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COMPARISON OF OCCUPATIONAL STRESS OF SENIOR SECONDARY SCHOOL TEACHERS ON THE BASIS OF GENDER

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Abstract
In this fast-changing world, teaching has diversified to meet today's education's global needs. Teaching has become demanding. Teachers also experience stress due to changing demands in today's context. The objective of the study is to examine the occupational stress level in Physical education teachers teaching at the senior secondary level and to compare the level of occupational stress between male and female physical education teachers. The study is descriptive in nature and the survey method is used to collect data. A sample of 53 physical education teachers from the directorate of education, from the district southwest of Delhi, was the subject of study. The statistical technique used for data analysis were t-test, z-score, SD, and Mean difference. The findings of the study revealed that the occupational stress of physical education teachers is at an average level and occupational stress of males and females was found to be not significantly different.

1. Introduction

Civilized societies engage in deliberate and thoughtful education as a means of assisting their citizens in leading fulfilling and joyful lives in society. It determines the welfare, protection, and prosperity of the populace. Education should be entrusted to qualify and committed facilitators, such as teachers, who can be relied upon to play a dignified, admirable, and challenging role in the educational process. Education shapes and moulds the quality of life of the people of a nation have extremely sacred goals and has long-lasting and developmental influences. There is a paradigm shift in the role and responsibilities of teachers in the modern era and present society. Teachers are having the main role in the transaction of any curriculum framework. Teachers are also responsible for the translation and interpretation of educational policies, curriculum or course offerings. We all live in a globalizing age today that is marked by excellence, quality, competition, etc. This brings stress and strain into our daily lives.

Stress is the human body responds to the environment. Whenever a human being encounters any environmental factor (stressor) which is a threat to his survival then he experiences a feeling which is considered stress. Teacher stress particularly means a situation where the teachers are exposed to certain unwanted environmental factors, which either exist within the educational institutions (internal factors) or exist outside the educational institutions (external factors). Work-related stress is defined as, "a pattern of emotional, cognitive, behavioural and physiological reactions to adverse and noxious aspects of work content, work organization and

work environment" (European Commission, 2002). The teaching profession is one of the helping professions in which practitioners are normally committed to giving their best for the welfare of those entrusted in their care. It is vital to understand the nature of occupational stress because it has far-reaching effects not only on health but also on over well-being of the individual too. In work life, there are many reasons for occupational stress such as excessive work, poor salary, corruption, disrespect, nepotism, high demands, and poor relationship with authorities or colleagues, which make an employee dissatisfied with the job.

Occupational stress can be defined as the physical and emotional response that occurs when worker perceives an imbalance between their work demands and their capability and resources to meet these demands, in simple words, it is the harmful physical and emotional response that can happen when there is a conflict between job demands on the employee and the amount of control an employee has over meeting these demands. Physical education teachers are required to maintain their expert knowledge in this ever-changing environment, which adds undue stress. Therefore, a need has been felt to study the Occupational Stress of Physical Education Teachers at the Senior Secondary Level

This occupational stress is not confined to any specific field. It can be experienced in any organization and any profession. Teaching is not an exception as this is also a profession. With changing times, it is becoming more demanding and challenging too. It includes more paperwork and the high demands of the modern world are now met with new technological pedagogies (Paul & Jain, 2020). Many studies revealed the stress and poor mental health of teachers. Teachers are at high risk of psychological distress.

