

A Descriptive Survey Analysis of Occupational Stress among Secondary School Teachers.**Dr. Apurva T.M.**

Assistant Professor

Dr. Ambedkar College of Education,

Post Graduation Department of Education (M.Ed).

J C Nagar, Bengaluru - 86

Email- apurvatom@gmail.com

Abstract

The present study aims to examine occupational stress among secondary school teachers. A descriptive survey research design was adopted to analyse differences in occupational stress with respect to gender, type of management, teaching subject, and locality background. The sample comprised 224 secondary school teachers working in Bangalore district. Data were collected using the Occupational Stress Index (OSI) developed and standardized by A. K. Srivastava and A. P. Singh. The collected data were analyzed using the independent sample t-test, and the results were presented through graphical representations. The findings of the study revealed that gender, subject background, and locality have a significant influence on the occupational stress of secondary school teachers, whereas the type of school management does not significantly influence their occupational stress.

Key Words: Emotional Strain, Emotional Well-Being, Occupational Stress, Secondary School, Stress, Teachers

Introduction:

The teaching profession is regarded as the noblest profession and is carried out at different levels, ranging from primary education to the research level. At all stages, the teaching community faces numerous challenges. When the nature of teachers' work is examined, particularly at the primary and secondary school levels, teachers are required to perform multiple responsibilities in addition to their core teaching duties. As a result, they often experience stressful conditions. Though, the 21st century is called the 'century of Stress' because there will not be a single person without stress (Ali and Kumar, 2022). Hence, stress conditions are common across all occupations, including the teaching profession. In this context, Kaur (2011) rightly expressed that occupational stress is stress at work. Stress is defined in terms of its physical and physiological effects on a person. Stress is mental, physical or emotional strain or tension or it is situation or factor that can cause this. Further, in the words of Saxena and Manjrekar, (2020) occupational stress is the common occurrences among various professions worldwide and is regarded as a major psychological problem for them. Moreover, occupational stress is ongoing stress that is related to

the workplace which can eventually affect both physical and emotional well-being (Ji, Wang, and Riedl, 2021, as cited in Christian, Sutariya, and Kagathra, 2022). When occupational stress is viewed from the perspective of teachers, particularly at the primary and secondary school levels, they experience such stress due to the need to manage various responsibilities along with academic work. In this background, the present study intends to examine the occupational stress of teachers working in secondary schools.

Review of Related Literature:

Nagra and Kaur, (2014) conducted study on occupational stress and coping strategies among secondary school teachers. The study revealed that, secondary school teachers experienced moderate level of occupational stress and moderately used coping strategies. Significant differences were indicated regarding occupational stress among secondary school teachers in relation to gender and nature of job whereas insignificant differences were noted in relation to subject streams. Sing and Katoch, (2017) conducted a descriptive survey to research to study of occupational stress of secondary school teachers. The study found that the secondary school teachers generally had occupational stress having high, moderate and low levels and significant differences were found in the occupational stress of

male and female secondary school teachers. Ngente and Hnamte, (2022) conducted descriptive research method to study the occupational stress level of higher secondary school teachers in Mizoram. The study found that there was a significant difference between the occupational stress of male and female higher secondary school teachers in Mizoram. Raj, Neelopant, Wadhwa, and Dabas, (2022) conducted a cross-sectional study to estimate occupational stress among higher secondary school teachers in Kerala. The study found and conducted that all higher secondary school teachers in Thalassery block of Kannur, Kerala felt occupational stress. Majority (55%) had mild stress, 35% had endured moderate and 9% suffered severe stress. Pandey and Mukherjee, (2023) A study of occupational stress of school teachers at secondary level. The study found that, the level of occupational stress of secondary school teachers of west Bengal has been found more than average. There was no gender, locality and management wise difference in occupational stress.

From the review of related literature, it is observed that studies have been carried out on the occupational stress of secondary school teachers with respect to variables such as gender, locality, and type of management. In the present study, a sample of secondary school teachers working in Bangalore district was selected to explore occupational stress with respect to background variables such as gender, locality, subject background, and type of management.

