

# A Study of Occupational Stress Among Teachers Teaching in JKBOSE & CBSE in Jammu District: A Comparative Study

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## Abstract

*In the studies of occupational stress among various occupational groups, teaching profession was found to be on the top of the list of stress prone occupations. But prior studies were limited mostly to the variables like male and female, govt. and private, experienced and inexperienced, married and unmarried, locality of the school but no such study has been undertaken which deals with two educational boards as its variables. Therefore the present study was conducted to find and compare the level of stress among JKBOSE (schools affiliated to J&K state board of school education) and CBSE (schools affiliated to central board of school education) school teachers. A total of 180 school teachers from four JKBOSE and four CBSE schools of Jammu, India, participated in the study. Occupational Stress Index (OSI) developed by A. K. Srivastava and A. P. Singh's was administered for data collection. Data was collected by using simple random sampling method. The information obtained was subjected to statistical treatment by using Mean, Standard Deviation, Sedum and 'Z' test. The study revealed that teachers from JKBOSE and CBSE differ significantly on various stress related areas.*

## Key Words

*Occupational Stress, JKBOSE, CBSE, Occupational stress Index.*

## Introduction

**Interest in the area of occupational stress among teachers increased in 1970's** since then considerable research has been conducted in many countries. It is an important area of research for educationists and researchers. A number of surveys has pointed to the comparatively stressful nature of teaching. **According to a survey conducted by health and safety executive report (2002)**, which explores levels and occupational stress among various occupational groups, reveals that teaching profession, was on top of the stress prone occupation, in UK **41.5%** of teachers reporting themselves as 'highly stressed'. Another survey conducted in **North Carolina** revealed nearly **28%** teachers resigned because their job was badly affecting their health. They want to change their occupation (**Annual report teachers leave the profession 2007**). Consequently the hours the teachers put in according to **Gardener (2012)** may be as many as **48 hours** which is more hours than many professionals put in per week. This translates to work overload situation related to not only stress but burnout as well. In addition teachers experiencing overload may also experience work performance challenges not to mention the negative effect on health and many aspects of personal life. The survey by **Teachers Assurance** reveals that **76%** of teachers believe that workplace stress is making them ill, with **56%** believing they would do a better job if they were less stressed. In addition, **40%** feel they argue more with their partners and friends as a result of the pressures they face and **83%** said they feel constantly exhausted because of work. **Pratt (1976)** reported that **60** per cent of teachers and **51** per cent of other professionals experienced some or severe nervous strain at work. **T. Cox, Mackay, Watts, and Brockley (1978)** revealed that **78** per cent of teachers, but only **38** per cent of other professionals, considered work as the main source of stress in their lives. **Kyriacou (1980)** reported that teachers, when compared to people in other professions, had the highest levels of occupational stress. It seems from these studies that teachers do experience a higher level of stress than many other professionals. A variety of factors contribute to workplace stress such as negative workload, isolation, extensive hours worked, toxic work environments, lack of autonomy, difficult relationships among coworkers and management, management

bullying, harassment and lack of opportunities or motivation to advancement in one's skill level.

In general, occupational stress arises from the working conditions/environment of a system. **Rutter, Hezberg and Paice (2002)** found that high self expectation, securing financial support for research, insufficient development in the field, inadequate salary, manuscript preparation, role overload, conflicting job demands, slow progress on career advancement, frequent interruptions and long meetings are the causes of stress among academic staff. Within the general area of occupational stress, teaching has been identified as one of the most stressful occupations in many countries (**Cooper, Sloan, and Williams, 1988**).

## Need and Importance of the problem

There is a growing concern in educators about teacher mental health; Occupational stress is an important factor in teacher's motivation and retention. Earlier, teaching was considered comparatively a relaxed profession, but in the last few decades it converted to a complex and demanding profession. In our society school teachers have less chances of promotion, no-well-defined career path, less perks and privileges even insufficient recognition not only in society but also in their institutions. This profession requires continuous mental involvement in the academically challenging environment and all these factors contribute to development of occupational stress and this is the demand of time to conduct meticulous research on it.