According to NCF-2005, health and physical education is introduced as a subject at the senior secondary school level. Physical education teachers are now an essential part of the educational system. A physical education teacher performs a variety of roles, including planner, demonstrator, transmitter, organiser, and examiner. Since physical education impacts every area of a child's development, physical education teachers also place a strong emphasis on the student's overall growth. Physical Education teachers at the senior secondary level also come in this category. Job stress, according to National Institute for Occupational Safety and Health, can be seen as harmful physical and emotional responses occurred when there is a mismatch between the job requirements and the capabilities, resources or needs of a person. Continued and prolonged stress can drastically lower the job satisfaction and performance of the employee and damage the individual's personal life also. Also, it is very obvious that a teacher's mental state directly impacts classroom performance and interactions with students (Shivendra & Kumar, 2016).Paul and Jain (2020) highlighted the dimensions of the workload of teachers, students' misbehaviour, lack of professional recognition, lack of classroom resources, and poor colleague relations. In the distant future if the stress is not managed it can manifest in a lack of professional commitment, which leads to a lack of efficiency, declining productivity, negative emotions at the workplace and high attrition. The physical education field is expanding its horizons in almost all areas e.g., as a Teacher Educator, Coach, Trainer, Mentor etc.

Occupational Stress on Physical Education Teachers is now one of the major concerns in the past one or two decades. Physical Education Teachers at the senior secondary level are now under great stress due to rising career avenues in this field. This subject is gaining popularity

at the senior school level as students can pursue their careers in this field. It is now taught as a science with theory and practical classroom teaching with prescribed syllabi. In this field, Physical education teachers are struggling to update the rising demands of the profession due to a lack of support from the school as well as little guidance and training etc. available from independent external agencies. Physical Education teachers are struggling with extra hours of lesson planning for delivering curriculum lectures which is an additional responsibility for them and a cause of Occupational Stress (Bonney, Sorkpor & Forson, 2018). As we know that job stress is somewhere common in our daily life as the conflict between work life and personal life goes on. To understand job stress more comprehensively, Belli (2016)From the above constraints, it is clear that these Physical Education Teachers are also having Occupational Stress.

Objectives:

1. To study the Occupational Stress Level of Physical Education Teachers.
2. To compare the Occupational stress between male and female teachers.

Null Hypothesis:

There is no significant difference between the scores of male and female teachers on the occupational stress scale.

Delimitation of the study

- The study was delimited to the Post Graduate Teacher (Physical Education) working in the schools of the Directorate of Education, GNCT, Delhi.
- The study was conducted in the Southwest- 'A' district of Delhi.

2. RESEARCH METHODOLOGY

2.1 Design of the Study

The present study used descriptive research by nature and the study was conducted using the survey method. The current study sample was the physical education teachers teaching 11th and 12^{th} classes in the Directorate of Education (DoE) schools of Delhi. A random sampling method was used. 53 physical education teachers were chosen from the southwest district of Delhi.

2.2 Tools for Data Collection

The current study used a standard questionnaire by Dr Meenakshi Sharma and Dr Satvinderpal Kaur to collect the data from the sample. The questionnaire includes 30 questions in the form of a 5-point Likert scale. The Likert scale has some statements written for which the respondents would tick the best possible option out of Strongly Agree, Agree, Undecided, Disagree and Strongly disagree for each statement. The data was collected during an In-service training program held in the month of September 2022 organized by the SCERT, Delhi.

2.3 Organization of the Data

In the current study, the data was collected through the Likert scale questionnaire and is organized in tabular form. The Likert scale has positive statements. Positive statements are coded in direct order like Strongly Agree-5, Agree - 4, Undecided - 3, Disagree - 2 and Strongly disagree -1. After coding, all responses are converted into numeral form and a table is formed for these responses.

2.4 Statistical Techniques Used

The Statistical techniques used in the current study are mean, standard deviation and z-score, Mean difference, 't-test, and 'p-value

3. ANALYSIS AND INTERPRETATION OF RESULTS

Since the Teachers' Occupational Stress Scale included nine dimensions i.e. Workload, Role Ambiguity, Groupism and external pressure, Responsibility, Powerlessness, Work Relationships, Working conditions, Personal Inadequacy, and Lack of Motivation, the data collected from the physical education teachers were analysed accordingly. The 't'-test, 'p'-value and z-scores were calculated for all four dimensions as well as overall scores.

Analysis of Teacher's Occupational Stress (TOSS)

The data captured through the occupational stress scale is tabulated. The mean, standard deviation and z-scores **'t'-test**, 'p'-value are calculated overall and dimension-wise.

