

Occupational Stress of Rural and Urban Secondary School Teachers in Relation to their Occupational Stress

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Abstract

The present study investigates the occupational stress of rural and urban secondary school teachers in relation to their job satisfaction. The study consisted of 100 school teachers randomly drawn from two government secondary schools of Chandigarh. Data was collected with the help of occupational stress inventory for teacher by Singh and Srivastava (1984) and job satisfaction scale by Singh and Sharma (1986). The data obtained were analyzed statistically and the study revealed that (i) There was significant difference in occupational stress of rural and urban secondary school teachers. (ii) There was significant difference in job satisfaction of rural and urban secondary school teachers. (iii) There is significant difference in occupational stress of male and female secondary school teachers. (iv) There is significant difference in job satisfaction of male and female secondary school teachers. (v) There is negative and significant correlation between occupational stress and job satisfaction of rural and urban secondary school teachers. (vi) There is negative and significant correlation between occupational stress and job satisfaction of male and female secondary school teachers. (vii) There is negative and significant correlation between occupational stress and job satisfaction of total sample.

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Introduction

Education is a constructive process, which drags a person out from darkness, poverty and misery and leads him to the road of enlightenment, prosperity and develops his individuality in all its aspects i.e. physical, mental, emotional and social. Education is the creation of a sound mind in a sound body. Teachers are central to the process of education and also in building the personality of children are there by agents of social change. The transition from pre-industrial society has brought with it a number of broad changes in the role of a teacher in school. Traditionally, we find that instructions, socialization, education and transmission of values constituted a major part of his functions. In the last decade or so, teaching is not what it was expectations have intensified

today and job of a teacher, apart from teaching includes managerial function, such as curriculum planning, resource-management, management of examination, management of co-curricular activities, time-management, conflict management and management of innovations and change etc. When these activities exceed the coping abilities of the teachers, it gives rise to stress.

Occupational stress has become an all-pervading feature of modern organization, involving serious cost both in human and financial term. An employee's job role, which is composed of set of activities to be performed by him, constitutes the most significant part of his job life and is responsible for bringing in maximum amount of job-satisfaction or job-stress and anxiety. Role stress usually results

from conflicting, incompatible or unclear expectations that are derived from work environment (Kahn, Wolfe, Quinn, Snoeck, & Rosenthal, 1964). Occupational stress meant negative environmental factors or stressors associated with a particular job, (Cooper & Marshall, 1976).

Job-related stress can be defined as the emotional, mental and behavioral reaction. Vulnerability caused by element in job environment that are large part out of the awareness of the worker. The cause of the perceived stress is usually attributed by the person to reason that are acceptable to the person or to the person peers (Kagan, 1995). Kutty (2000) proposed reason for stress at work place as work pressure, meeting dead line, politics in the work place, inter relationships, job content or profile, promotion and growth opportunities, imbalance between personal and professional commitments, commuting time especially from long distance suburban areas to the office.

Work occupies an important place in the life of an individual and nobody is ever fully satisfied with the work we does. Though satisfaction or dissatisfaction with the work in hand is a personal matter to a great extend, yet exerts a strong influence upon the efficiency of the worker with persistent dissatisfaction with his job, the worker loses faith in himself as well in the job.

Teacher occupies a place of permanent importance in any system of education. No other aspect of education is vital for its progress the teachers. "Teaching is the noblest of professions but sorriest of the traders." This statement can also be used to explain the plight of teachers even today. No one can deny the importance of teachers on the formal set of education as persons who imbibe, interpret and disseminate the culture and traditions of the past. Job is an occupational activity performed by individual in return for a monetary reward.

Job satisfaction is the total body feeling that an individual has about his job.

Katzell (1980) conceptualizes job satisfaction as an employee's over evaluation of his or job in terms of supervision, co-workers, pay, promotion and the work itself. Their evaluation is actually a comparison between the employees' reputation about these jobs related factors and his or her actual experiences in the job. Education is the backbone of a progressing nation and teacher is the pivot in the system of the education. Obviously, the progress of a nation ultimately depends upon the quality of its teachers. The teacher is the yard stick that measures the achievement and aspirations of the nations the worth and potentialities of a country. It is the satisfaction of a job which have shaped a large number of young men and women into competent and responsible citizen which in the real reward of teaching.

