CHAPTER - V

SUMMARY

Significance of the Study

The strength of an educational system largely depends upon the quality of its teachers. It is a teacher who helps to transform an individual into a person of imagination, wisdom, human love and enlightenment and institutions into lampposts of posterity and the country into a learning society. The National policy on Education (1986) rightly remarked, “The status of the teacher reflects the socio-cultural ethos of a society.” It is in this context that today teacher occupies a unique and significant place in any society. A good teacher imbibes, interprets and disseminates the relevant items of culture and traditions of the past; he creates new knowledge, promotes innovations, critically appraises the past and its traditions and cultures and strengthens social and economic fabrics of the country. Education is basically the influence, which the teacher exerts on the students entrusted to his care. Effective teachers are required in the classroom because even the best curriculum and most perfect syllabus remain ineffective in the absence of good teachers. In today’s rapidly growing and dynamic environment, the role of teacher is becoming more complex.

The teachers in this era of globalization are confronted with varied problems that are anticipated in this new knowledge age. They are challenged with the task of increasing workload, research responsibility and continuous improvement in skill set. The performance demands from the teachers have increased tremendously. A teacher has to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. This trend, which is a routine for a teacher forwards a lot of strain and stress to them. Pressure due to school reform efforts, inadequate administrative support, poor working conditions, lack of participation in school decision making, the burden of paper work and lack of resources have been identified as responsible factors causing stress among teachers (Hammond and Onikama, 1997). All these factors effect teachers’ motivation to work and increase mental stress.

The teacher is the key figure and the most important element in the educative process. He is actively involved in educating pupils to lead a happy life in community.
Teacher’s personality has vital influence on the pupils learning, manners, behavior and above all his character and personality (Ukey, 2010). Institution working conditions play an enormous role in effective functioning of the teacher and in developing him a balanced personality. Poor working conditions negatively affect teacher’s effectiveness to work. Poor school environment, inadequate pupil- teacher ratio, long working hours, lack of support from administration and cooperation among teachers, lack of resources, frequent transfers, lack of transport facilities from school to home, pressures from the higher authorities, unavailability of teaching- learning material, low amount of salary and lack in increments and other allowances etc comprised poor working conditions that reduced teacher's efficiency to work and deteriorate their mental health. Non- teaching work like census, polio eradication program and election duties put extra workload upon teachers. Teachers remain busy and do not get enough time for their professional development. Poor working conditions are also responsible for teachers dissatisfaction from job resulted in poor quality education.

Poor working conditions and occupational stress negatively affects teacher’s motivation to do work. It is a well known fact that a motivated teacher can impart his services well to the institutions and bring it to the top position of success. He can definitely produce quality students by motivating them with self-motivated spirit as teacher is a lamp which lights others. So the need arises to make teachers stress free by studying their institutional working conditions, motivation and adjustment so as to guide the system in this direction.

The school system is expected to produce effective and successful students, which is possible only if the teaching-learning process succeeds and the teachers are committed and adjusted personalities. Every individual attempts to maintain balance with his circumstances and tries to meet the demands of the situation. The failure in this regard results in mal-adjustment and the individual feels disturbed. Teachers who are not adjusted to their circumstances, the working conditions available in institutions, feel difficulty in coping with the situation and thus experience high mental stress and this stress negatively influences their effectiveness in teaching.

A teacher with good mental health can adjust well with the external world with maximum effectiveness and satisfaction. He thinks positively and reacts
effectively without any emotional disturbances and finds appropriate solutions whenever he comes across with problems. He has capacity to establish constructive relationship to cope with the demands and stress of life. Personality, group oriented attitudes help teacher to acquire a healthy mind and indirectly it helps in effective teaching (Sreenivasulu and Reddy, 2012).

In this changing scenario, teaching profession puts a lot of strain on teachers. So, the investigator felt need to study the impact of school working conditions, motivation and adjustment on occupational stress experienced by secondary school teachers.

Stress up to moderate level is necessary for motivation, but higher level of stress adversely affect the competence and efficiency of the teachers. If stress among teachers is the result of lack of motivation towards work, lack of adjustment and poor working conditions then the understanding of this study will help teachers to overcome and maintain the level of occupational stress.

