



Occupational Stress of Teachers Working at Secondary Level

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Abstract

Occupational stress is one of the important concept that the researches are concentrating particularly in teacher education. The present study is an attempt to identify the level of occupational stress of teacher's working at secondary level in Anantapuramu district. The investigators administered Occupational Stress Rating Scale on a sample of 760 secondary school teachers randomly selected from the secondary schools of 8 selected mandals of Anantapuramu district. The study revealed that 80 percentage of the secondary school teachers have underwent for moderate (59.47) and high (19.21) level of occupational stress. Dimension wise figures reveals that 66.45 percentage of teachers are experiencing occupational stress due to organisational structure and climate of the schools, 77 per cent of teachers are with occupational stress owing to personal and professional efficiency of teachers, 73 per cent are with moderate and high level of occupational stress due to intra and inter personal interactions, 83 per cent of the teachers are with stress due to home- work interface and 82 per cent are with moderate and high level of occupational stress due to environmental factors. The results reveals the need for developing stress reducing mechanisms at organisational, professional, intra and interpersonal relations, balancing home and work interface and facilitating conducive environment in the schools.

Concept of Occupational Stress

The word stress is derived from the Latin word “*Stringere*” which means “to be drawn tight”. Wolff (1950) described it as a state of human organism. Basowitz et al. (1958) also described stress as that class of stimuli which produce anxiety and reportable experience of tension. The term “stress” as is currently used was coined by Hans Seyle in 1956 and is

defined as “non-specific response of the body to any demand for change”. It is also considered as the “body’s reaction to a change that requires a physical, mental or emotional adjustment or response”. Stress is a subjective feeling or tension experienced in the physical, mental and/or emotional realms as a response to environmental events that are perceived as threatening. In fact, stress has been widely described as a relationship between individual and his environment (Folkman, 1984; Quick et.al., 1986; Baron and Byrne, 1997). Stress, all in all, can be characterized as the response of people to requests (stressors) forced upon them (Erkutlu and Chafra, 2006). It alludes to circumstances where the prosperity of people is adversely influenced by their inability to adapt to the requests of their condition (Erkutlu and Chafra, 2006).

Occupational stress, in particular, is the inadequacy to deal with the weights in an occupation and a poor fit between somebody’s capacities and his/her work prerequisites and conditions (Rees, 1997). It is a mental and in addition physical condition that impacts a person's efficiency, viability, individual well-being and nature of work (Comish and Swindle, 1994). The principle systems of the work-push process are likely wellsprings of stress (stressors), variables of individual contrasts (arbitrators/middle people), and implications of stress. Stressors (work related and additional authoritative) are target occasions, stretch is the subjective experience of the occasion, and strain is the poor reaction to pressure. As needs be, the nature and impacts of pressure may be finest thought by expressing that some ecological factors (stressors), when it is deciphered by the individual (cognitive interpretation), may prompt pressure (Dua, 1994).

In an actual over-all sense, work stress delineates ‘a field of study’, ‘area of practice or research emphasizing on social psychological conditions of work that are detrimental to employee’s health’. A generic definition of ‘*job stress*’ given by National Institute of Occupational Safety and Health (1999) is “*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 is a responsible key factor to poor health and even disease. The stress of a teacher is generally treated as one kind of occupational stress. It is the real-time experience faced by a teacher and the hostile emotions are tension, frustration, anger and depression (Kyriacou, 1987). Job stress, work stress and occupational stress are the interchangeable terms to be used.

Nature and Sources of Stress

Among conditions of life, the working environment positions out as a potentially noteworthy establishment of stress uprightly as a result of the measure of time that is being spent at workplace (Erkutlu and Chafra, 2006). Consistently, a colossal volume of working environment stressors of alterable degrees of gravity have been recognized. The normal hierarchical and individual stressors could be classified into five groups viz “(1) organizational practices (performance reward systems, supervisory practices, promotion opportunities), (2) job/task features (workload, workplace, autonomy), (3) organizational culture/climate (employee value, personal growth, integrity), (4) interpersonal relationships (supervisors, coworkers, customers), and (5) employee personal characteristics (personality traits, family relationships, coping skills)”. Hurrell et al (1993), as cited by Murphy (1995) and Burke (1988) accumulated job stressors fall into six sets “(1) physical environment, (2) role stressors, (3) organizational structure and job characteristics, (4) relationships with others, (5) career development, and (6) work-family conflict”, while Cooper et al (1988) recognized six bases of stress at work as “(1) factors intrinsic to the job, (2) management role, (3) relationship with others, (4) career and achievement, (5) organizational structure and climate, and (6) home/work interface”. Antoniou et al (2006) categorized occupational stress by eliciting their detailed conditions as exogenous pressures i.e. unfavourable occupational conditions, excessive workload, lack of collaboration, etc. and endogenous pressures i.e. individual personality characteristics, etc.

