

## Comparative Study of Job Stress of Teachers Working In Govt. Aided Colleges of Punjab and Rajasthan State

**Dr.Naresh Gandhi**

Assist. Professor , Kenway College of Education, Abohar  
nareshgandhi21@yahoo.com

---

**Abstract:** In present study the researcher investigated the job stress of teachers working in govt. aided colleges of Punjab and Rajasthan State. In this research, sample of 200 teachers were selected randomly from colleges of Punjab and Rajasthan state. Occupational Stress Index (OSI) by Srivastava and Singh (1984) was used for the investigation. The obtained data were analyzed by mean, standard deviation and t-ratio with the help of SPSS. The study revealed that there is no significant difference in the job stress of teachers working in govt. aided colleges of Punjab and Rajasthan state.

**Key words:** Job Stress, College Teachers, Punjab and Rajasthan State.

---

### INTRODUCTION

Education is a continuous and creative process. It may be formal, informal or non-conventional. In formal education teacher has a very important place in improvement of education. Teachers' role in society, in general and in education has varied with time, but the grandness of this position is same. Teachers are the most significant resources in educational institutions. They are the key figures for any learning reforms needed in education structure. The provision of excellence in education system depends on high quality teachers. High morale, appropriate subject knowledge and the teachers' specialized teaching skills are fundamental to quality teaching and learning.

Today the teachers are greatly responsible for the student's time to come. So the teacher should be physically and mentally strong so that they can reach their targets successfully. For a good teacher it is important that he should be free from physical and psychological diseases. To stay fit a teacher should therefore be out of stress. However, if the teacher is subjected to excessive stress and strain, he can't maintain his mental balance. If not dealt seriously teacher's stress is one of the major factors influencing his teaching efficiency. If the teacher has job stress, then he can't well adjust with the organizational climate and can't feel satisfied with his job.

### JOB STRESS

Job stress, also known as occupational stress, has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors (Kyriacou, 2001). Job stress or occupational stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury. The concept of Occupational stress is often confused with challenge, but these concepts are not the same. Challenge energizes us psychologically and physically, and it motivates us to learn new skills and master our Occupations. When a challenge is met, we feel relaxed and satisfied (U.S NIOSH, 1999).

Thus, challenge is an important ingredient for healthy and productive work. The importance of challenge in our work lives is probably what people are referring to when they say, "a little bit of stress is good for you. Occupational stress is that which derives specifically from conditions in the work place. These may either cause stress initially or aggravate the stress already present from other sources. In today's typical workplace, stress is seen as becoming increasingly more common. People appear to be working longer hours, taking on higher level of responsibilities and exerting themselves even more strenuously to meet rising expectations about Occupational performance. Competition is sharp. There is always someone else ready to "step into one's shoes" should one be found wanting.

## **SIGNIFICANCE OF THE STUDY**

Teaching profession is generally considered as a noble profession with lot of expectations from parents towards their children's education the development of their personalities. These expectations may also contribute as a source of stress. If a teacher himself/herself is suffering from the stress problem, how will he/she eliminate the stress of children? This study is important because the result of the study would help to comprehend, interpret and understand the level of the stress of college teachers in Punjab and Rajasthan state. This study will also give the status of comparative scenario of the two neighboring states i.e. Punjab and Rajasthan

### **STATEMENT OF THE PROBLEM**

Comparative Study of Job Stress of Teachers Working in Govt. Aided Colleges of Punjab and Rajasthan State.

### **OBJECTIVE OF THE STUDY**

To compare the difference in job stress of teachers working in govt. aided colleges of Punjab and Rajasthan state.

### **HYPOTHESIS OF THE STUDY**

There is no significant difference in job stress of teachers working in govt. aided colleges of Punjab and Rajasthan state.

### **DELIMITATIONS OF THE STUDY**

1. The study was delimited to private and govt. college teachers of Punjab and Rajasthan state.
2. Only 200 teachers were selected for present study.
3. The study was delimited to of 4 districts of Punjab and Rajasthan state. The districts under study were Fazilka and Shri Muktsar Sahib in Punjab, and Sri Ganganagar and Hanumangarh in Rajasthan.

### **DESIGN OF THE STUDY**

Descriptive Survey Method was used in the present study for the investigation.

### **SAMPLE**

For the present study sample consisted of 200 private and government college teachers selected randomly from different colleges of Punjab and Rajasthan state.

### **TOOL USED**

Occupational Stress Index (OSI) by Srivastava and Singh (1984)) was used for the investigation.

### **DESCRIPTION OF TOOL**

To measure job stress, Occupational Stress Index developed by Srivastava and Singh (1984) was used. The authors have claimed that the tool may be conveniently administered to all categories of employees. The scale consisted of forty six items, each to be rated on five point scale.