1. As there is no such study done to find out the difference in occupational stress between JKBOSE and CBSE schools, so this particular study aims to fill the prevailing knowledge gap.
2. It is a general perception that CBSE school teachers are more stressed than JKBOSE school teachers to check the validity of the statement this study has been undertaken.
3. The tool used measures occupational stress on twelve categories the researcher has intentionally used this tool so as to access the criteria as to what is responsible for occupational stress among teachers.
4. It is believed that school teaching is an easy job and that they have lots of holidays and vacations, less working

hours, no pressure of work and no technicalities and rigors of bureaucratic rules, procedures and discipline to stifle or crumble them and so to check the validity of the statement the present study has been undertaken.

5. Teachers are expected to fill many roles in their daily tasks. These roles may include assessor, planner, curriculum developer, information provider, role model, facilitator, and resource developer. As a result of balancing these many roles, stress will always be a part of the teaching profession. Knowing that stress will always be present, there is a need to assess the causes of stress among teachers.

### Statement of the problem

Keeping in view the above facts the following problems have been selected for the present research work, **“A study of occupational stress among school teachers teaching in JKBOSE and CBSE in Jammu District: A comparative study”**.

### Objectives of the study

- I) To study the significant difference between teachers teaching in JKBOSE and CBSE schools when occupational stress is taken as dependent variable.
- II) To study the significant difference in Role overload i.e. Area of Occupational Stress among teacher teaching in JKBOSE and CBSE schools.
- III) To study the significant difference in Role ambiguity i.e. Area of Occupational Stress among teacher teaching in JKBOSE and CBSE schools.
- IV) To study the significant difference in Role conflict i.e. Area of Occupational Stress among teacher teaching in JKBOSE and CBSE schools.
- V) To study the significant difference in unreasonable group and Political pressures i.e. Area of Occupational Stress among teacher teaching in JKBOSE and CBSE schools.
- VI) To study the significant difference in responsibility for person i.e. Area of Occupational Stress among teacher teaching in JKBOSE and CBSE schools.
- vii) To study the significant difference in under participation i.e. Area of Occupational Stress among teacher teaching in JKBOSE and CBSE schools.
- viii) To study the significant difference in powerlessness i.e. Area of Occupational Stress among teacher teaching in JKBOSE and CBSE schools.
- ix) To study the significant difference in Poor Peer relations i.e. Area of Occupational Stress among teacher teaching in JKBOSE and CBSE schools.
- x) To study the significant difference in Intrinsic improvement i.e. Area of Occupational Stress among teacher teaching in JKBOSE and CBSE schools.
- xi) To study the significant difference in Low status i.e. Area of Occupational Stress among teacher teaching in JKBOSE and CBSE schools.
- xii) To study the significant difference in strenuous working conditions i.e. Area of Occupational Stress among teacher teaching in JKBOSE and CBSE schools.
- xiii) To study the significant difference in unprofitability i.e. Area of Occupational Stress among teacher teaching in JKBOSE and CBSE Schools.

### Hypothesis of the study

The following are the hypothesis underlying the present Study:

- i) There will be significant difference in occupational stress among teachers teaching in JKBOSE and CBSE School.
- ii) There will be significant difference in Role overload i.e. Area of Occupational Stress among teachers teaching in JKBOSE and CBSE School.
- iii.) There will be significant difference in Role ambiguity i.e. Area of Occupational Stress among teachers teaching in JKBOSE and CBSE school.
- v) There will be significant difference in Role conflict i.e. Area of Occupational Stress among teachers teaching in JKBOSE and CBSE School.
- v) There will be significant difference in unreasonable group and political pressure i.e. Area of Occupational Stress among teachers teaching in JKBOSE and CBSE school.
- VI) There will be significant difference in responsibility for person i.e. Area of Occupational Stress among teachers teaching in JKBOSE and CBSE school.
- vii) There will be significant difference in under participation i.e. Area of Occupational Stress among teachers teaching in JKBOSE and CBSE school.
- viii) There will be significant difference in powerlessness i.e. Area of Occupational Stress among teachers teaching in JKBOSE and CBSE school.
- ix) There will be significant difference in Poor Peer relations i.e. Area of Occupational Stress among teachers teaching in JKBOSE and CBSE school.
- x) There will be significant difference in Intrinsic improvement i.e. Area of Occupational Stress among teachers teaching in JKBOSE and CBSE school.
- xi) There will be significant difference in Low status i.e. Area of Occupational Stress among teachers teaching in JKBOSE and CBSE school.
- xii) There will be significant difference in strenuous working conditions i.e. Area of Occupational Stress among teachers teaching in JKBOSE and CBSE School.
- xiii) There will be significant difference in unprofitability i.e. Area of Occupational Stress among teachers teaching in JKBOSE and CBSE school.