The factors responsible for occupational stress can be clustered into two prime categories. The first is job related stressors, which includes three major sub-groups namely “job specific, organization specific, and environment specific” and the second is individual-related stressors which can be the onslaught of a magnitude of individual characteristics or a ramification of personal life circumstances. Job Related Stressors includes a) job specific stressors and *Organization Specific Stressors (role ambiguity, role conflict, role-overload and role under-load)*, b) Environment Specific Stressors and c) Individual Related Stressors.

The Consequences of Occupational Stress are: a) Unwanted feelings and behaviours, b) Physiological diseases (poor physical health), c) Psychological diseases (poor emotional /mental health), d) Mental ill-health and e) Job Dissatisfaction. In a nutshell, stress can be said as one of the utmost risks and it supposed to decrease through quality of education but

the amalgamation of all these elements diminishes the total quality of education offered by the academic institutions. The ramifications of stress are widespread across the organizations. The effects of stress over organization may demonstrate some of the symptoms such as high levels of sickness and absenteeism, frequent and severe accidents, dysfunctional personal relationships, apathy among the workforce, poor quality and low levels of performance.

Need and Importance of the Study

There are many reasons for stress at workplace. The variables connected to occupational stress are isolation, role ambiguity, loss of control, lack of administration support, emotional exhaustion, depersonalization, and lack of accomplishment in the job (Weiskopf, 1980; Maslach and Jackson, 1981; Fimian, 1986). Researchers have shown that role stressors are related to burnout (Anderson, 1991; Peiro, Ganzalez-Roma, Tordera, and Manes, 2001; Shirom, 2003). Other psychological strains emanated from role stressors include lower job satisfaction (Fisher and Gitelson, 1983; Jackson and Schuler, 1985) and higher anxiety (Srivastava, Hagtvet, and Sen, 1994). Occupational stress leads to the low occupational commitment and shows foremost impact on physical and psychological health (Leon Jackson and Sebastiaan Rothmann 2006; Wang Pei and Zhang Guoli 2007). Occupational stress also leads to absenteeism, turnover to other jobs and job dissatisfaction and low performance (Kobasaa 1982; Fimian and Santoro 1983; Siuoi-ling 2009; Mokdad, 2005). Stress is repeatedly acknowledged as unavoidable aspect of teaching profession. The lives of teachers are adversely affected by heavy occupational stress leading towards physical ill-health (Otto, 1986; Mokdad, 2005) and psychological sickness (Fletcher and Payne, 1982; Finlay- Jones, 1986; Beer and Beer, 1992). The work stress frequently disturbs the teacher's capabilities to function successfully (Blasé, 1986), occasionally, it causes burnout to a great extent (Seldman and Zager, 1998). Further, the mutual responses enlisted by Brown and Ralph (1992) comprises a reduction in the job performance, reduction in output incompetence to tackle time or delegate, loss of confidence and motivation, feelings of alienation and insufficiency, cumulative introspection; prickliness with colleagues, reluctance to cooperate, frequent irrational conflict at workplace, extraction of supportive relationships, unsuitable humour, persistent negative judgments, enlarged substance misuse, loss of appetite, repeated infections, and accident proneness.

Change in organizations suggests that it can create a number of potentially stressful conditions. Change can introduce new roles and performance expectations that conflict with

other roles an individual is expected to perform (Brett, 1980; Latack, 1986; Louis, 1980). Change can also introduce new uncertainties and ambiguities about organizational goals, the roles of individual in the organization and the knowledge and skills that are required to perform new roles (McGrath, 1984). Principals play their instructional leadership roles to enhance the work performance of the teacher (Murphy, 1987; Shepherd, 1999; Enochme and Egwunyena, 2008). Conducive environment also enhances teachers work performance. Job satisfaction and role clarity leads to better job performance (Nhundu, 1992; Ololube, 2006). The temperament of a leader may be a gauge and predictor of the job performance in organizations (Staw and Barsade, 1993, Staw, Sutton, and Pelled, 1994).