Out of 46 items, 28 were true keyed and rests 18 (6,7,8,10,14,15,18,19,21,22,30,31,32,33,38,40,41,43) were false keyed. As the questionnaire consisted of both true-keyed and false-keyed items, two different patterns of scoring had to be adopted for two types of items as follows:-

<b>Patterns of scoring</b>		
<b>Categories of response</b>	<b>Scores</b>	
	<b>For True Keyed</b>	<b>For false keyed</b>
Never / Strongly disagree	1	5
Seldom / Disagree	2	4
Sometimes / Undecided	3	3
Mostly / Agree	4	2
Always / Strongly Agree	5	1

The total score guided the level of stress towards job. The following table provides the different levels of occupational stress:

<b>Scores</b>	<b>Level of occupational stress</b>
46-122	Low
123-155	Moderate
156-230	High

The validity of Occupational Stress Index was determined by computing co-efficient of correlation between scales on the OSI and the various measures of job attitude and job behaviour. Split half method was applied to establish the reliability of the scale which was found to be 0.935 by the authors

## **PROCEDURE FOR DATA COLLECTION**

After collecting the test scales along with the scoring keys, the investigator contacted the college teachers personally for the purpose of data collection. Most of them were contacted individually at their places of posting. A brief description of test scale along with the objectives and importance of the study was explained to the subjects to ensure their honest, correct and sincere responses. They were asked to give responses as per the first reply that comes to their mind after reading each question carefully. They took their own time and were encouraged to give the appropriate responses. Whenever they felt any difficulty in understanding any item, the researcher tried his best to help them in making them understand, so that they could give the correct response. The subjects were also ensured that their responses would be kept confidential and would be used only for research purpose. Only those who were cooperative and willing to respond were taken and others who showed callous and lukewarm approach were deleted out.

### **STATISTICAL TECHNIQUES USED:**

Keeping in view the objective of the study the data was analyzed statistically by using Mean, Standard Deviation and t-test techniques with the help of SPSS.

### **ANALYSIS AND INTERPRETATION OF DATA:**

#### **RESULTS OF COMPARISON OF JOB STRESS OF TEACHERS WORKING IN GOVT. AIDED COLLEGES OF PUNJAB AND RAJASTHAN STATE**

Table 1.0 shows the summary of statistical calculation for obtaining t-ratio with regards to comparison of job stress of teachers working in govt. aided colleges of Punjab and Rajasthan state.

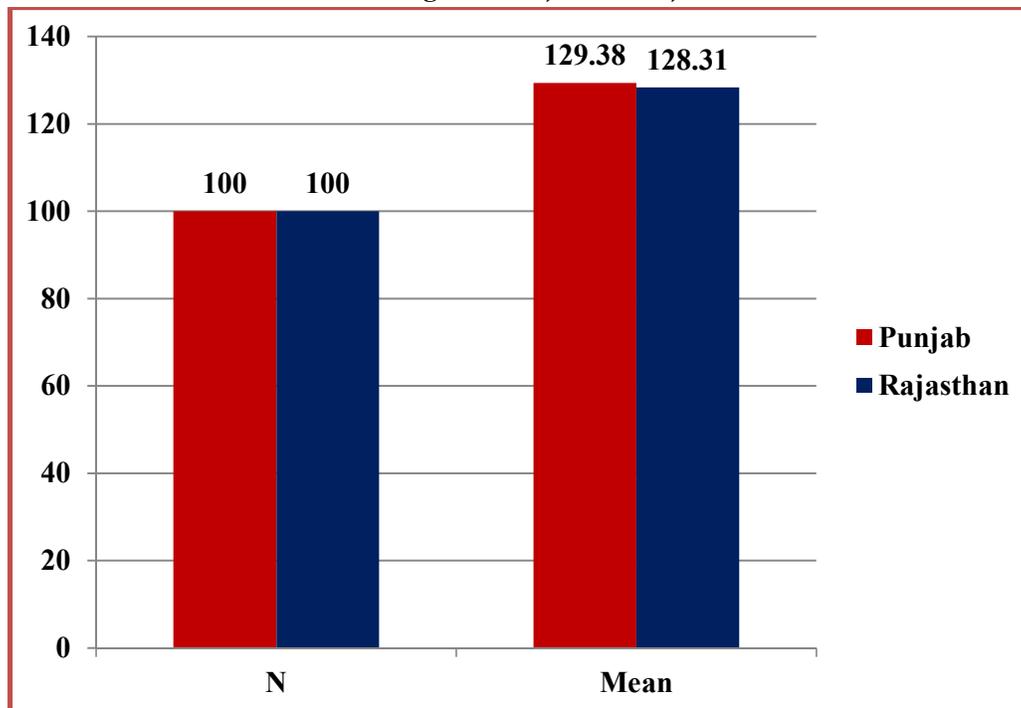
**Table 1.0**  
Showing t-ratio of job stress of teachers working in govt. aided colleges of Punjab and Rajasthan state