The results to study the impact of working conditions of teachers and its impact on the occupational stress will lend some clues to understand that how various dimensions of work environment effect mental health of the teachers which will be helpful to increase the work performance of teachers.

The results of the study in hand would be significantly useful to guide the administrators to reduce stress among teachers by organizing workshops of stress management augmenting of working conditions, creating motivation among teachers and making their adjustment.

**Statement of the problem**

“OCCUPATIONAL STRESS IN SCHOOL TEACHERS: A STUDY OF THEIR WORKING CONDITIONS, MOTIVATION AND ADJUSTMENT”

**Objectives**

1. To study incidence of occupational stress among rural-urban separately and total, male-female separately and total secondary school teachers and to identify high occupationally stressed and low occupationally stressed secondary school teachers.
2. To study and compare the working conditions of secondary school teachers in terms of gender and locale.

3. To compare the working conditions of high occupationally stressed and low occupationally stressed secondary school teachers.

4. To study and compare motivation of secondary school teachers in terms of gender and locale.

5. To compare motivation of high occupationally stressed and low occupationally stressed secondary school teachers.

6. To study and compare adjustment of secondary school teachers in terms of gender and locale.

7. To compare adjustment of high occupationally stressed and low occupationally stressed secondary school teachers.

8. To study the relationship of occupational stress with working conditions, motivation and adjustment of secondary school teachers.

9. To make recommendations and suggestions on the basis of the findings of the study.

Hypotheses

1. There are various levels of occupational stress among secondary school teachers.

2. A significant difference exists between rural- urban and male- female secondary school teachers on the basis of occupational stress.

3. Rural and urban secondary school teachers do not differ significantly on the basis of working conditions.

4. Male and female secondary school teachers do not differ significantly on the basis of working conditions.

5. There is no significant difference between high and low occupationally stressed secondary school teachers in relation to their working conditions.
6. Rural and urban secondary school teachers do not differ significantly on the basis of motivation.

7. Male and female secondary school teachers do not differ significantly on the basis of motivation.

8. Motivation is not a discriminative factor in high occupationally stressed and low occupationally stressed secondary school teachers.

9. There is no significant difference in adjustment of rural and urban secondary school teachers.

10. Male and female secondary school teachers do not differ significantly in terms of adjustment.

11. There is no significant difference in adjustment of high occupationally stressed and low occupationally stressed secondary school teachers.

12. Working conditions are significantly related with occupational stress of secondary school teachers.

13. Occupational stress is significantly related with motivation of secondary school teachers.

14. Occupational stress is significantly related with adjustment of secondary school teachers.

**Delimitations of the Study**

1. The study was delimited to the government school teachers of district Amritsar from Majha and Jalandhar from Doaba region respectively and Ludhiana, Roopnagar, Sangrur and Barnala districts respectively from Malwa region of Punjab.

2. Only secondary school teachers were taken for the study.

**Operational Definitions**

Occupational Stress: - Occupational stress is defined in terms of relationship between person and environment. Job stress is a condition worth interacting with worker characteristics to disrupt psychological or physiological homeostasis. The causal situation conditions are job stresses and the disrupted homeostasis is job related strain.
Working Conditions: - Working conditions include those physical features which serve as a platform for teacher’s work, the organizational structures that define teacher’s formal positions and relationships with others in the school, the sociological features that shape how teachers experience their work, including their roles, status and the characteristics of their students and peers. Hence working conditions include those domains that are related to physical infrastructure, workload, school climate and interrelationships with organization as well as working personnel.

Motivation: - Motivation is the direction, aptitudes and persistence of an individual’s behaviour holding constant effects of aptitude, skill and understanding of the task and constrains operating in the environment.

Adjustment: - Observe the behaviour of any person from morning till evening and you will find that most of his behaviour represents attempts to fulfill his needs, which may be either physical or psychological, or social or all put together. The process of needs arousal and their satisfaction, in a broad sense is adjustment.

Secondary School Teachers: - Secondary school teachers are those who teach ninth and tenth classes in secondary system and are working as T.G.T.