Stress can be either helpful or harmful to perform a job, depending upon its level. Whenever stress is absent, it limits work challenges and performance develops at truncated level. As stress increases steadily, job performance also ascends towards enhancement, because stress helps a person to gather and use resources, to meet job requirements. Positive stress inculcates encouragement **among employees** and helps them to tackle various work challenges. Eventually, a time comes when stress reaches its maximum saturation point that corresponds approximately to the employee's day-to-day performance capability. Beyond this point, the stress indicates no signal of enhancement in job performance. At last, if **stress reaches its highest peaks**, it culminates into a destructive force. Job performance starts decline at the same point because of the undue stress interferes with performance. A professional who loses his/her ability to deal with stress and fails to make a decision, exhibits his/her inconsistent behaviour. If stress endures to upsurge even further it touches a breaking point. At this breaking step, a professional may much upset and emotionally devastated. Soon he/she utterly breaks down. Performance terminates at zero, no longer impressions like working for their employer, increased absenteeism, eventually resultant into leaving-off a job or getting fired. However, "the stress should neither be very high nor too low. It must be within the range and limits of employee's capacity to tolerate and his performance level. A controlled stress which is within limits is always beneficial and productive than an uncontrolled one" (Akrani, 2011).

It is clear that teachers working at secondary level in both India and west are experiencing occupational stress and they are in need of emotional stability to face the challenges that are ahead in their way. A critical view at the research studies also indicates that the research on occupational stress of the teachers working at secondary level schools is

limited and sporadic in nature. Further, the available studies are of foreign origin. The Indian scene is wide open for the researchers. In fact, researches in this area provide better insights to create effective organizational environment, healthy intra and inter-personal relations, professional interactions, strengthening of the professional training components, the ways and means to equip teachers with instructional assignments and arrangements to meet the needs of the global society. Also, such studies will give better insight for policy planning, policy development and implementation in education, selection and training of secondary school teachers.

Objectives of the Study

The following objectives have been framed for the present study;

1. To identify the number and percentage of teachers with low, moderate and high level of occupational stress of teachers working at secondary level.
2. To assess the level of occupational stress of teachers working at secondary level on each aspect under the each dimension of occupational stress.

Methodology used in the study: Survey method is used in the study.

Description of Rating Scale to Assess the Occupational Stress of Teachers Working at Secondary Level

The occupational stress, being a global aspect is affected by a huge collection of variables namely salary, promotion, experience, requirements at primary and secondary level, opportunities for advancement, congenial working conditions, rewards, job security, competent and fair supervision, degree of participation in goal-setting and perception of the professionals. Occupational stress does not always central to distress and if challenges are dealt with effectively, then growth and positive changes can result in an individual. The issues lies in providing the tools required to manage the effective management of workplace demands. A close look at the literature reveals that there are various tools available to measure the occupational stress both in western and Indian context.

The Occupational Stress Inventory-Revised (OSI-R) by Osipow (1981, 1998), Occupational Stress Indicator (OSI) is developed by Cooper, Sloan and Williams (1988), Pressure Management Indicator (PMI) developed by Williams and Cooper (1998) and Job Stress Survey (JSS) developed by Spielberger and Vagg (1999), in western context.

In Indian context, some of the researchers were developed to measure the occupational stress among various professionals. Srivastava and Krishna (1991) developed a 13 item Functional Job Stress Scale to assess the extent of job stress which is caused from

demanding but desirable job situation. Pareek (1983a and 1983c) developed and standardized the 5-point Organizational Role Stress (ORS) Scale to measure the role stresses. Similarly, Srivastava and Singh (1984) developed Occupational Stress Index (OSI) which purports to appraise the degree of stress which professionals perceive from different realms and aspects of their job. The Occupational Stress Scale (OSS) developed by Hassan and Hassan (1998) measures “a variety of stressful job situations. Pethe et al. (2001) developed Organizational Climate Scale (OCS) with 24 items to assess the employees’ results, clarity of roles and sharing of information, and altruistic behaviour. Mathew (2005) used Stress Indicator to identify the sources of stress and its effects on employee, and its coping strategies among teachers who work in special schools located across India. Reddy (2006) developed Occupational Stress Rating Scale, Poornima (2010) and Vijaya Anuradha (2012) adopted the Occupational Stress Rating Scale of Reddy (2006).