The role of teacher is important in any programme of education without good teachers. It is not possible to improve education. The teachers play a central role in the learning process of the pupil. In the schools and colleges job satisfaction in teachers is essential for the purpose of effective teaching is the result of job satisfaction. The teacher who is unable to motivate his pupils to attain learning remains dissatisfied with his work. The teacher being the corner stone of the arch of education must be satisfied with his job so that he delivers the good to the best of his ability. A dissatisfied teacher is lost not only to himself but to the entire society. Therefore it is essential to see that the teachers are satisfied with their occupation, so that they can produce the best citizens who can become the backbones of the future society.

Emergence of the Problem

In the modern time, teacher work under varying amounts of stress and dissatisfactions, they lose interest in their profession responsibilities and consequently students

preparation for future life gets adversely affected. Stressful and dissatisfied teachers are likely to have attachment with their institution and less dedication to their profession. Their low level of involvement, unfavourable work values and dissatisfaction with teaching is detrimental for the interest of teaching and student community. This can lead to lowering the standard of education. So, it is necessary to understand the job satisfaction of secondary school teachers in relation to occupational stress. Therefore, the investigator made an attempt to examine the occupational stress of urban and rural teachers of various government schools in relation to their job satisfaction.

Objectives

1. To compare the occupational stress of rural and urban secondary school teachers.
2. To study the job satisfaction of rural and urban secondary school teachers.
3. To examine the occupational stress of male and female secondary school teachers.
4. To examine the job satisfaction of male and female secondary school teachers.
5. To study the relationship between occupational stress and job satisfaction of rural and urban secondary school teachers.
6. To study the relationship between occupational stress and job satisfaction of male and female secondary school teachers.
7. To study the relationship between overall occupational stress and job satisfaction of total sample.

Hypotheses

H₁O: There is no significant difference in occupational stress of rural and urban secondary school teachers.

H₂O: There is no significant difference in job satisfaction of rural and urban secondary school teachers.

H₃O: There is no significant difference in occupational stress of male and female secondary school teachers.

H₄O: There is no significant difference in job satisfaction of male and female secondary school teachers.

H₅O: There is no significant relationship between occupational stress and job satisfaction of rural and urban secondary school teachers.

H₆O: There is no significant relationship between occupational stress and job satisfaction of male and female secondary school teachers.

H₇O: There is no significant relationship between occupational stress and job satisfaction of total sample.

Sample

The present study consists of 100 secondary school teachers of rural and urban schools of Chandigarh. The 50 teachers consists of 25 male each of urban and rural areas and 50 teachers comprising 25 female each of urban and rural areas were taken. The sample was taken using purposive and random sample technique.

Design

The design of the present study was based on the sample of 100 teachers of rural and urban schools of Chandigarh. The variables under consideration were occupational stress and job satisfaction. Occupational stress was taken as dependent variable and job satisfaction was taken as independent variable. In the present study descriptive survey method of investigation was utilized to know about occupational stress and job satisfaction of teachers.

Tools Used**Following tools were used for data collection:**

1. Occupational Stress Inventory by Singh and Srivastava (1984).
2. Job Satisfaction Scale by Singh and Sharma (1986).

Procedure

In the present study, tools were employed on a random sample of 100 teachers of rural and urban schools of Chandigarh. After getting the permission, tools were administered to the teachers. The teachers were given instructions regarding filling the responses and were requested to give true responses. After collecting data, scoring was done with the help of scoring key. The results were compared by using statistical techniques and then interpreted accordingly.