Sample

For present study a representative sample of teachers was selected through multistage random sampling technique from government secondary schools of three regions Majha, Doaba and Malwa of Punjab. Region Majha have four districts namely Amritsar, Gurdaspur, Tarntaran and Pathankot. The Doaba region is divided into four districts: Jalandhar, Nawanshahr, Kapurthala and Hoshiarpur. Malwa region is divided into 14 districts: Bathinda, Barnala, Faridkot, Fatehgarh Sahib, Ferozepur, Fazilka, Ludhiana, Mansa, Moga, Muktsar, Mohali, Patiala, Roopnagar and Sangrur. From Majha and Doaba regions, one district out of four was selected from each region and four districts out of fourteen were selected from Malwa region of Punjab state. Thus, the selection of a sample of 800 teachers was made by selecting six districts randomly from these regions. Out of these districts, government secondary schools were selected. The data were collected from the teachers available in these schools.
Tools Used

The following tools were pressed into service for collection of data.

2. Teachers’ Working Conditions Scale constructed by the investigator.
4. Teacher Adjustment Inventory by Mangal (2007).

FINDINGS AND CONCLUSIONS

The following conclusions were drawn on the basis of the results of the study.

1. Occupational Stress among Government Secondary School Teachers

   (a) The mean occupational stress scores of total group of secondary school teachers were 137.34 with S.D. 21.35. As per norms of the scale, total group of secondary school teachers came under category of average stressed secondary school teachers.

   (b) The distribution of scores show that 35 percent secondary school teachers lie on the mean interval and emerged as average stressed in occupation. Approximately 29 percent secondary school teachers were lying below the mean interval and were inferred as low stressed secondary school teachers. 36.03 percent secondary school teachers are showing scores above the mean interval. It means that 36.03 percent secondary school teachers were suffering from higher level of occupational stress.

   (c) It had been found that there exists a significant difference in occupational stress of male and female secondary school teachers. Female secondary school teachers were comparatively under higher level of occupational stress than male secondary school teachers.

   (d) A significant difference had been found between rural and urban secondary school teachers on the basis of occupational stress. Rural school teachers were more stressful than urban school teachers.
2. Working Conditions of Government Secondary School Teachers

(a) The mean value of working conditions for whole group of secondary school teachers is 135.65 with S.D. 19.16. It inferred that the whole group of secondary school teachers is working in schools with average working conditions.

(b) The distribution of scores of working conditions indicates that 68.26 percent secondary school teachers were working in average working conditions. 20.13 percent secondary school teachers have scores less than mean interval and 11.63 percent secondary school teachers have scores higher than the mean interval. It means 68.26 percent secondary school teachers were considered to work in average work conditions and 20.13 percent secondary school teachers were working in poor and 11.63 percent secondary school teachers were working in schools with good work environment.

(c) The distribution of scores on four dimensions i.e. infrastructure, workload, school climate and interrelationships in the organization of working conditions reveals that 50.04 percent schools had average infrastructure and out of which 41.5 percent schools had poor or insufficient infrastructure and 53.87 percent schools had adequate infrastructure. Average workload on secondary school teachers came out to be 28.06 where as out of total sample 66.62 percent secondary school teachers were overburdened with teaching and non-teaching work and only 26.37 percent secondary school teachers had less workload. Mean score on school climate came out to be 30.11 with 40.37 percent schools had poor school climate and 50.75 percent had conducive and democratic climate prevailing in the school. 27 percent secondary school teachers had shown average scores on the fourth dimension interrelationships in the organization. 34.37 secondary school teachers were having poor relations and 59 percent secondary school teachers had good relations with the head, colleagues, students and community.

(d) It is indicated that rural and urban secondary school teachers differ significantly on the basis of working conditions.

(e) It has been revealed that male and female secondary school teachers do not differ significantly on the basis of working conditions.
(f) High occupationally stressed secondary school teachers differ significantly from low occupationally stressed secondary school teachers in relation to their working conditions. Working conditions of high occupationally stressed secondary school teachers were poor as compared to low occupationally stressed secondary school teachers.