### Sample

In the present study random sampling method was applied. The sample of the present investigation was drawn randomly from JKBOSE and CBSE Schools. **The sample consist of 180 teachers (90 male and 90 female) teaching in JKBOSE and CBSE of Jammu District.**

### Tool Used

The investigator used **Occupational Stress Index** by **Dr. A.K. Srivastava** and **Dr. A.P. Singh**. The scale consists of 46 items, each to be rated on the five-point scale. Out of 43 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,

1. Role over-load (**OL**)
2. Role ambiguity (**RA**)
3. Role conflict(**RC**)
4. Group and political pressures(**GP**)
5. Responsibility for persons (**RP**)
6. Under-participation(**UP**)
7. Powerlessness(**PL**)
8. Poor peer relations(**PPR**)

- 9. Intrinsic impoverishment(II)
- 10. Low status(LS)
- 11. Strenuous working conditions(SWC)
- 12. Unprofitability(UPR)

**Result and discussion**

To find and compare occupational stress among JKBOSE and CBSE school teachers of Jammu district. Result table show a significant difference in the scores of JKBOSE and CBSE schools teachers. Mean of two groups indicate that, CBSE schools teachers have scored higher on OL, RA, RC, GP, SWC and UPR subscale. JKBOSE schools teachers have scored higher scores on PL Subscales of OSI.

Table showing Z-Ratio on different components of occupational stress of JKBOSE and CBSE teachers

| Components of occupational stress | JKBOSE |      | CBSE  |      | SE <sub>DM</sub> | 'Z' Ratio | Level of significance     |
|-----------------------------------|--------|------|-------|------|------------------|-----------|---------------------------|
|                                   | Mean   | SD   | Mean  | SD   |                  |           |                           |
| OL                                | 17.14  | 3.42 | 20.91 | 3.69 | 0.53             | 6.62      | Significant               |
| RA                                | 10.3   | 2.65 | 11.77 | 3.17 | 0.44             | 3.34      | Significant               |
| RC                                | 12.25  | 3.55 | 14.77 | 3.19 | 0.50             | 5.04      | Significant               |
| GP                                | 11.44  | 2.76 | 12.5  | 3.11 | 0.44             | 2.41      | Significant At 0.05 level |
| RS                                | 9.33   | 1.76 | 9.5   | 2.04 | 0.28             | 0.61      | Insignificant             |
| UP                                | 12.06  | 2.96 | 11.24 | 2.99 | 0.44             | 1.86      | Insignificant             |
| PL                                | 9.85   | 2.25 | 8.3   | 2.22 | 0.33             | 4.70      | Significant               |
| PPR                               | 10.2   | 2.58 | 10.7  | 2.61 | 0.39             | 1.28      | Insignificant             |
| II                                | 11.14  | 2.87 | 11.48 | 2.34 | 0.39             | 0.87      | Insignificant             |
| LS                                | 7.82   | 2.29 | 7.97  | 3.17 | 0.41             | 0.37      | Insignificant             |
| SWC                               | 10.51  | 2.65 | 11.92 | 2.67 | 0.40             | 3.53      | Significant               |
| UPR                               | 5.44   | 1.73 | 6.8   | 1.75 | 0.26             | 5.23      | Significant               |

**A. Area of Role overload**

From the result of the present study it is revealed that CBSE teachers are more stressed due to heavy workload. The reason can be attributed to the fact that extra assignments, they are supposed to do in addition to routine jobs (Lath S.K (2012), paper work, time budgets, and excessive deadlines. Many a times teachers have to take school work at home often, teach more classes of different level per week and are heavily involved in extra-curriculum activities weekly(Hepburn and Brown (2001) and high demands by parents (Rahul et al., 2013).