Sr. No.	Group	N	Mean	S.D.	SE <sub>D</sub>	df	t-ratio	p-Value	Level of Significance at 0.05 and 0.01
1	Punjab	100	129.38	14.86	2.37	198	.452	.65	Not Significant
2	Rajasthan	100	128.31	18.47					

Table 1.0 indicates that the computed p-value is  $.65 > 0.05 = \alpha$  and the computed value of t-ratio has come out to be .452 which is less than the t-value 1.96 in table at .05 and 2.56 at .01 level of significance. Therefore, from the table it may be concluded that there is no significant difference in the job stress of teachers working in govt. aided colleges of Punjab and Rajasthan state. Hence our null hypothesis that there is no significant difference in job stress of teachers working in govt. aided colleges of Punjab and Rajasthan state is accepted.

Further, figure (1.0) shows that mean value (129.38) of job stress of teachers working in govt. aided colleges of Punjab state is almost equivalent to mean value (128.31) of teachers working in govt. aided colleges of Rajasthan state, the mean difference is negligible (1.07) which is not significant, so it has been concluded that teachers working in govt. aided colleges of Punjab and Rajasthan state are having almost same level of job stress.

**Figure: 1.0**  
Showing comparison of mean scores of job stress of teachers working in Govt. aided colleges of Punjab and Rajasthan state



## CONCLUSION

Analysis and interpretation of data revealed that there is no significant difference in the job stress of teachers working in govt. aided colleges of Punjab and Rajasthan state. Furthermore it can be concluded that teachers working in govt. aided colleges of Punjab and Rajasthan state is having moderate level of job stress.

## REFERENCES

- Abirami, V. (2012). Levels of stress among college teachers with reference to Coimbatore district. *Journal of Arts, Science & Commerce, III (4(2))*, 93-104. Retrieved from [http://www.researchersworld.com/vol3/issue4/vol3\\_issue4\\_2/Paper\\_12.pdf](http://www.researchersworld.com/vol3/issue4/vol3_issue4_2/Paper_12.pdf)
- Adeniyi, S. O., Fakolade, O. A., & Tella, A. (2010). Perceived causes of job stress among special educators in selected special and integrated schools in Nigeria. *New Horizons in Education, 58(2)*, 73-82. Retrieved from <http://www.hkta1934.org.hk/NewHorizon/abstract/2010Oct/6.pdf>
- Ali, K., Ishtiaq, I., & Ahmad, M. (2013). Occupational stress effects and job performance in the teachers of schools of Punjab (Pakistan). *International Journal of Academic Research in Business and Social Sciences, 3 (11)*, 665-680. doi: 10.6007/IJARBS/v3-i11/400
- Al-Mohannadi A., & Capel, S. (2007). Stress in physical education teachers in Qatar. *Social Psychology of Education, 10 (1)*, 55-75. doi: 10.1007/s11218-006-9004-9
- Appley, M. H., & Trumbull, R. (1967). *Psychological Stress*. Appleton-Century- Crofts, New York.
- Beehr, T. A., & Newman, J. E. (1978). Job stress, employee health, and organizational effectiveness: A facet analysis, model and literature review. *Personnel Psychology, 31*, 665-699
- Bhatti, N., Hashmi, A.M., Raza, A.S., Shaikh, M.F., & Shafiq, K. (2011). Empirical analysis of job stress on job satisfaction among university teachers in Pakistan. *International Business Research, 4(3)*, 264- 270. doi: 10.5539/ibr.v4n3p264
- Broadbent, D.E. (1971). *Decision and Stress*. Academic Press, New York.
- Chandraiah, K., Agrawal, S.C., Marimuthu, P., & Manoharan, N. (2003). Occupational stress and job satisfaction among managers. *Indian Journal of Occupational and Environmental Medicine, 7(2)*, 6-11. Retrieved from <http://medind.nic.in/iay/t03/i2/iayt03i2p6.pdf>
- Chaplain, R. P. (2001). Stress and job satisfaction among primary headteachers a question of balance? *Educational management administration & leadership, 29(2)*, 197-215. doi: 10.1177/0263211X010292005
- Chaudhry, A.Q. (2012). The relationship between occupational stress and job satisfaction: The case of Pakistani universities. *International Education Studies, 5(3)*, 212-221. doi: 10.5539/ies.v5n3p212
- Chen, J.C., & Silverthorne, C. (2008). The impact of locus of control on job stress, job performance and job satisfaction in Taiwan. *Leadership & Organization Development Journal, 29(7)*, 572-582. doi: 10.1108/01437730810906326