(a) The mean value for motivation of total group of secondary school teachers was came out to be 84.18 with S.D. 16.05. It shows average motivation among government secondary school teachers. It has been observed from the frequency distribution that 24.63 percent secondary school teachers have moderate level of motivation towards work. 43 percent secondary school teachers were found to have below average motivation and 32 percent secondary school teachers have above average motivation to do work.

(b) Rural and urban secondary school teachers differ significantly on the basis of motivation. Secondary school teachers working in rural schools were less motivated to work than urban secondary school teachers.

(c) Motivation of secondary school teachers differed significantly in terms of gender. Male secondary school teachers were highly motivated to work than female secondary school teachers.

(d) It has been revealed that motivation was a discriminative factor between high and low occupationally stressed secondary school teachers. Secondary school teachers under high level of occupational stress were comparatively low motivated to work than low occupationally stressed teachers.

4. Adjustment among Government Secondary School Teachers

(a) The value of mean adjustment scores for total group of secondary school teachers is 49.73 with S.D. 10.61 which indicates that the total group of government secondary school teachers was average adjusted.

(b) The distribution of scores revealed that 22 percent secondary school teachers are average adjusted. Nearly 41 percent secondary school teachers have scores below than average and 37 percent secondary school teachers have
above average scores on adjustment. The findings have shown that the majority government secondary school teachers were less adjusted at personal and professional aspects.

(c) A significant difference has been found in adjustment of rural and urban secondary school teachers. The findings have shown that adjustment of rural secondary school teachers was comparatively less than the adjustment of urban secondary school teachers.

(d) A significant difference has been found between male and female secondary school teachers on the basis of adjustment. Adjustment of female secondary school teachers was comparatively less than that of male secondary school teachers.

(e) It is indicated that high occupationally stressed and low occupationally stressed secondary school teachers differ significantly on the basis of adjustment. High occupationally stressed secondary school teachers were less adjusted as compared to low occupationally stressed teachers.

5. Relationship of Occupational Stress with Working Conditions, Motivation and Adjustment among Secondary School Teachers

(a) Working conditions of male and female secondary school teachers were negatively and significantly related to occupational stress. Negative and significant relationship has been found between occupational stress and working conditions of rural and urban secondary school teachers.

(b) Working conditions were negatively and significantly related to occupational stress of total group of secondary school teachers.

(c) Motivation was negatively and significantly related to occupational stress among male and female secondary school teachers. A negative and significant relationship existed between motivation and adjustment of rural and urban secondary school teachers.

(d) Motivation was negatively and significantly related to occupational stress of total group of secondary school teachers.

(e) Adjustment of male and female secondary school teachers was negatively and significantly related to occupational stress. Similarly, negative and significant
relationship has been found between adjustment and occupational stress of rural and urban secondary school teachers.

(f) The relationship between occupational stress and adjustment for entire group of secondary school teachers was negative and significant.

VERIFICATION OF HYPOTHESES

On the basis of discussion of results of the study, the verification of the hypotheses was made as under.

1. From the findings of the study, it has been revealed that government secondary school teachers were lying under higher, average and lower level of occupational stress. With the findings the first hypothesis “There are various levels of occupational stress among secondary school teachers” is accepted.

2. There was a significant difference in occupational stress of secondary school teachers in terms of gender and location. Hence second hypothesis “A significant difference exists between rural- urban and male – female secondary school teachers on the basis of occupational stress” stands accepted.

3. There was a significant difference in the working conditions of rural and urban secondary school teachers. Working conditions of urban schools were quite better than rural schools. Therefore, third hypothesis “Rural and urban secondary school teachers do not differ significantly on the basis of working conditions” is rejected.

4. No significant difference has been found between male and female secondary school teachers on the basis of working conditions. Hence the hypothesis “Male and female secondary school teachers do not differ significantly on the basis of working conditions” stands accepted.

5. High occupationally stressed secondary school teachers were significantly different from low occupationally stressed secondary school teachers in relation to their working conditions. Working conditions of high occupationally stressed secondary school teachers were significantly poor as compared to low occupationally stressed secondary school teachers. Here, the
fifth hypothesis “There is no significant difference between high and low occupationally stressed secondary school teachers in relation to their working conditions” stands rejected.