From the review of the research tools, the investigator felt that the tool developed by Reddy (2007) and improved by Poornima (2010) and re-modified by Vijaya Anuradha (2012) is used after establishing the reliability of the tool by the researcher, as it is more suitable for the present study. The OS scale having 56 items arranged under 5 dimensions i.e. Organizational Structure and Climate of the School-14, Personal and Professional Efficiency of the Teacher-12, Intra and Interpersonal Interactions-12, Home–Work Interface-6 and Environmental Factors-12 totaling 56 statements representing the OS aspects of the secondary school teachers. Accordingly, the final form of 56 statements was arranged and applied under the five dimensions of occupational stress.

i) Organizational Structure and Climate: organizational structure and climate is one of the major potential sources of stress factors. This dimension includes items which identify the sources of stress experienced by the higher secondary teachers arising out of the organizational factors like role overload, role ambiguity, role conflict, little or no participation in decision making, stringent rules and regulations, resource constraints, and problematic instructional assignments and arrangements.

ii) Personal and Professional Efficiency: The second major source of stress among teachers is the personal and professional efficiency. The statements in this dimension spots the causes of stress in teachers due to inadequate personal and professional training, poor self-efficacy and management, and technological advancement in higher secondary education.

iii) *Intra and Interpersonal Interactions*: The quality of intra and interpersonal relationship at work plays a dominant role in determining the job behaviour and stress among teachers. The factors such as negative feelings in teachers; strained relationship with colleagues, students, parents, administration and paraprofessionals are included as stressors in this dimension.

iv) *Home-Work Interface*: Potential stressors that exist in the life of the teacher, outside the work arena and affecting behaviour at work, which require consideration when assessing the sources and impact of teacher stress. Potential stressors include stressful life events, pressure resulting from conflict between organizational and family demands, financial difficulties, and conflicts between organizational and personal beliefs. In the case of teachers, the main sources of stress from home-work interface are those resulting from dual-career couples and relationships between work and family.

v) *Environmental Factors*: This dimension includes a set of factors in work setting causing stress among teachers that are related to the violence and danger caused by the pupils and co-workers, reward structure and recognition, negative publicity, and physical working conditions.

Thus in the final form of the occupational stress rating scale, 56 statements assessing the sources of stress along with the specific directions for the respondents to fill the rating scale was given. The distribution of statements under each dimension is given hereunder.

Distribution of Statements in the Occupational Stress Rating Scale

Occupational Stress Dimensions	Serial Number of the Statements	Total number of Statements
Organizational Structure and Climate	1,2,3,4,5,6,7,8,9,10,11,12,13,14	14
Personal and Professional Efficiency	15,16,17,18,19,20,21,22,23,24,25,26	12
Intra and Interpersonal Interactions	27,28,29,30,31,32,33,34,35,36,37,38	12
Home-Work Interface	39,40,41,42,43,44	06
Environmental Factors	45,46,47,48,49,50,51,52,53,54,55,56	12
Total= 56		

To measure the occupational stress of higher secondary teachers, against each statement five gradations are given namely; Strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A), and Strongly Agree (SA) having the scores 1, 2, 3, 4 and 5 respectively.

Pilot Study

A pilot study has been carried out by the investigator to find out the suitability of the test items for the investigation. The pilot study aimed to find out the reliability and validity of the rating scales developed and used in the study. The occupational Stress Scale was administered to 76 teachers (10% of the sample) working at secondary schools, randomly selected from the sample of the study.

Reliability of the Research Tools

The test reliability means the consistency and steadiness by which a set of test scores measures the deviations of variables. It relates the accuracy with which skills and knowledge are measured (Slavin, 1987). The reliability of the OSS was established by using Split-half method and obtained half test and whole test reliability of the OSS was high (0.63 and 0.77 respectively) and hence the tool used in the study is reliable.

Validity of the Research Tools

a) Content Validity: The content validity shows the adequacy of the content of a test.