Component	**Mean**		**SD**		**Z Score**	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
Workload	15.1	16.92	3.19	3.97	**0.00**	**0.0**
Role Ambiguity	8.38	8.96	2.16	2.39	**0.00**	**0.00**
Groupism and External Pressure	8.17	8.42	2.52	2.17	**0.00**	**0.00**
Responsibility	12.21	12.67	1.63	1.69	**0.00**	**0.00**
Powerlessness	12.69	12.88	3.08	2.58	**0.00**	**0.00**
Work Relationships	8.34	9.21	2.18	2.52	**0.00**	**0.00**
Working Conditions	10.24	11.21	2.46	2.6	**0.00**	**0.00**

Personal Inadequacy	8.97	9.13	2.01	2.54	**0.00**	**0.00**
Lack of Motivation	8.17	8.96	2.39	2.85	**0.00**	**0.00**
Overall	92.31	**98.33**	16.12	**16.83**	**0.00**	**0.00**

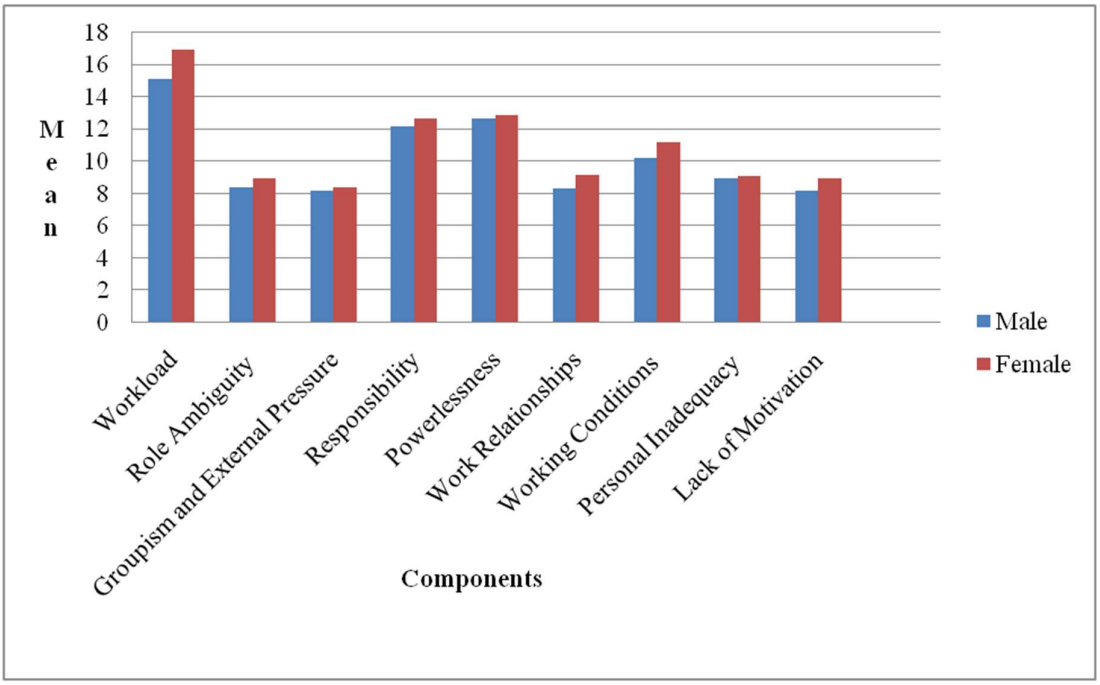
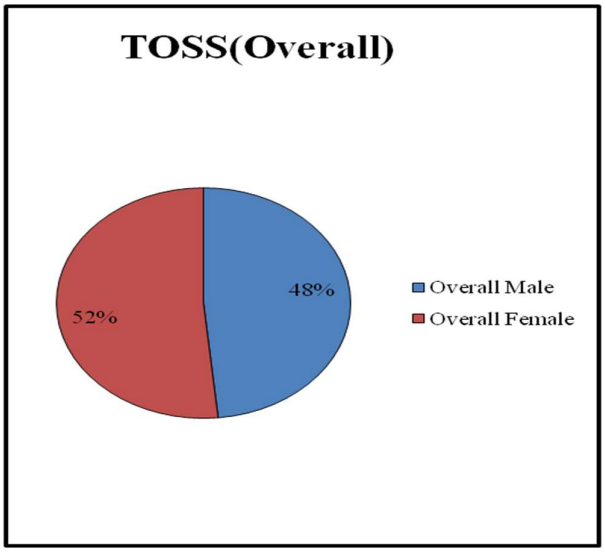