Statement of the Problem:

A descriptive survey analysis of occupational stress among secondary school teachers. The study intended to find out the gender, type of management, subject and locality background wise difference in occupational stress of secondary school teachers.

Objectives of the Study:

- To investigate gender wise difference in the occupational stress of secondary school teachers.
- To compare occupational stress across types of school management among secondary schools
- To analyse subject-wise differences in the occupational stress of secondary school teachers.
- To examine locality-wise differences in the occupational stress of secondary school teachers.

Hypothesis of the Study:

- There is no significant difference in occupational stress of male and female secondary school teachers
- There is no significant difference in occupational stress of private and government secondary school teachers
- There is no significant difference in occupational stress of science and mathematics subject background and social science and language background secondary school teachers
- There is no significant difference in occupational stress of rural and urban secondary school teachers.

Research Design:

The study employed a descriptive survey design to examine the differences in occupational stress among secondary school teachers with respect to their gender, type of management, teaching subject, and locality background.

Sample of the Study:

The study was conducted during the 2025 academic year and involved secondary school teachers working in Bangalore district. Data were collected from teachers working in both government and private secondary schools. A total of 224 secondary school teachers participated in the study and provided responses to the survey, forming the sample for analysis.

Tool Used in the Study:

The Occupational Stress Index (OSI) developed and standardized by A. K. Srivastava and A. P. Singh was used as the tool for data collection in the present study. The index consists of 46 items rated on a five-point Likert scale ranging from Strongly Disagree to Strongly Agree. The total score on the index ranges from a minimum of 46 to a maximum of 230, with higher scores indicating a higher level of occupational stress.

Statistical Techniques Used in the Study:

The collected data were systematically analysed using the independent samples t-test, and the findings were effectively illustrated through appropriate graphical representations to facilitate clear and meaningful interpretation.

Analysis and Interpretation of Data:

Hypothesis-1: There is no significant difference in occupational stress of male and female secondary school teachers

Table-1: Comparison of occupational stress of male and female secondary school teachers

Gender	N	Mean	SD	df	t-value	p-value	S/NS
Male	90	174.5000	18.7911	222	2.4669	.014	S (p<.05)
Female	134	180.4104	16.7203				

The data presented in Table-1 reveal the comparison of occupational stress between male and female secondary school teachers. The sample consisted of 90 male teachers and 134 female teachers. The mean occupational stress score of male secondary school teachers is 174.5000 with a standard deviation of 18.7911, whereas the mean occupational stress score of female secondary school teachers is 180.4104 with a standard deviation of 16.7203.

To examine whether the observed difference between the two mean scores is statistically significant, an independent samples t-test was employed. The obtained t-value is 2.4669 with 222 degrees of freedom, and the corresponding p-value is .014. Since the p-value is less than the 0.05 level of significance ($p < .05$), the difference between male and female secondary school teachers with respect to occupational stress is found to be statistically significant.

Therefore, the null hypothesis stating that there is no significant difference in occupational stress of male and female secondary school teachers is rejected. The results clearly indicate that female secondary school teachers experience higher occupational stress than male secondary school teachers, as evidenced by their higher mean score. The data also reported in the following graph.

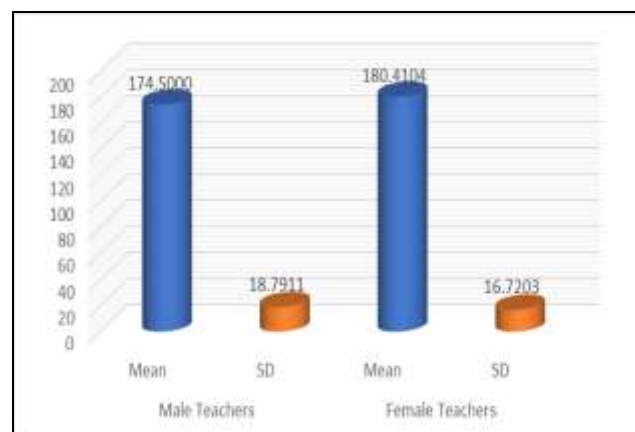


Figure-1: Comparison of occupational stress of male and female secondary school teachers