This form of validity is estimated by evaluating the relevance of the test items individually and as a whole. The items in the rating scales are based on the review of related literature and the tools already available. Also, a logical examination of statements of the rating scales was done by the panel of experts. Their suggestions have been taken into account to enhance the contents and quality of items. In view of the changes made in the language, content, coverage and format of the items, it can be said that the rating scales used in this study possess content validity.

b) Face Validity: This is the term used to characterize test materials that appear to measure what the test desires to measure and appears to those it is meant, to experts, examiners, educationists and the like. That is, the test items should be related to the variable that is being measured. It is clear that all the items in the respective tools measure the specific variable under study that is emotional intelligence, occupational stress, and job performance of the school teachers working at secondary level.

c) Intrinsic Validity: Intrinsic validity shows, how well, the calculated scores measure the true value of test. The square root of the reliability is the intrinsic validity of the tools. The computed intrinsic validity was 0.91 for emotional intelligence rating scale, 0.96 was for occupational stress rating scale and 0.97 was for teacher's job satisfaction rating scale. All the scores were high and hence the tools used in this present study has a statistically significant intrinsic validity.

d) Criterion Validity: In a situation of some observable criterion, the tool's validity can be investigated by seeing how good an indicator it is. This approach leads to two categories of validity i.e. predictive and concurrent validity. Predictive validity is concerned with how the tool can forecast a future criterion and concurrent validity with how well it can describe a present one. The results in the succeeding chapter show that the three rating scales have both concurrent and predictive validity.

Sample of the Study: The locale of the study is the Ananthapuram district of Andhra Pradesh state. There are four educational divisions in Ananthapuram district namely Anantapur, Dharmavaram, Gotty and Penukonda. In each educational division, both government schools (ZPHS, municipal schools and government aided schools) and private schools recognized by the Government of Andhra Pradesh are functioning. Anantapuram educational division consists of 12 mandals, Dharmavaram with 20 mandals, Gotty having 16 mandals and Penukonda with 15 mandals. For the purpose of the study, the investigator selected 2 mandals randomly from each educational division by using simple random sampling technique. Thus, the total number of mandals selected from the 4 educational divisions are 8 mandals having the above said schools.

There are 111 government schools and 210 private schools are functioning in the 8 selected mandals of the 4 educational divisions. In the second stage, from each mandal, 30% of the government schools and 30% private schools were selected as the sample for this study by following simple random sampling technique. In each school, there are 8 teachers on an average are working put together 760 teachers of all the selected 96 schools. Thus the total sample of the study is 760 teachers working in the secondary schools of Anantapuram district.

Data Collection

Data were collected by the investigation from the sample of the study by administering the OSS developed for the purpose. The collected data were analyzed by using Mean, SD, ± 1 SD and Percentage and are presented.

Results and Discussion

The collected data was analysed by using appropriate statistical techniques such as, number and percentage, mean, mean ± 1 SD. To find out the number and percentage of secondary school teachers coming under low, moderate and high levels of occupational stress, mean and standard deviation of occupational stress scores have been computed. By

using mean \pm 1SD, the occupational stress scores of secondary school teachers have been divided into three levels i.e. low, moderate and high. Accordingly, the teachers coming under occupational stress scores of 3.61 and above are grouped as high, 2.32 to 3.60 are moderate and 2.30 and below are grouped as low. The number and percentage of teachers come under each category have been worked out and are presented in table -1.

Likewise, to identify the by the secondary school teachers sources of work related stress, mean and standard deviation for each aspect of the occupational stress has been computed for the total sample of the study. By using mean \pm 1SD, the statements have been divided into three categories i.e. low, moderate and high. This analysis facilitates to identify the level of sources of work stress of the secondary school teachers. The obtained results were explained in tabular form and are discussed in tables 1 and 2.

Table-1: Number and Percentage of Teachers Working in Secondary Schools with Low, Moderate & High Levels of Occupational Stress (OS)

Table-1 illustrates the number and percentage of teachers falling under low, moderate and high levels of Occupational Stress (OS).

OS Dimensions	Level of Occupational Stress					
	Low		Moderate		High	
	No.	%	No.	%	No.	%
OS ₁	255	33.55	393	51.71	112	14.74
OS ₂	173	22.76	470	61.84	117	15.39
OS ₃	196	25.79	392	51.58	172	22.63
OS ₄	130	17.11	579	76.18	51	6.71
OS ₅	132	17.37	523	68.82	105	13.82
OSW	162	21.32	452	59.47	146	19.21

*Note: 1) The number and percentage of teachers with low, moderate and high levels of Occupational Stress has been calculated based on mean \pm 1 SD
2) OS₁. Organisational Structure and Climate; OS₂. Personal and Professional Efficiency; OS₃. Intra and Inter Personal Interactions; OS₄. Home – Work Interface; OS₅. Environmental Factors; OSW. Occupational Stress as a Whole.*

