

A Comparative Study to Assess Occupational Stress and Coping of Male and Female High School Teachers in Selected Educational Institutions of Bangalore with a View to Develop an Information Booklet on Stress Reduction Strategies

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Abstract:

The aim of the study is to assess and compare the 'occupational stress and coping between male and female High School Teachers' of Bangalore. Assessment of occupational stress was carried out by using Occupational Stress Scale (OSS) and the coping was assessed by Coping Check List (CCL). 50 male and 50 female High School Teachers were selected from twelve high schools as samples using non-probability purposive sampling technique. It was found that female teachers had more occupational stress (64.79%) than male teachers (58.44%). In coping, male teachers were found to be more effective (47.68%) than their female counterparts (46.71%). Among High School Teachers, 64.32% had severe occupational stress in 'performance pressure' domain. Regarding coping, 57.3% were able to cope with 'problem focused' domain. The study findings revealed that, there was a significant relationship ($p < 0.05$) between occupational stress among male and female High School Teachers and there was no significant relationship between coping among male and female High School Teachers ($p > 0.05$).

Keywords: Occupational stress, Coping, Stress Reduction Strategies

Introduction:

Stress is fact of life that every human deals with on a daily basis. It is a familiar condition known to everyone and is an unavoidable characteristic of life and work. Many of the frustration and pressure we experience in our social, personal, and work life leads to stress. Rapid growth in urbanization, industrialization, modernization, advancement in the field of technology, and competition in all walks of life has great impact on an individual, in causing stress. Hence, the present time is known as an 'Era of Stress.'

Occupational stress describes physical, mental and emotional wear and tear brought about by incongruence between the requirement of the job and the capabilities, resources and needs of the employee to cope with job demands. Stress caused by occupation is pervasive and invasive in nature. High level of

occupational stress among teachers often leads to job dissatisfaction, absenteeism and work turnover. Teaching serves as one of the most stressful occupations. The concern with teachers' stress and burnout stems from the mounting evidence. The prolonged occupational stress among teachers can lead to both mental and physical ill-health, and also this problem will impair the quality of teaching. Stress may significantly impair the working relationship a teacher has with his or her students and the quality of commitment and teaching he or she is able to give.

Coping is considered as behaviour selected for managing a stressful event. Individual who are healthy, capable and optimistic are seen as resourceful in coping, reducing vulnerability of the stressful life.

If a teacher is stressed, it affects the outcome of his/her teaching. A teacher who is less stressed and able to cope up with the stress is able to impart effective education. In short, stress and coping are like two sides of the same coin. Hence, the investigation of the relationship between stress on one hand and coping on other hand is imperative. So the researcher felt the need to assess the 'Occupational Stress and Coping among High School Teachers' and also to help them by providing information on 'Stress Reduction Strategies.'

Research Objectives

1. To assess occupational stress and coping of male High School Teachers
2. To assess occupational stress and coping of female High School Teachers
3. To compare occupational stress between male and female High School Teachers.
4. To compare coping between male and female High School Teachers.
5. To determine the association between selected demographical variables with occupational stress and coping of High School Teachers.
6. To develop an informal booklet on Stress Reduction Strategies.

Hypothesis of the Research

H01 – There is no significant relationship between occupational stress among male and female High School Teachers.

H02 – There is no significant relationship between coping among male and female High School Teachers

H03 – There is no significant association between the occupational stress and the demographic variables of High School Teachers.

H04 – There is no significant association between the coping and the demographic variables of High School Teachers.

Research Methodology

In the present study, descriptive and inferential research methods are applied to describe and interpret the results. Non experimental descriptive research design was opted for the study. The population comprises of all teachers working in high school. 50 male and 50 female High School Teachers working in selected educational institutions such as V.E.T High School, JP Nagar Govt. High School, The Oxford CBSE School, JS High School, RKS High School, The Oxford ICSE School, NSVK High School, M.G High School, Frank High School, Vivekananda High School, Ebenezer High School and The Oxford Kannada High school, Bangalore, who fulfilled the inclusive criteria of the study were selected as samples by using Non-probability, purposive sampling technique. Occupational stress and coping of teachers is considered as the dependent variable. Occupational Stress Scale – OSS and Coping Check List – CCL were used to

collect data. The collected data were then analyzed using the following statistical operations- Mean, median, standard deviation and Chi-square (χ^2) test.