Table - 1

Teachers Occupational Stress Scale (TOSS) of Male and Female Teachers (Overall)

Dimension	**Gender**	**N**	**Mean**	**SD**	**Mean difference**	**df**	**t value**	**p-value**	**z-score**
TOSS (All Dimension)	Male	29	92.31	16.12	6.02	51	1.3271	0.1904	0.0000213
	Female	24	98.33	16.83					0.0001980



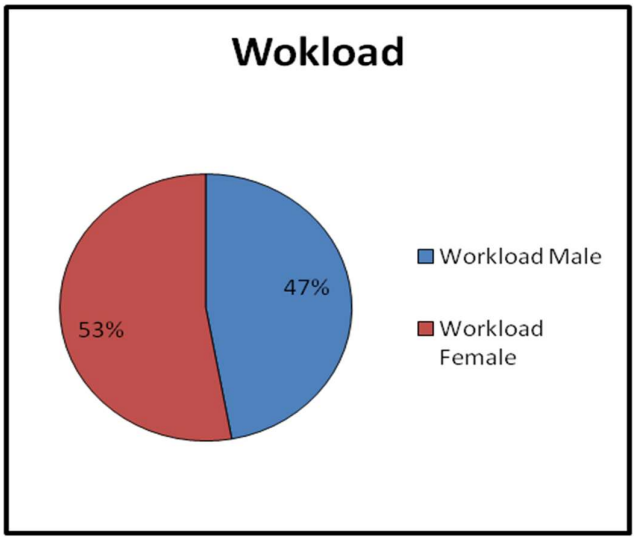
The z-score on all dimensions of TOSS is positive which means that the raw scores on all dimensions are below the overall mean average. It may be further interpreted that the overall score of all the physical education teachers on the occupational stress scale is at an average level. Further value of the z-score of males and females (0.0000213 and 0.0001980) which lies in the range -0.5 to 0.5, may be interpreted that the level of Teacher's Occupational Stress is average. When the z-score is calculated for male and female teachers separately, the z-scores of both are positive and lie in the range of -0.5 to 0.5 which means the level of Occupational Stress of male and female teachers is at an average level.

The p-value (0.1904) of the t-test is more than .05 that means at the 0.05 significance level the null hypothesis will be accepted. This may be interpreted that the difference between the mean scores of male and female teachers on the overall Occupational Stress scale is not significantly different. It may be further interpreted that the occupational stress between male teachers and female teachers is almost the same.

Table - 2

Occupational Stress of Male and Female Teachers (Workload)

Dimension	Gender	N	Mean	SD	Mean difference	df	t value	p-value	z-score
Workload	Male	29	15.1	3.19	1.81	51	1.8455	0.0708	0.001081
	Female	24	16.92	3.97					0.001683