Hypothesis-2: There is no significant difference in occupational stress of private and government secondary school teachers

Table-2: Comparison of occupational stress of private and government secondary school teachers

Management	N	Mean	SD	df	t-value	p-value	S/NS
Private School	110	178.8182	18.0454	222	.6462	.519	NS (p>.05)
Government School	114	177.2807	17.5648				

The data presented in Table-2 reveal the comparison of occupational stress between private and government secondary school teachers. The sample consisted of 110 private school teachers and 114 government school teachers. The mean occupational stress score of private secondary school teachers is 178.8182 with a standard deviation of 18.0454, whereas the mean occupational stress score of government secondary school teachers is 177.2807 with a standard deviation of 17.5648.

To examine whether the observed difference between the two mean scores is statistically significant, an independent samples t-test was employed. The obtained t-value is .6462 with 222 degrees of freedom, and the corresponding p-value is .519. Since the p-value is greater than the 0.05 level of significance ($p > .05$), the difference between private and government secondary school teachers

with respect to occupational stress is found to be not statistically significant.

Therefore, the null hypothesis stating that there is no significant difference in occupational stress of private and government secondary school teachers is accepted. The results indicate that private and government secondary school teachers experience almost similar levels of occupational stress, as reflected by their nearly equal mean scores. The data also reported in the following graph.

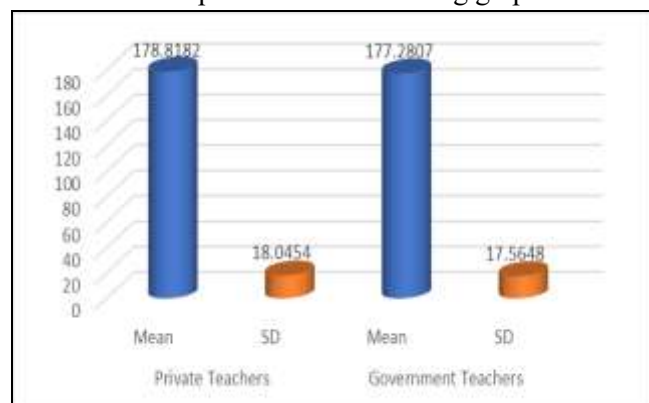


Figure-2: Comparison of occupational stress of private and government secondary school teachers

Hypothesis-3: There is no significant difference in occupational stress of science and mathematics subject background and social science and language background secondary school teachers

Table-3: Comparison of occupational stress of science and mathematics subject background and social science and language background secondary school teachers

Subjects	N	Mean	SD	df	t-value	p-value	S/N S
Science and Mathematics	124	173.0887	19.4623	222	4.877	.001	S (p<.05)
Social Science and Language	100	184.17	13.1434				

The data presented in Table-3 reveal the comparison of occupational stress between science and mathematics subject background teachers and social science and language subject background secondary school teachers. The sample consisted of 124 science and mathematics teachers and 100 social science and language teachers. The mean occupational stress score of science and mathematics

subject background secondary school teachers is 173.0887 with a standard deviation of 19.4623, whereas the mean occupational stress score of social science and language subject background secondary school teachers is 184.1700 with a standard deviation of 13.1434.

To examine whether the observed difference between the two mean scores is statistically significant, an independent samples t-test was employed. The obtained t-value is 4.8770 with 222 degrees of freedom, and the corresponding p-value is .001. Since the p-value is less than the 0.05 level of significance ($p < .05$), the difference between science and mathematics subject background teachers and social science and language subject background teachers with respect to occupational stress is found to be statistically significant.

Therefore, the null hypothesis stating that there is no significant difference in occupational stress of science and mathematics subject background and social science and language subject background secondary school teachers is rejected. The results clearly indicate that social science and language subject background secondary school teachers experience higher occupational stress than science and mathematics subject background secondary school teachers, as evidenced by their higher mean score.

