Occupational Stress in School Teachers: A Study of their Working Conditions, Motivation and Adjustment

Abstract

The purpose of the investigation is to study the impact of working conditions, motivation and adjustment on occupational stress experienced by government secondary school teachers. A sample of 800 government secondary school teachers was taken for the study. Data was collected by using Occupational Stress Index by Srivastava and Singh, Teacher’s Working Conditions Scale constructed by the investigator, Work Motivation Questionnaire by Agrawal and Teacher Adjustment Inventory by Mangal. The incidence of occupational stress among secondary school teachers in terms of gender and locale was studied and found that female secondary school teachers were under higher level of occupational stress as compare to male teachers. Teachers working in rural secondary schools were under higher level of occupational stress than urban secondary school teachers. Working conditions of government secondary school teachers was studied and explored that 68.26 percent secondary school teachers were working in schools of average working conditions. The objective of the study was to evaluate the working conditions of secondary school teachers in terms of gender and locale. It has been found that no significant difference exist in working conditions of male and female secondary school teachers. Working conditions of rural schools were differ significantly from urban schools. Working conditions of high occupationally stressed secondary school teachers was poor in comparison to low occupationally stressed secondary school teachers. Motivation among secondary school teachers was studied in terms of gender and locale and found that teachers working in rural schools were less motivated to work than urban secondary school teachers. Male secondary school teachers were highly motivated than female teachers. Motivation was also a discriminative factor between high and low occupationally stressed secondary school teachers. Teachers under high occupational stress were comparatively less motivated than low occupationally stressed teachers. Adjustment among secondary school teachers was studied in terms of gender and locale and found that rural secondary school teachers were less adjusted than urban counterparts and female secondary school teachers were less adjusted than male counterparts. It was revealed from the findings of the study that teachers under high occupational stress were less adjusted as compared to low occupationally stressed secondary school teachers. Correlation analysis of occupational stress with working conditions, motivation and adjustment among secondary school teachers was computed. It has been revealed from the findings of the study that working conditions, motivation and adjustment were negatively and significantly related to occupational stress in terms of gender, locale and total group of secondary school teachers.