Analysis and Interpretations

The statistical techniques such as Mean, SD, t-test and correlation were used in the study. The results are given in the following tables 1, 2, 3, 4 & 5

Table 1: t-ratio of occupational stress and job satisfaction between rural and urban secondary school teacher

Variables	Rural			Urban			SE _D	t-ratio
	N	Mean	SD	N	Mean	SD		
Occupational Stress	50	110.42	25.41	50	123.98	25.20	5.06	2.09**
Job Satisfaction	50	69.76	11.45	50	61.70	15.32	2.70	2.99**

*Significant at 0.05 level

**Significant at 0.01 level

(Critical Value 1.98 at 0.05 and 2.63 at 0.01 level, df 98)

Table-1 shows that the mean scores of occupational stress of rural secondary school teachers is 110.42 which is less than the corresponding mean scores of 123.98 for the urban secondary school teachers. The t-value testing the significance of mean difference in occupational stress of rural and urban secondary school teachers is 2.68, which in comparison to

the table value was found significant at 0.01 level of significance. Hence, the null hypothesis H_0 : There is no significant difference in occupational stress of rural and urban secondary school teachers, is rejected. The result indicates that the urban school teachers are more stressed as compared to rural secondary school teachers. The results are supported by the findings of Abel and Sewell (1999) reported that urban school teachers experienced significantly more stress from poor working conditions and poor staff relations than did rural school teachers. Sharma (2002) found that rural teachers reported less stress as compared to urban school teachers.

Table-1 reveals that the mean scores of job satisfaction of urban secondary school teachers is 61.7 which is less than the corresponding mean scores of 69.76 for the rural secondary school teachers. The t-value testing the significance of mean difference in job satisfaction of rural and urban secondary school teachers is 2.99, which in comparison to the table value was found significant at 0.01 level of significance. Hence, the null hypothesis H_0 : There is no significant difference in job satisfaction of rural and urban secondary school

teachers, is rejected. The result indicates that rural secondary school teachers are more satisfied as compared to urban secondary school teacher. The results are supported by the findings of Singh (1992) found that rural school teachers are more satisfied than urban school teachers. Bhandari (1994) found that significant difference in job satisfaction of rural and urban secondary school teachers.

Table 2: t-ratio of occupational stress and job satisfaction between male and female secondary school teacher

significance of mean difference in job satisfaction of male and female secondary school teachers is 2.98, which in comparison to

Variables	Male			Female			SE _D	t-ratio
	N	Mean	SD	N	Mean	SD		
Occupational Stress	50	112.28	26.19	50	125.92	23.63	4.99	2.73**
Job Satisfaction	50	63.32	13.70	50	71.04	12.14	2.59	2.98**

*Significant at 0.05 level

**Significant at 0.01 level

(Critical Value 1.98 at 0.05 and 2.63 at 0.01 level, df 98)

Table-2 reveals that the mean scores of occupational stress of male secondary school teachers is 112.28 which is less than the corresponding mean scores of 125.92 for the female secondary school teachers. The t-value testing the significance of mean difference in occupational stress of male and female secondary school teachers is 2.73, which in comparison to the table value was found significant at 0.01 level of significance. Hence, the null hypothesis H_0 : There is no significant difference in occupational stress of male and female secondary school teachers, is rejected. The result indicates that female secondary school teachers are more stressed as compared to male secondary school teachers. The result is supported by the findings of Blanton (1985) reported that male teachers were significantly more stressed than their female colleagues. Green (1993), Wang and Zang (2007) found that female teachers are more stressed than the male secondary teachers. The study is contradicted by the findings of Pande, Pradhan and Senapathy (1996) found that no significant gender difference on the occupational stress among teachers in different schools.

Table-2 reveals that mean scores of job satisfaction of male secondary school teachers is 63.32, which is less than the corresponding mean scores of 71.04 for the female secondary school teachers. The t-value testing the

the table value was found significant at 0.01 level of significance. Hence, the null hypothesis H_0 : There is no significant difference in job satisfaction of male and female secondary school teachers, is rejected. The result indicates that female secondary school teachers are more stressed as compared to male secondary school teachers. The result is supported by findings of Chase (1951) found that women teachers were more satisfied than men teachers. Rao (1987) revealed that women teachers were more effective than men teachers. Aggarwal (1991) that female teachers had more job satisfaction than male teachers. Singh (1992) found that female teachers have more job satisfaction than male teachers. Biswas and Tinku (1994) found female teachers to be more satisfied than male teacher. The present study reveals that there is significant difference on job satisfaction of male and female secondary school teachers. Bindu and Kumar (2006) revealed that job satisfaction was different for male and female school teachers. These studies are contradicted by the findings of Singh (1985), Green (1993), Tharrington (1993), Pal (2004) revealed that no significant difference on job satisfaction of male and female secondary school teachers.

