our interests and opinion are duly considered in making appointments for important posts					
32.	My colleagues do co-operate with me voluntarily in solving administrative					

	and industrial problems.					
33.	I get ample opportunity to develop my aptitude and proficiency properly.					
34.	My higher authorities do not give due significance to my post and work.					
35.	I often feel that this job has made my life cumbersome.					
36.	Being too busy with official work i am not able to devote sufficient time to my domestic and personal problems					
37.	It is not clear that what type of work and behaviour my higher authorities and colleagues expect from me.					
38.	Employees attach due importance to the official instructions and formal worrying procedures.					
39.	I am compelled to violate the formal and administrative procedures and					

	policies owing to group/political pressures.					
40.	My opinion is sought in changing or modifying the working system, instruments and conditions.					
41.	There exists sufficient mutual cooperation and team-spirit among the employees of this Organisation/Department					
42.	My suggestions and co-operation are not sought in solving even those problems for which I am quite competent.					
43.	Working conditions are satisfactory here from the point of view of our welfare and convenience.					
44.	I have to do such work as ought to be done by others					
45.	It becomes difficult to implement all of a sudden the new dealing procedures and					

	policies in place those already in practice.					
46.	I am unable to carry out of my assignments to my satisfaction on account of excessive load of work and lacks of time.					

Appendix –B

Raw scores of male teachers

S.No.	Scores
1.	106
2.	103
3.	100
4.	117
5.	135
6.	103
7.	102
8.	131
9.	120
10.	107
11.	131
12.	121
13.	92
14.	82
15.	113
16.	99
17.	121
18.	84
19.	131
20.	140
21.	84
22.	113
23.	108
24.	114
25.	106

S.No.	Scores
26.	119
27.	107
28.	128
29.	112
30.	113
31.	122
32.	135
33.	87
34.	131
35.	95
36.	106
37.	128
38.	115
39.	118
40.	110
41.	106
42.	88
43.	128
44.	129
45.	103
46.	116
47.	106
48.	119
49.	104
50.	91

Raw scores of male teachers

S.No.	Scores
51.	93
52.	140
53.	121
54.	103
55.	121
56.	118
57.	111
58.	100
59.	104
60.	117
61.	118
62.	112
63.	120
64.	135
65.	83
66.	136
67.	132
68.	117
69.	141
70.	102
71.	128
72.	106
73.	105
74.	103
75.	102

S. NO.	SCORE
26.	138
27.	118
28.	119
29.	123
30.	105
31.	144
32.	139
33.	131
34.	114
35.	111
36.	154
37.	135
38.	96
39.	87
40.	137
41.	162
42.	145
43.	117
44.	122
45.	85
46.	88
47.	136
48.	124
49.	121
50.	55

Appendix –C

Raw scores of female teachers

S.No.	Scores
1	129
2	131
3	131
4	130
5	108
6	115
7	128
8	108
9	98
10	112
11	96
12	111
13	114
14	109
15	96
16	117
17	113
18	108
19	104
20	108
21	131
22	113
23	121
24	120
25	122

S.No.	Scores
26	112
27	108
28	91
29	94
30	109
31	121
32	96
33	108
34	139
35	93
36	142
37	116
38	121
39	134
40	96
41	119
42	129
43	137
44	134
45	116
46	122
47	118
48	120
49	106
50	96

Raw scores of female teachers

S.No.	Scores
51	122
52	118
53	120
54	106
55	96
56	108
57	101
58	109
59	119
60	72
61	98
62	94
63	91
64	127
65	120
66	121
67	117
68	111
69	106
70	82
71	118
72	120
73	106
74	96
75	108

S.No.	Scores
76.	128
77.	122
78.	134
79.	146
80.	148
81.	151
82.	136
83.	121
84.	145
85.	111
86.	87
87.	122
88.	169
89.	111
90.	173
91.	124
92.	121
93.	159
94.	147
95.	113
96.	155
97.	156
98.	140
99.	162
100.	130.