From table-1, it is clear that the percentage analysis reveals that 80 percentage of the secondary school teachers have underwent for moderate (59.47) and high (19.21) level of occupational stress. Dimension wise figures reveals that 66.45 percentage of teachers are

experiencing occupational stress due to organisational structure and climate of the schools, 77 per cent of teachers are with occupational stress owing to personal and professional efficiency of teachers, 73 per cent are with moderate and high level of occupational stress due to intra and inter personal interactions, 83 per cent of the teachers are with stress due to home- work interface and 82 per cent are with moderate and high level of occupational stress due to environmental factors.

Sources and Level of Occupational Stress of Secondary School Teachers

One of the prime objectives of this study is to find-out the level of occupational stress among the teachers working at secondary schools. Also, this study tries to identify the potential sources of stress among the higher secondary teachers. The potential sources of stress may be due to organizational structure and climate, professional and personal efficiency as well as intra and interpersonal relationships. Besides, the home-work interface and environmental factors responsible for occupational stress. To understand the level of occupational stress among the teachers working at higher secondary schools, the average (mean) and standard deviation (SD) for each stressor of the occupational stress dimensions have been computed for total number of sample respondents. By using mean \pm 1 SD, the low, moderate and high level stressors have been identified. The same is shown in table- 2.

Table-2: Mean Scores and Level of Occupational Stress of Secondary School Teachers

S. No.	Statements	Mean	Level
I	Organizational Structure and Climate of the School		
1	Long working hours and expectations to do more work in the school.	4.29	H
2	Carrying out multiple responsibilities in a short span of time in the school.	3.82	H
3	Lack of information in carrying out the professional responsibilities.	3.71	H
4	Working on assignments in the school that are not necessary to the profession.	1.83	L
5	Lack of equipment and teaching-learning materials in the school.	1.89	L
6	Inadequate supportive staff in the school.	2.97	M
7	Inadequate teachers to carry out the work assigned.	3.63	H
8	Large class size of students with diverse needs.	3.77	H
9	Lack of time to pay individual attention to each special needs student.	3.16	M
10	Lack of involvement in the decision making process of	2.54	M

	the activities related to the profession.		
11	Lack of opportunities for promotion in the profession.	3.32	M
12	Inadequate salary for the work done in the school.	4.05	H
13	Stringent rules and regulations in the school that hinders to act independently.	3.46	M
14	Taking responsibilities for the activities of other teachers.	3.74	H
II	Personal and Professional Efficiency of the Teacher		
15	Inadequate training to meet the changing demands of the profession.	3.72	H
16	Lack of opportunities for professional enhancement in the form of participation in professional meeting/ seminar/ conferences.	3.24	M
17	Inadequate knowledge in using the new aids and appliances in the school.	2.37	M
18	Thrusting on development of curricular innovations and materials in the school.	3.27	M
19	Over qualified to perform the job.	2.13	L
20	Lack of commitment and interest to perform the job.	2.27	L
21	Problems in identification and assessment procedure.	2.22	L
22	Difficulty in managing students in the classroom.	2.55	M
23	Difficulty in solving the problems that arise at work place.	2.86	M
24	Face problems in decision making procedure.	3.98	H
25	Unable to complete the task within a stipulated period of time.	3.24	M
26	Difficult to implement new policies and procedures in the place of those already in practice.	2.35	M
III	Intra and Interpersonal Interactions		
27	Difficult to adjust with the fellow teachers in the school.	2.38	M
28	Lack of healthy interactions between/among the teachers in school	2.50	M
29	Inadequate knowledge to give guidance and counselling to the students and parents.	2.27	L
30	Stressful interactions with parents and lack of parental support.	2.56	M
31	Lack of team work and professional collaboration to meet the diverse needs of children.	2.90	M
32	Angry with the students for their continuous failure in academics.	3.98	H
33	Difficulty in understanding the students behaviour within and Outside the school.	2.27	L
34	Difficulty to satisfy the requirements of the management of the school.	3.68	H
35	Misunderstand the school values and goals.	3.30	M
36	Lack of pro- active communication with the management of the school.	2.74	M