Table-3: Correlation between occupational stress and job satisfaction of rural and urban secondary school teachers

Variables	Groups	N	Value of 'r'
Occupational Stress and Job Satisfaction	Rural	50	-.275*
Occupational Stress and Job Satisfaction	Urban	50	-.503**

** Significant at 0.01 level

(Critical Value 0.273 at 0.05 and 0.354 at 0.01 level, df 48)

Table-3 that there is a negative correlation between occupational stress and job satisfaction of rural secondary school teachers is -.275 but for urban secondary school teachers is also negative correlation between occupational stress and job satisfaction is -.503, which in comparison to the table value was found negative and significant at 0.01 level of significance. Hence, the null hypothesis H_0 : There is no significant relationship between occupational stress and job satisfaction of rural and urban secondary school teachers, is accepted. The result indicates that the negative relationship between occupational stress and job satisfaction of rural and urban school teachers because urban school teachers have high relationship between occupational stress and job satisfaction as compared to rural school teachers.

Table-4 : Correlation between occupational stress and job satisfaction of male and female secondary school teachers

Variables	Groups	N	Value of 'r'
Occupational Stress and Job Satisfaction	Male	50	-.408**
Occupational Stress and Job Satisfaction	Female	50	-.598**

** Significant at 0.01 level

(Critical Value 0.273 at 0.05 and 0.354 at 0.01 level, df 48)

Table-4 that there is a negative correlation between occupational stress and job satisfaction of male secondary school teachers

is -.408 but for female secondary school teachers is also negative correlation between occupational stress and job satisfaction is -.598, which in comparison to the table value was found negative and significant at 0.01 level of significance. Hence, the null hypothesis H_0 : There is no significant relationship between occupational stress and job satisfaction of male and female secondary school teachers, is accepted. The result indicates that the negative relationship between occupational stress and job satisfaction of male and female school teachers is better than the male teachers because female school teachers are high relationship between occupational stress and job satisfaction as compared to male school teachers.

Table-5: Correlation between occupational stress and job satisfaction of total sample

Variables	N	Value of 'r'
Occupational Stress and Job Satisfaction	100	-.409**

** Significant at 0.01 level

(Critical Value 0.195 at 0.05 and 0.254 at 0.01 level, df 98)

Table-5 that there is a negative correlation between occupational stress and job satisfaction of total sample of secondary school teachers is -.409, which in comparison to the table value was found negative and significant at 0.01 level of significance. Hence, the null hypothesis H_0 : There is no significant relationship between occupational stress and job satisfaction of total sample, is accepted. The result indicates that senior secondary school teachers are more satisfied from their job rather than occupational stress. The study shows that there is a perfect negative correlation between occupational stress and job satisfaction which means higher job satisfaction is related to lower occupational stress and vice versa. The above findings supported by Kakkar (1993) found that job satisfaction was negatively correlated to occupational stress. Puri (2008) found that insignificant correlation between occupational stress and teacher effectiveness. Laughlin (1984), Burke and Green Glass (1994), Day, Bedeian and Conte (1998), Davis and Wilson (2000) found that negative correlation between job satisfaction and occupational stress. But the study is contradicted by the findings of Green (1993), Bindu and Kumar (2006) found a positive correlation between job stress and job satisfaction.

Findings

1. There is significant difference in occupational stress of rural and urban secondary school teachers.
2. There is significant difference in job satisfaction of rural and urban secondary school teachers.
3. There is significant difference in occupational stress of male and female secondary school teachers.
4. There is significant difference in job satisfaction of male and female secondary school teachers.
5. There is negative and significant correlation between occupational stress and job satisfaction of rural and urban secondary school teachers.
6. There is negative and significant correlation between occupational stress and job satisfaction of male and female secondary school teachers.
7. There is negative and significant correlation between occupational stress and job satisfaction of total sample.

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