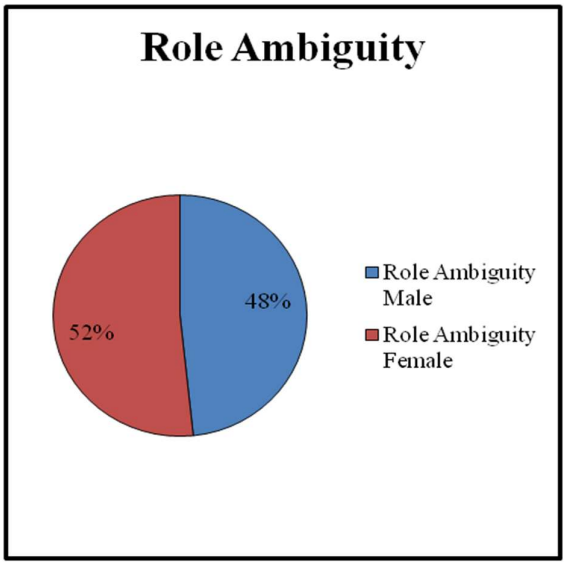
The overall z-score of the dimension "workload" is positive which means that the raw scores on this dimension are below the overall mean average. Further value of the z-score of males and females (0.001081 and 0.00168) which lies in the range -0.5 to 0.5, it may be interpreted that the level of Teacher's Occupational Stress on the 'workload' dimension is average. When the z-score is calculated for male and female teachers separately, the z-scores of both are positive and lie in the range of -0.5 to 0.5 which means the level of Occupational Stress of male and female teachers on the "workload" is at an average level.

The p-value (0.0708) of the t-test on the "workload" dimension is more than .05 that means at 0.05 significance the null hypothesis will be accepted. This may be interpreted that the difference between the mean scores of male and female teachers on the "workload" dimension in the Occupational Stress scale is not significantly different. It may be further interpreted that the occupational stress due to workload between male teachers and female teachers is almost the same.

Table - 3

Occupational Stress of Male and Female Teachers (Role Ambiguity**)**

Dimension	**Gender**	**N**	**Mean**	**SD**	**Mean difference**	**d f**	**t value**	**p-value**	**z-score**
Role Ambiguity	Male	29	8.38	2.16	0.58	51	0.926	0.387	0.0043
	Female	24	8.96	2.39					0.0035



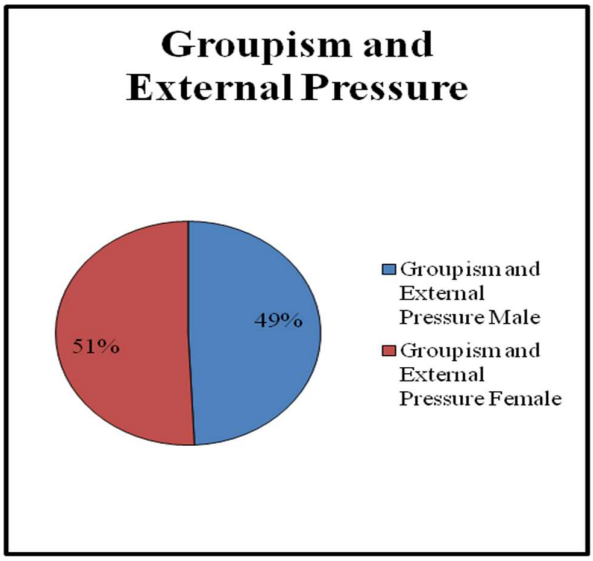
The overall z-score of the dimension "Role Ambiguity" is positive which means that the raw scores on this dimension are below the overall mean average. Further value of the z-score of males and females (0.0043 and 0.0035) value of z-score which lies in the range -0.5 to 0.5, it may be interpreted that the level of Teacher's Occupational Stress on the 'Role Ambiguity' dimension is average. When the z-score is calculated for male and female teachers separately, the z-scores of both are positive and l Further value of the z-score of male and female (0.001081 and 0.00168) lies in the range -0.5 to 0.5 that means the level of Occupational Stress of male and female teachers on the "workload" is at an average level.

The p-value (0.387) of the t-test on the "Role Ambiguity" dimension is more than .05 that means at the 0.05 significance level the null hypothesis will be accepted. This may be interpreted that the difference between the mean scores of male and female teachers on the "Role Ambiguity" dimension in the Occupational Stress scale is not significantly different. It may be further interpreted that the occupational stress due to Role Ambiguity between male teachers and female teachers is almost the same.