37	Poor quality of feedback and supervision that address teacher concerns.	3.82	H
38	Difficulty to discuss the failure of the students with their parents.	2.68	M
IV	Home – Work Interface		
39	Financial problems at home are hindering my work in the school.	3.49	M
40	Difficulty to concentrate in the classroom due to tension with my spouse.	2.85	M
41	Health of my children is disturbing a lot in the school.	2.06	L
42	Education of my children is interfering in my job.	2.41	M
43	Insufficient salary is troubling both my family and work environment.	2.50	M
44	Family needs are taking priority than teaching in the school.	2.53	M
V	Environmental Factors		
45	Bullying and frightening by the students inside and outside the school.	3.43	M
46	Complaints by the students.	2.86	M
47	Complaints by other staff members.	2.51	M
48	Problems with the students' indiscipline in the school.	3.03	M
49	Seldom opportunity to utilize the abilities and experience independently.	4.00	H
50	Seldom rewarded for the hard labour and efficient performance.	3.40	M
51	Problems faced with drug abuse by the students.	2.73	M
52	Problems arising out of fraud and financial mismanagement within the school.	2.09	L
53	Polluted working environment / politics within the school.	3.24	M
54	Difficult to solve students disputes in the school.	2.12	L
55	Problems with the theft and damage of property by the students.	2.58	M
56	Lack of respect for teachers by the pupils, parents and society.	2.70	M

Note: Levels of Occupational Stress– Low:2.30 and below; Moderate: 2.32 to 3.60; High: 3.61 and above

From table-2, under the dimension of *organizational structure and climate*, it is clear that, the long working hours and expectations to do more work (S.No.1), carrying multiple responsibilities in a short span of time (S.No.2), lack of information in carrying out the professional responsibilities (S.No.3), inadequate trained human resources to carry out the work assigned (S.No.7), large class size with students of diverse needs (S.No.8), inadequate salary for the work done in the school (S.No.12) and taking responsibilities for the activities

of others (S.No.14) are the major stressors for the teachers working in secondary schools, as their mean occupational stress scores fall under high level category. Contrary to this, the teachers are having low level of occupational stress in certain aspects such as; working on assignments in the school that are not necessary to the profession (S.No.4) and lack of equipment and teaching learning materials (S.No.5). Further, the same teachers are showing moderate level of occupational stress in 5 aspects such as; inadequate supportive staff in the school (S.No.6), and lack of time to pay individual attention to each special needs student (S.No.9) lack of involvement in the decision making process of the activities related to the teaching profession (S.No.10), lack of opportunities for promotion in the school (S.No.11), and stringent rules and regulations in the school that hinders to act independently (S.No.13).

The various aspects related to the **personal and professional efficiency** are also the sources of stress in secondary school teachers. The aspects such as – inadequate personal and professional training, poor self-efficacy and management and, technological advancement in school level generate stress in secondary school teachers.

The various aspects related to the *personal and professional efficiency* are also the sources of stress among secondary school teachers. Some of the aspects such as; inadequate training to meet the demands of the profession (S.No.15) and facing problems in decision making process (S.No.24) are the major stressors for the teachers working in secondary schools, as their mean occupational stress scores fall under high level category. Contrary to this, the teachers are having low level of occupational stress in certain aspects such as; over qualified to perform the job (S.No.19), lack of commitment and interest to perform the job (S.No.20) and problem in identification and assessment procedures (S.No.21). Further, the same teachers are showing moderate level of occupational stress in 7 aspects such as; lack of opportunities for professional enhancements in the form of participation in professional meetings / seminars / conferences (S.No.16), inadequate knowledge in using new aids and appliances (S.No.17), thrusting on development of curricular innovations and materials (S.No.18), difficulty in managing students in the classroom (S.No.22), difficulty in solving the problems that arise out of work (S.No.23), unable to complete the task within a stipulated period of time (S.No.25) and difficult to implement new policies and procedures in place of those already in practice (S.No.26).