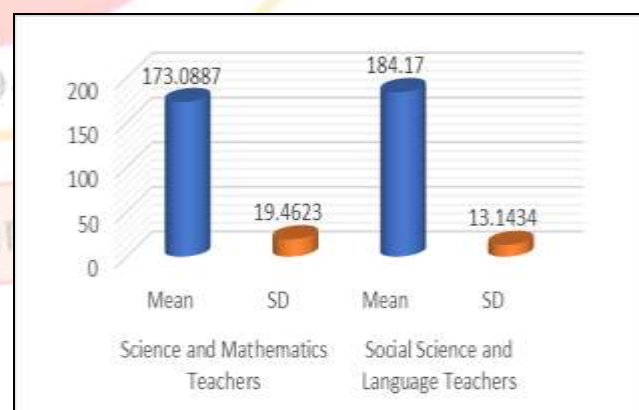


Figure-3: Comparison of occupational stress of science and mathematics subject background and social science and language background secondary school teachers

Hypothesis-4: There is no significant difference in occupational stress of rural and urban secondary school teachers.

Table-4: Comparison of occupational stress of rural and urban secondary school teachers

Locality	N	Mean	SD	df	t-value	p-value	S/NS
Rural	103	173.0777	17.6866	222	3.976	.001	S (p<.05)
Urban	121	182.2562	16.8065				

The data presented in Table-4 reveal the comparison of occupational stress between rural and urban secondary school teachers. The sample consisted of 103 rural teachers and 121 urban teachers. The mean occupational stress score of rural secondary school teachers is 173.0777 with a standard deviation of 17.6866, whereas the mean occupational stress score of urban secondary school teachers is 182.2562 with a standard deviation of 16.8065.

To examine whether the observed difference between the two mean scores is statistically significant, an independent samples t-test was employed. The obtained t-value is 3.976 with 222 degrees of freedom, and the corresponding p-value is .001. Since the p-value is less than the 0.05 level of significance ($p < .05$), the difference between rural and urban secondary school teachers with respect to occupational stress is found to be statistically significant.

Therefore, the null hypothesis stating that there is no significant difference in occupational stress of rural and urban secondary school teachers is rejected. The results clearly indicate that urban secondary school teachers experience higher occupational stress than rural secondary school teachers, as evidenced by their higher mean score.

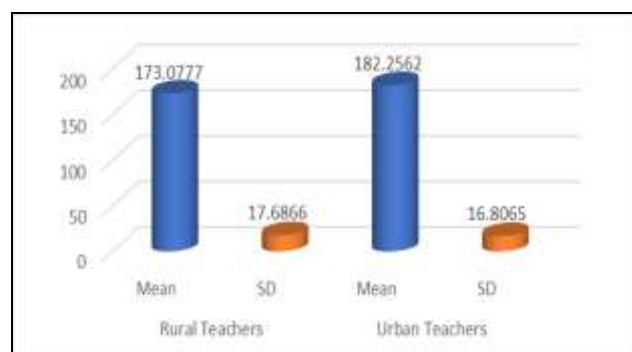


Figure-4: Comparison of occupational stress of rural and urban secondary school teachers

Major Finding of the Study:

The study found that 1] Female secondary school teachers experience higher occupational stress than male teachers, and this difference is statistically significant at the .05 level ($t = 2.4669$, $p < .05$). 2] Private and government secondary school teachers experience almost similar levels of occupational stress, and the difference between them is not statistically significant at the .05 level ($t = .6462$, $p > .05$). 3] Social science and language subject background secondary school teachers experience higher occupational stress than science and mathematics subject background teachers, and this difference is statistically significant at the .05 level ($t = 4.877$, $p < .05$). 4] Urban secondary school teachers experience higher occupational stress than rural secondary school teachers, and this difference is statistically significant at the .05 level ($t = 3.976$, $p < .05$).

Discussion and Conclusion:

The results of the independent samples t-test revealed that there is a significant difference in occupational stress among secondary school teachers with respect to gender (male vs Female), subject background (science and mathematics vs. social science and language), and locality (rural vs. urban). However, no significant difference was found in occupational stress between private and government secondary school teachers. These findings indicate that gender, subject background, and locality significantly influence the occupational stress of teachers, whereas the type of school management does not have a significant influence on their occupational stress.

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