Otherwise preparation or documentation of lesson plans, grading pupil's work and other administrative duties contributes to worries of CBSE teachers as compared to JKBOSE.

**B. Area of Role ambiguity**

In the present study it has been found that CBSE teachers are more stressed than JKBOSE teachers in the area of Role ambiguity. The finding is in tune with the findings of Lath S.K (2012) in which significant difference was found in the area of role ambiguity between CBSE and PSEB teachers. Present study reveals that CBSE teachers are less clear about their work-role and expectations from them.

The reason for this was stated by the teachers themselves who reported that they were expected to perform not only teaching jobs but many other roles such as organizing red cross day, celebration of various festivals, preparation for the morning assembly, as well which they did not expect to be asked from a teacher. Katsapis, C.A. (2012) role ambiguity was present at a level indicating a high probability of maladaptive stress and/or debilitating strain.

**1. Area of Role conflict**

In the present study it has been found that CBSE teachers are

more stressed than JKBOSE teachers in the area of Role conflict. It was also reported by most of the respondents that they get conflicting instructions from different authorities under whom they work and quite often they have to do the work which ought to be done by others. Sutton (1984) pointed to common sources of role conflict for teachers. They are expected to provide quality education to their students, yet they are not allowed to use the best instructional methods or curriculum materials available. They are responsible for maintaining discipline but do not have the authority for doing so. Teachers may also experience role conflict when they are told to perform task that is outside the domain of their professional work.

**2. Area of unreasonable group and Political pressures**

In the present study it has been found that CBSE teachers are more stressed than their counterparts in the area of unreasonable group and political pressure. As stated by the CBSE teachers, they sometimes experience that the senior teachers, in order to maintain their prestigious position, disagree to the suggestions provided by them, which hinders their group conformity. (Pandey and Tripathy, 2001) also found that teaching is a stressful occupation. Job stressors in this profession are role ambiguity and unreasonable group pressure.

**3. Area of responsibility for person**

In the present study it has been found that there is no significant difference in the area of responsibility for persons among teachers teaching in JKBOSE and CBSE.

The results also reveal that both the groups share great responsibility towards the progress of the organization.ereHHHh

#### 4. Area of under participation

In the present study it has been found that in this area there is no significant difference among the teachers of both JKBOSE and CBSE School. This indicates that both the group of teachers in JKBOSE and CBSE schools perceive that their opinion and suggestions are not considered while taking important decisions. (Singh Indoo, 2014) identified under Participation as the best predictor for occupational stress.

#### 5. Area of powerlessness

In the present study it has been found that JKBOSE teachers are more stressed than their counterparts in the area of powerlessness. As was stated by JKBOSE teachers that their suggestions were not properly followed while making important decisions regarding training programs of the employees and making appointment for the important posts.

#### 6. Area of Poor peer relation

In the present study it has been found that there is no significant difference in the area of poor peer relation among teachers teaching in JKBOSE and CBSE.

Both the groups expressed similar views that they like to work with colleagues according to their choice and unlike the company of those colleagues who try to malign their positions. (Cooper and Kelly, 1993) identified over workload and handling relationship with staff as a major cause of teachers stress. In addition, harmony among teachers and supportive and helpful relations may isolate reasons of stress (Griffith et al., 1999; Kowalski, 2002).

#### 7. Area of Intrinsic improvement

In the present study it has been found that there is no significant difference in the area of intrinsic improvement among teachers teaching in JKBOSE and CBSE.