Table - 4

Occupational Stress of Male and Female Teachers (Groupism and External Pressure**)**

Dimension	**Gender**	**N**	**Mean**	**SD**	**Mean difference**	**df**	**t value**	**p-value**	**z-score**
Groupism and External Pressure	Male	29	8.17	2.52	0.653	51	0.3738	0.7101	.0009578
	Female	24	8.42	2.17					.0030864



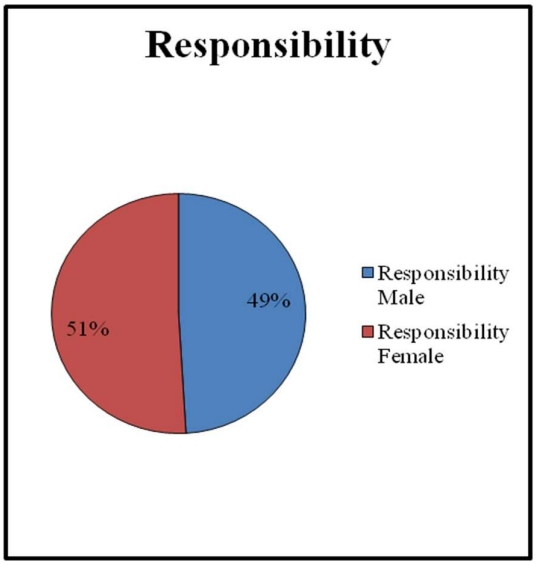
The overall z-score of the dimension "Groupism and External Pressure" is positive which means that the raw scores on this dimension are below the overall mean average. Further value of the z-score of males and females (0.0009578 and 0.003086) value of z-score which lies in the range of -0.5 to 0.5, it may be interpreted that the level of Teacher's Occupational Stress on the 'Groupism and External Pressure' dimension is average. When the z-score is calculated for male and female teachers separately, the z-scores of both are positive and lie in the range -0.5 to 0.5 which means the level of Occupational Stress of male and female teachers on the "Groupism and External Pressure" is at an average level.

The p-value (0.7101) of the t-test on the "Groupism and External Pressure" dimension is more than .05 that means at the 0.05 significance level the null hypothesis will be accepted. This may be interpreted that the difference between the mean scores of male and female teachers on the "Groupism and External Pressure" dimension in the Occupational Stress scale is not significantly different. It may be further interpreted that the occupational stress due to Groupism and External Pressure between male teachers and female teachers are almost the same.

Table - 5

Occupational Stress of Male and Female Teachers (Responsibility**)**

Dimension	**Gender**	**N**	**Mean**	**SD**	**Mean difference**	**df**	**t value**	**p-value**	**z-score**
Responsibility	Male	29	12.21	1.63	0.457	51	1.0053	0.3195	.0042310
	Female	24	12.67	1.69					.0039682



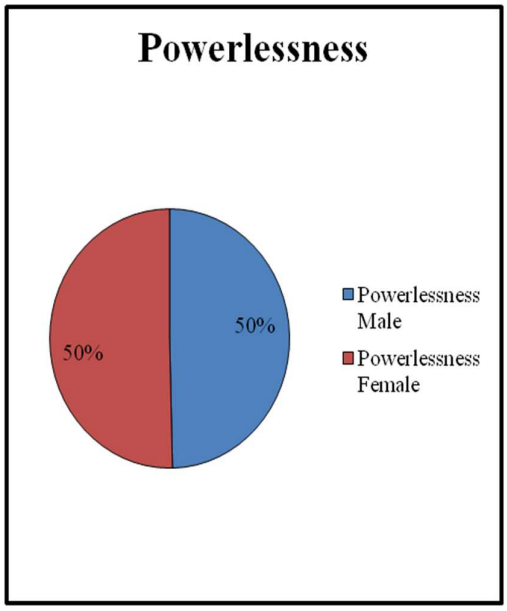
The overall z-score of the dimension "responsibility" is positive which means that the raw scores on this dimension are below the overall mean average. Further value of the z-score of males and females (0.004231 and 0.003968) value of z-score which lies in the range -0.5 to 0.5, it may be interpreted that the level of Teacher's Occupational Stress on the 'responsibility' dimension is average. When the z-score is calculated for male and female teachers separately, the z-scores of both are positive and lie in the range of -0.5 to 0.5 which means the level of Occupational Stress of male and female teachers on the "responsibility" is at an average level.