Result and Findings:

**Table-1: Mean, SD and Mean score percentage of occupational stress among High School Teachers
N=100**

S.No.	Domain of occupational stress	Max possible score	Mean	SD	Range	Mean score %
1.	Poor relationship with superiors	16	10.18	2.333	4-14	63.62
2.	Bureaucratic constraints	12	6.67	2.495	1-12	55.58
3.	Work family conflict	20	11.98	3.530	3-18	59.9
4.	Poor relationship with colleagues	16	9.94	2.651	3-14	62.12
5.	Performance pressure	40	25.73	4.218	20-35	64.32
6.	Poor job prospects	32	19.30	3.783	11-27	60.31
Total		136	83.80	7.436	63-101	61.61

**Table-2: Mean, SD and Mean score percentage of coping among High School Teachers
N=100**

S.No.	Domain of coping	Max possible score	Mean	SD	Range	Mean score %
1.	Problem focused	10	5.73	1.332	2-9	57.3
2.	Positive distraction	14	6.97	1.726	3-11	49.78
3.	Negative distraction	9	2.98	1.414	0-6	33.11
4.	Acceptance	11	5.58	1.232	3-8	50.72
5.	Religious coping	9	4.12	1.380	0-7	45.77
6.	Denial	11	5.07	1.402	2-9	46.09
7.	Local support	6	2.59	1.264	1-6	43.16
Total		70	32.70	3.336	22-41	47.2

**Table- 3: Comparison of occupational stress between male and female high school teachers
N=100**

S.No.	Domains of occupational stress	Male teachers		Female teachers		t-value	df	P-value
		Mean	SD	Mean	SD			
1.	Poor relationship with superiors	9.94	2.385	10.42	2.278	1.029 ^{NS}	98	0.306
2.	Bureaucratic constraints	6.54	2.443	6.80	2.563	0.519 ^{NS}	98	0.605
3.	Work family conflict	11.10	3.125	12.86	3.720	2.562*	98	0.012
4.	Poor relationship with colleagues	9.64	2.686	10.24	2.607	1.133 ^{NS}	98	0.260

5.	Performance pressure	24.08	3.708	27.38	4.050	4.232*	98	0.001
6.	Poor job prospects	18.18	3.740	20.42	3.517	3.085*	98	0.003
Total		79.48	6.390	88.12	5.727	7.120*	98	0.0001

* - Significant (i.e., $p < 0.05$)

Table- 4: Comparison of coping between male and female high school teachers

N=100

S.No.	Domains of coping	Male teachers		Female teachers		t- value	df	P- value
		Mean	SD	Mean	SD			
1.	Problem focused	5.92	1.322	5.54	1.328	1.328 ^{NS}	98	0.135
2.	Positive distraction	7.12	1.789	6.84	1.687	1.868 ^{NS}	98	0.388
3.	Negative distraction	3.64	1.453	2.32	1.019	5.288*	98	0.0001
4.	Acceptance	5.38	1.176	5.78	1.266	1.637 ^{NS}	98	0.105
5.	Religious coping	4.00	1.485	4.24	1.271	0.868 ^{NS}	98	0.387
6.	Denial	4.84	1.184	5.30	1.568	1.655 ^{NS}	98	0.101
7.	Local support	2.48	1.29	2.70	1.389	0.869 ^{NS}	98	0.387
Total		33.38	3.434	32.70	3.234	1.019^{NS}	98	0.311

* - Significant (i.e., $p < 0.05$)

It was found that female teachers had more occupational stress (64.79%) than male teachers (58.44%). In coping, male teachers were found to be more effective (47.68%) than their female counterparts (46.71%). Among High School Teachers, 64.32% had severe occupational stress in 'performance pressure' domain. Regarding coping, 57.3% were able to cope with 'problem focused' domain. The study findings revealed that, there was a significant relationship between occupational stress among male and female High School Teachers and there was no significant relationship in coping between male and female High School Teachers ($p > 0.05$).

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