ABSTRACT

The study was conducted to examine the occupational stress, personal values and work-related values among teaching and non-teaching staff of a university system in relation to certain demographic variables. The occupational groups selected for the study were teachers, clerks and semi-professionals. The other variables undertaken into consideration were sex, age, and length of experience. The main objectives of this study are (I) to examine the occupational stress among teachers, clerks and semi-professionals, (II) to examine the effect of sex, age and experience on occupational stress among teachers, clerks and semi-professionals, (III) to study the personal value system among teachers, clerks and semi-professionals, (IV) to examine the role of sex, age and experience in the personal value system among teachers, clerks and semi-professionals, (V) to study the work-related values among teachers, clerks and semi-professionals, (VI) to examine the effect of sex, age and experiences on work-related values among teachers, clerks and semi-professionals.

100 teachers, 100 clerks and 100 semi-professionals were randomly selected from various colleges of University of Delhi. Occupational stress, personal values and work-related values were examined in 300 subjects. The tools used in this study were Occupational Stress Index developed by Srivastava & Singh (1981), Basic Value Survey developed by Schwartz (1992), and Work Value Survey developed by Super (1996). The data obtained on these psychological tests analyzed were statistically treated with the help of ‘t’ test and Duncan Mean test. The main findings of the research are as follows:

- Teachers as compared to clerks and semi-professionals perceived more stress for ‘responsibility for persons’, ‘poor peer relation’, and ‘strenuous working conditions’ factors of occupational stress.

Teachers as compared to clerks and semi-professionals gave more importance to ‘universalism’, ‘hedonism’, ‘power’ and ‘conformity’ factors of personal values.

Clerks as compared to teachers and semi-professionals gave more importance to ‘achievement’ factor of personal values.

Clerks as compared to teachers and semi-professionals gave more importance to ‘extrinsic’ and ‘mixed’ work-related values.

Male teachers as compared to female teachers perceived more stress for ‘role ambiguity’, ‘poor peer relation’, ‘unprofitability’ responsibility for persons’ as well as overall occupational stress.

Older clerks as compared to younger clerks perceived more stress for ‘responsibility for persons’ whereas younger clerks as compared to older clerks feel more stress for ‘underparticipation’ factor of occupational stress.

High job tenure semi-professionals perceived more stress than the low job tenure semi-professionals with regards to ‘role overload’ as well as overall occupational stress.

Female clerks as compared to male clerks attached more importance to ‘achievement’ factor of personal values.

Younger clerks attached more importance to ‘benevolence’ factor of personal values as compared to older one.
High job tenure clerks as compared to low job tenure clerks attached more importance 'benevolence' whilst high job tenure teachers as compared to low job tenure teachers attached less importance to 'power' factor of personal values.

Male teachers as compared to female teachers attached more importance to 'mixed', whereas female teachers as compared to male teachers attached more importance to 'extrinsic' factor of work-related values.

Younger clerks as compared to older clerks attached more importance to 'social' work-related values.

High job tenure clerks as compared to low job tenure clerks attached more importance to 'social' as well as overall work-related values.