The p-value (0.3195) of the t-test on the "responsibility" dimension is more than .05 that means at the 0.05 significance level the null hypothesis will be accepted. This may be interpreted that the difference between the mean scores of male and female teachers on the "responsibility" dimension in the Occupational Stress scale is not significantly different. It may be further interpreted that the occupational stress due to responsibility between male teachers and female teachers is almost the same.

Table- 6

Occupational Stress of Male and Female Teachers (Powerlessness**)**

Dimension	**Gender**	**N**	**Mean**	**SD**	**Mean difference**	**df**	**t value**	**p-value**	**z-score**
Powerlessness	Male	29	12.69	3.08	0.791	51	0.2344	0.8156	.0031347
	Female	24	12.88	2.58					0.00000



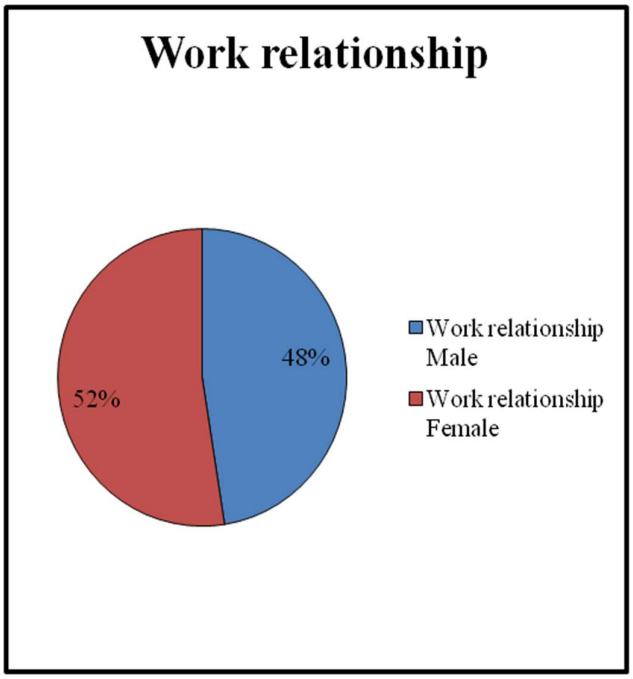
The overall z-score of the dimension "Powerlessness" is positive which means that the raw scores on this dimension are below the overall mean average. Further value of the z-score of males and females (0.003134 and 0.00000) value of z-score which lies in the range -0.5 to 0.5, it may be interpreted that the level of Teacher's Occupational Stress on the 'Powerlessness' dimension is average. When the z-score is calculated for male and female teachers separately, the z-scores of both are positive and lie in the range -0.5 to 0.5 which means the level of Occupational Stress of male and female teachers on the "Powerlessness" is at an average level.

The p-value (0.8156) of the t-test the on "Powerlessness" dimension is more than .05 that means at the 0.05 significance level the null hypothesis will be accepted. This may be interpreted that the difference between the mean scores of male and female teachers on the "Powerlessness " Dimension in the Occupational Stress scale is not significantly different. It may be further interpreted that the occupational stress due to Powerlessness between male teachers and female teachers is almost the same.