6. Rural and urban secondary school teachers differ significantly on the basis of motivation and the mean difference was in favour of urban secondary school teachers. Urban secondary school teachers were comparatively high motivated than rural secondary school teachers. Here sixth hypothesis “Rural and urban secondary school teachers do not differ significantly on the basis of motivation” stands rejected.

7. Male secondary school teachers differed significantly from female secondary school teachers on the basis of motivation. Male secondary school teachers were more motivated than female secondary school teachers. Thus, seventh hypothesis “Male and female secondary school teachers do not differ significantly on the basis of motivation” is rejected.

8. High occupationally stressed and low occupationally stressed secondary school teachers differ significantly on the basis of motivation. High occupationally stressed secondary school teachers were low motivated to work as compared to low occupationally stressed teachers. Hence, eighth hypothesis “Motivation is not a discriminative factor in high occupationally stressed and low occupationally stressed secondary school teachers” is rejected.

9. Adjustment of rural secondary school teachers was significantly different from urban secondary school teachers. Urban secondary school teachers were comparatively more adjusted than rural secondary school teachers. So, the ninth hypothesis “There is no significant difference in adjustment of rural and urban secondary school teachers” is rejected.

10. Adjustment of secondary school teachers differ significantly in terms of gender. Male secondary school teachers were more adjusted than female secondary school teachers. Hence, tenth hypothesis “Male and female secondary school teachers do not differ significantly in terms of adjustment” stands rejected.
11. Low occupationally stressed group of teachers were different significantly from the group of high occupationally stressed teachers. Low occupationally stressed secondary school teachers were comparatively more adjusted. Hence eleventh hypothesis “There is no significant difference in adjustment of high occupationally stressed and low occupationally stressed secondary school teachers” stands rejected.

12. Working conditions of male and female secondary school teachers was negatively and significantly related to occupational stress. A negative and significant relationship exists between occupational stress and working conditions of secondary school teachers with respect to their school location. Occupational stress was negatively and significantly related with working conditions in total group of secondary school teachers. Hence, twelfth hypothesis “Working conditions are significantly related with occupational stress of secondary school teachers” is accepted.

13. Motivation in terms of gender is negatively and significantly related to occupational stress. This significance is true for rural and urban secondary school teachers. Occupational stress is negatively and significantly related to motivation of total group of secondary school teachers. Hence, thirteenth hypothesis “Occupational stress is significantly related with motivation of secondary school teachers” stands accepted.

14. Adjustment was negatively and significantly related to occupational stress between female and male secondary school teachers. A significant negative relationship exists between adjustment and occupational stress of rural and urban secondary school teachers. A negative and significant relationship exists in occupational stress and adjustment of total group of secondary school teachers. Thus, fourteenth hypothesis “Occupational stress is significantly related with adjustment of secondary school teachers” is accepted.

RECOMMENDATIONS OF THE STUDY

The present investigation is an effort to study occupational stress of secondary school teachers with reference to their working conditions, motivation and adjustment. The findings of the study have a number of significant educational implications that may be useful for teachers, policy makers, school authorities and students also.
Occupational stress is an inevitable phenomenon and it exists in all kinds of occupation although it varies in degree and extent. No doubt, teaching profession is highly stressful as is revealed in the present study. If teachers’ stress is left unresolved, it will have substantial negative impacts on teachers’ physical and mental health. Worst still, it will accelerate the turnover rate of teachers and aggravate the problem of teacher shortage. The whole educational system will be impaired and inefficiency will ensue. In view of all the possible adverse consequences of teacher stress, certain measures must be undertaken to alleviate teacher stress in order to enhance their enthusiasm in teaching.

From the results of the investigation, a few recommendations are raised for school authorities, teachers and the policy makers.

1. The findings of the investigation show that government secondary school teachers possess higher level of occupational stress. Thus serious efforts must be made for reducing stress among teachers by organizing workshops and seminars on stress management and coping strategies. Occupational stress hampers teachers’ efficiency to work that can be shown through students’ performance. So, it is suggested that teachers should try to manage the situations accordingly so that their stress could not adversely affect students.