Different aspects of **intra and inter personal interactions** like negative feelings of secondary teachers, strained relationship with colleagues, students, parents, administration

and para-professionals construct stress in secondary school teachers. With regard to the dimension *intra and interpersonal interactions*, the secondary school teachers exhibit moderate level of stress with regard to; difficulty in adjusting with the fellow teachers in the school (S.No.27), lack of healthy interactions between / among the teachers (S.No.28), stressful interactions with parents and lack of parental support (S.No.30), lack of teamwork and professional collaboration to meet the diverse needs of children (S.No.31), misunderstanding the organizational values and goals (S.No.35), lack of pro-active communication with the management (S.No.36) and difficult to discuss the failure of the students with their parents (S.No.38). On the other hand, the teachers are showing low level of stress in only two aspects i.e. inadequate knowledge to give guidance and counseling to students and parents (S.No.29) and difficulty in understanding the students behaviour (S.No.33). Some aspects such as; being angry with the students for their continuous failure (S.No.32), difficulty in satisfying the requirements of the management (S.No.34), poor quality of feedback and supervision that address the teachers' concern (S.No.37) are the major stressors for the teachers working in secondary schools, as their mean occupational stress scores fall under high level category.

Under the dimension *home-work interface*, the secondary teachers experience moderate level of stress in 5 aspects such as; the financial problems at home (S.No.39), difficulty in concentrating in the classroom due to tension with the spouse (S.No.40), education of their children (S.No.42), insufficient salary (S.No.43) and priority for family needs (S.No.44). Only one aspect placing under low level stress category i.e. health of their children (S.No.41).

The **environmental factors** such as violence and danger caused by the pupils and co-workers in their work environment, reward structure and recognition by the management, negative publicity by the society and, physical working conditions trigger stress among secondary teachers. With regard to the dimension *environmental factors*, the secondary teachers are showing high level of stress due to the seldom opportunities to utilize their abilities and experience independently (S.No.49). The same teachers showing low level of occupational stress in two aspects i.e. problems due to fraud and financial mismanagement within the school (S.No.52) and difficult to solve students disputes (S.No.54). Further, the same teachers are showing moderate level of occupational stress in 7 aspects such as; bullying and frightening by the students inside and outside the school (S.No.45), complaints

by the students (S.No.46), complaints by the staff members (S.No.47), problems with students indiscipline (S.No.48), lack of reward for the hard labour and efficient performance (S.No.50), problems of students with drug abuse (S.No.51), polluted working environment (S.No.53), problems with the theft and damage of the school property by the students (S.No.55), and lack of respect for teachers by the pupils, parents and society (S.No.56).

Out of 56 statements reflecting occupational stress of secondary school teachers, only on 13 aspects such as; long working hours and expectations to do more work in the school(S.No.1), carrying out multiple responsibilities in a short span of time in the school(S.No.2), lack of information in carrying out the professional responsibilities(S.No.3), inadequate teachers to carry out the work assigned(S.No.7), large class size of students with diverse needs(S.No.8), inadequate salary for the work done in the school(S.No.12), taking responsibilities for the activities of other teachers (S.No.14), inadequate training to meet the changing demands of the profession(S.No.15), face problems in decision making procedure (S.No.24), angry with the students for their continuous failure in academics(S.No.32), difficulty to satisfy the requirements of the management of the school(S.No.34), poor quality of feedback and supervision that address teacher concerns (S.No.37) and seldom opportunity to utilize the abilities and experience independently (S.No.49) the teachers are reflecting with high level of occupational stress. Whereas, on 10 aspects (S.No.4, 5, 19, 20, 21, 29, 33, 41, 52 and 54), their occupational stress is at low level. In the remaining 33 aspects (S.No.6, 9, 10, 11, 13, 16, 17, 18, 22, 23, 25, 26, 27, 28, 30, 31, 35, 36, 38, 39, 40, 42, 43, 44, 45, 46, 47, 48, 50, 51, 53, 55 and 56), their level of occupational stress is moderate. The results reveals the need for developing stress reducing mechanisms at organisational, professional, intra and interpersonal relations, balancing home and work interface and facilitating conducive environment in the schools.

Conclusion

Around 78 per cent of secondary teachers are experiencing moderate and high levels of occupational stress. This specifies the need for intrusions in consolidate and fortifying teacher's self-confidence and positive assertiveness, and weakening the stress generating factors. Stresses of job life can be accessibly managed, to a large extent, at different stages through various influential interventions such as; a) prevention of stress through organizational interventions at the management level, like, selection of appropriately qualified teachers, proper job designing and training, adequate work conditions, effective supervision and incentive system, effective communication system, participative

management, etc. b) minimizing the regularity and passion of stressful situations integral to the job at the organizational level. c) controlling the intensity of integral job stressors and their consequent strains through the effect of other variables of positive values, such as high or extra salary, non-financial incentives, social support, generating team feeling, participative decision making, etc. at secondary level.

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