- Dharma, S.R., & Kanaglakshmi, L. (2014). Job stress among college teachers in Tuticorin district. *Indian Journal of Applied Research*, 4(4), 330-331. doi: 10.15373/2249555X
- Dick, R. V., & Wagner, U. (2001). Stress and strain in teaching: a structural equation approach. *British Journal of Educational Psychology*, 71, 243-259.
- Fimian, M.J. (1986). Note on reliability of the teacher stress inventory. *Psychological Reports*, 59, 275-278. doi: 10.2466/pr0.1986.59.1.275
- Fisher, S. (1986). *Stress and Strategy*. Lawrence Erlbaum Associates, London.
- French, J. R. P., Caplan, R. D., & van Harrison, R. (1982). *The Mechanisms of Job Stress and Strain*. Wiley & Sons, New York.
- Gandhi, N. (2016). Study of job satisfaction of self financed and govt. aided college teachers. *VSRD International Journal of Education*, 2 (1), 5-8.
- Gandhi, N. (2016). The darkest term: teachers, occupational stress. *Edu-Research*, 9(9), 70-73.
- Kyriacou, C. (2001). Teacher stress: directions for future research. *Educational Review*, 53(1), 27-35.
- Lazarus, R. (1976). *Patterns of adjustment*, McGraw-Hill: New York
- Lazarus, R. S. (1966). *Psychological Stress and the Coping Process*. McGraw-Hill, New York.
- Mearns, J., & Cain, J.E. (2003). Relationships between teachers' occupational stress and their burnout and distress: Roles of coping and negative mood regulation expectancies. *Anxiety, Stress, and Coping*, 16(1), 71-82. doi: 10.1080/1061580021000057040
- Mokdad, M. (2005). Occupational stress among Algerian teachers. *African Newsletter on Occupational Health and Safety* 15(2), 46-47. Retrieved from [http://www.ttl.fi/en/publications/electronic\\_journals/african\\_newsletter/african\\_archives/Documents/african\\_newsletter2\\_2005.pdf#page=22](http://www.ttl.fi/en/publications/electronic_journals/african_newsletter/african_archives/Documents/african_newsletter2_2005.pdf#page=22)
- Patel, M.R. (2013). *A study of occupational stress, adjustment and psychological well-being of government and non-government school teachers*. Thesis, Sardar Patel University, Vallabh Vidyanagar. Retrieved from <http://shodhganga.inflibnet.ac.in/handle/10603/74819>
- Senthil, K. A., Mohan, S., & Velmurugan, R. (2013). Causes of work stress of teachers in engineering education. *Asian Journal of Management Research*, 3(2), 406-419. Retrieved from <http://www.ipublishing.co.in/ajmrvol1no1/volthree/EIJMRS3035.pdf>
- Singh, R., Sharma, R., K., & Kaur, J. (2009). A study job satisfaction among physical education teachers working in government, private and public schools of Haryana. *Journal of Exercise Science and Physiotherapy*, 5(2), 106-110. Retrieved from <http://search.informit.com.au/documentSummary;dn=856157579511978;res=IELHEA>
- Skaalvik, E. M., & Skaalvik, S. (2015). Job satisfaction, stress and coping strategies in the teaching profession-What do teachers say? *International Education Studies*, 8 (3), 181-192. doi: 10.5539/ies.v8n3p181

The National Institute for Occupational Safety and Health (1999). *Psychosocial Occupational Health*. National Institute of Occupational Safety and Health, Washing-ton, DC. Retrieved from <http://www.cdc.gov/niosh/docs/99-101/> on 19<sup>th</sup> march, 2016.

Torres, R. M., Lawver, R. G., & Lambert, M. D. (2009). Job-related stress among secondary agricultural education teachers: A comparison study. *Journal of Agricultural Education*, 50(3), 100-111. doi: 10.5032/jae.2009.03100

Usman,S., Akbar, M.T., & Ramzan, D.M. (2013). Effect of salary and stress on job satisfaction of teachers in district Sialkot, Pakistan. *Journal of Humanities and Social Science*, 15(2), 68-74. Retrieved from <http://www.iosrjournals.org/iosr-jhss/papers/Vol15-issue2/J01526874.pdf?id=7210>

<http://www.businessballs.com/adamsequitytheory.htm>

<http://www.pdkmembers.org/>

<https://eric.ed.gov/>

<https://www.ebscohost.com/academic/academic-search-premier>

<https://www.google.co.in/>