2. The school authorities must have more interactions with teachers as well as create more opportunities for communications among members of the staff. This can be done by organizing informal social gatherings and various kinds of extra- curricular activities for teachers with the aim to promote mutual understanding and concern among teachers. The principal should actively take part in these activities and try to establish a friendly and supportive relationship with the staff.

3. Teachers working in government rural schools are more stressful in the present investigation. It is suggested that teachers can be given additional knowledge of effectively dealing with rural students. Besides this, vacant posts of teaching and non- teaching staff should be filled with well qualified persons to reduce extra workload imposed upon teachers. Teachers working in rural schools should be given incentives and additional allowances to encourage them to work in rural schools. Financial assistance should also be provided for the development of these schools.
4. It is also evident from the study that government schools have poor and average working conditions. Working conditions of schools should be improved by providing required necessary facilities like proper drinking water, adequate sanitation system, well constructed buildings, proper student-teacher ratio, well equipped laboratories etc. Better working conditions may surely reduce teachers’ stress and make them motivated.

5. Schools should have required teaching learning material. Well furnished facilities like furniture, blackboards, well equipped subject laboratories according to need of teacher and students, working computers may motivate teachers to work according to their efficiency and make them satisfied, which is a prerequisite for better performance in any profession.

6. The administration must work out incentive packages to increase teachers’ motivation to teach in government schools. Special attention should be put at teacher’s salaries as a vast difference exist between regular and contract teachers on the basis of their salaries. Increasing salaries will increase teachers’ morale to teach. Teachers should receive equal pay for equal qualifications.

7. Awards can be instituted for better performance of staff. Teachers’ work should be recognized by the authorities, colleagues and head of the institution. Rewards in terms of appreciation or in the form of some other incentives should be delivered to teachers.

8. It is indicated from the present study that workload causes stress among teachers. It is recommended that teacher - class ratio should be increased to reduce the workload of teachers. Besides, more subsidies should be granted to each school so that more clerical staff can be employed to relief the non-teaching duties of teachers.

9. Efforts must be made to see that teachers have the opportunity to fulfill their needs in self-actualization, autonomy and esteem in order to avoid the feeling of strain. The school authority should help teachers to develop their potential in teaching by allowing them a higher degree of flexibility and independence in teaching and also have rights to participate in school decision making. It is recommended to increase the welfare benefits and upgrading the social status of teachers.
10. Stress affects the efficiency of the individual. There is a need to provide proper conducive environment and support to teachers to maintain individual stress at their workplace. Teachers themselves should be positive in facing their challenges, which will help them in improving their functional skills and reduce stress, so that their work is not affected. It is recommended that regular assessment of stress level should be conducted for preventive measures. Direct physiological measures of stress like diagnostic tests and consultation should be conducted by the Guidance Center and Medical Clinic. Besides that, the institution or management should check that, supervision, support and relationship with the teachers is properly taken care of and enhanced most strongly. Most importantly, it is recommended that principals and supervisors should investigate the causes for stress and evaluate the organizational climate of the school. They should also suggest ways, like workshops and seminars to alleviate and cope with stress.

SUGGESTIONS FOR FURTHER RESEARCH

It is not infrequent that a research project raises more questions than it answers. On the basis of review of related literature and gap found during the process of research reported in the thesis, some proposed suggestions for future research are given below.

1. The present study has been done on government schools only. Similar studies can be replicated on government aided and private schools and results should be compared with that of the present study.

2. The teachers in the present study were of secondary schools and related study can be done on elementary and senior secondary school teachers, college teachers and teacher educators also.

3. Another area requires attention of future researchers is that of teachers’ mental health, organisational climate, teachers’ personality and aptitude as related to occupational stress.

4. Teachers’ motivation can be studied with type of appointment, school management factors, promotion avenues and job satisfaction.
5. Teachers’ sense of motivation and adjustment can be studied to see how teachers are internally ready to work with regard to the situations and outcomes of schooling.

6. The present research can be conducted qualitatively as far as working conditions and occupational stress is concerned.

7. Any other standardized scale may be used to know about working conditions of school teachers and to verify and validate the result of the present study.

8. The future research must include direct observations and interviews rather than only depend upon self-reported responses. It is also essential for future research to be expanded to include more sophisticated experimental and longitudinal procedures.