Both the group of teachers reported that there is not much opportunity for personal growth and their efforts are seldom rewarded. They further expressed that quantum of amount according to the work they perform is not paid to them and they complained that the nature of work they have to do is monotonous. Wei Sun, Hui Wu and Lie Wang (2011) identified monthly income as a factor of stress among university teachers.

#### 8. Area of Low status

In the present study it has been found that there are no significant differences in the area of Low status among teachers teaching in JKBOSE and CBSE.

Both the group of teachers stated that they did not enjoy a good social status in the institution as the higher authorities did not give due significance to their post and work.

#### 9. Area of strenuous working conditions

In the present study it has been found that CBSE teachers are more stressed than their counterparts in the area of strenuous working conditions.

The teachers in the CBSE schools stated that owing to the formative assessment procedure involved in the CBSE pattern, they have to perform additional grading work which adds to their existing load of work.

#### 10. Area of unprofitability

In the present study it has been found that CBSE teachers are more stressed than their counterparts in the area of unprofitability.

The teachers of the CBSE schools stated that the amount of work they were made to do is not in consonance with the salaries paid to them. (Grissmer and Kirby, 1987) found that the main reason for teachers stress being salary, debt obligations, and less invested in occupation.

#### Conclusion

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:

1. CBSE teachers have more occupational stress as comparison to JKBOSE teachers on 1<sup>st</sup> Area of Occupational stress i.e. Role overload.
2. CBSE teachers have more occupational stress as comparison to JKBOSE teachers on 2<sup>nd</sup> Area of Occupational stress i.e. Role ambiguity.
3. CBSE teachers have more occupational stress as comparison to JKBOSE teachers on 3<sup>rd</sup> Area of Occupational stress i.e. Role conflict.
4. CBSE teachers have more occupational stress as comparison to JKBOSE teachers on Area of Occupational stress i.e. unreasonable group and pressures.
5. There is no significant difference among JKBOSE and CBSE teachers on Area of Occupational stress i.e. Responsibility for persons.
6. There is no significant difference among JKBOSE and CBSE teachers on Area of Occupational stress i.e. under participation.
7. JKBOSE teachers have more occupational stress as comparison to CBSE teachers on Area of Occupational stress i.e. Powerlessness.
8. There is no significant difference among JKBOSE and CBSE teachers on Area of Occupational stress i.e. Poor peer relations.
9. There is no significant difference among JKBOSE and CBSE teachers on Area of Occupational stress i.e. intrinsic improvement.
10. There is no significant difference among JKBOSE and CBSE teachers on Area of Occupational stress i.e. Low status.
11. CBSE teachers have more occupational stress as comparison to JKBOSE teachers on Area of Occupational stress i.e. Unprofitability.
12. CBSE teachers have more occupational stress as comparison to JKBOSE teachers on Area of Occupational stress i.e. strenuous working conditions.

#### Recommendations

As we know that the working environment is different in both type of institutions JKBOSE and CBSE and the findings of present study revealed that CBSE teachers are more stressed. Extra assignments, they are supposed to do in addition to routine jobs, preparation or documentation of lesson plans, grading pupil's work, paper work, time budgets, and excessive deadlines. Many a times teachers have to take school work at home often, teach more classes of different level per week and are heavily involved in extra-curriculum activities weekly and high demands by parents and other administrative duties contributes to the worries of CBSE teachers. JKBOSE teachers are not as stressed as compared to CBSE teachers but still there is a need to pay attention to their working conditions/worries also because if teachers are stressed, not satisfied with their working environment then it ultimately

degrades the quality of education.

Workload should be lessened like school should recruit supporting staff so that teachers should not be compelled to take extra classes, teacher should not be given different classes but different section of the same class so that the teachers do not have to use their potential for different classes and a different subject matter for each and every class which would result in the documentation of lesson plans to be section wise and not class wise. Schools teachers will minimize their stress with the help of organizational support, supportive work environment, facilities by school authorities, positive attitude by parents of students and high authorities of organization.

Teachers should plan their work adequately and should take small intervals so that such situation does not arrive where they have to face such stress.

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