Table-7

Occupational Stress of Male and Female Teachers (Work relationship**)**

Dimension	**Gender**	**N**	**Mean**	**SD**	**Mean difference**	**df**	**t value**	**p-value**	**z-score**
Work relationship	Male	29	8.34	2.18	0.645	51	1.3390	0.1865	.0022246
	Female	24	9.21	2.52					.0033200



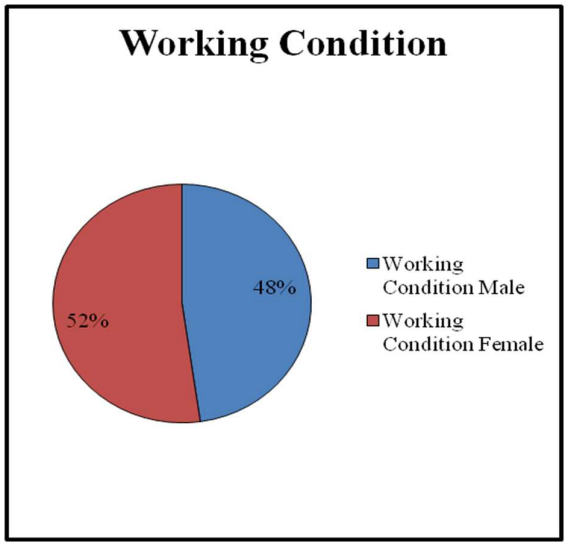
The overall z-score of the dimension "Work Relationship" is positive, meaning that the raw scores on this dimension are below the overall mean average. Further value of the z-score of males and females (0.002224 and 0.003320) value of z-score which lies in the range of -0.5 to 0.5, it may be interpreted that the level of Teacher's Occupational Stress on the 'Work Relationship' dimension is average. When the z-score is calculated for male and female teachers separately, the z-scores of both are positive and lie in the range of -0.5 to 0.5 which means the level of Occupational Stress of male and female teachers on the "Work relationship" is at an average level.

The p-value (0.1865) of the t-test on the "Work relationship" dimension is more than .05 that means at the 0.05 significance level the null hypothesis will be accepted. This may be interpreted that the difference between the mean scores of male and female teachers on the "Work relationship" dimension in the Occupational Stress scale is not significantly different. It may be further interpreted that the occupational stress due to the Work relationship between male teachers and female teachers is almost the same.

Table 8

Occupational Stress of Male and Female Teachers (Working Condition**)**

Dimension	**Gender**	**N**	**Mean**	**SD**	**Mean difference**	**d f**	**t value**	**p-value**	**z-score**
Working Condition	Male	29	10.24	2.46	0.697	51	1.3875	0.1713	.0005629
	Female	24	11.21	2.6					.0032051



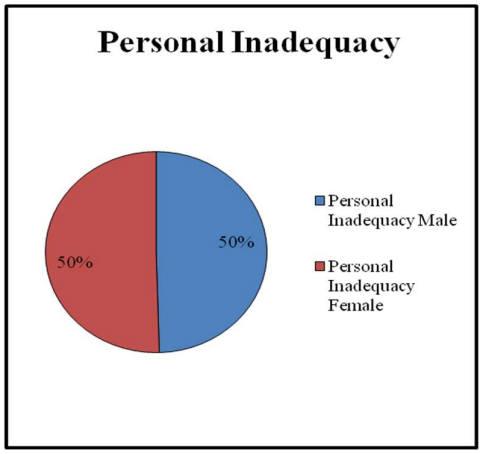
The overall z-score of the dimension "Working Condition" is positive which means that the raw scores on this dimension are below the overall mean average. Further value of the z-score of males and females (0.000562 and 0.003205) value of z-score which lies in the range of -0.5 to 0.5, it may be interpreted that the level of Teacher's Occupational Stress on the 'Working Condition' dimension is average. When the z-score is calculated for male and female teachers separately, the z-scores of both are positive and lie in the range of -0.5 to 0.5 which means the level of Occupational Stress of male and female teachers on the "Working Condition" is at an average level.

The p-value (0.1713) of the t-test on the "Working Condition" dimension is more than .05 that means at the 0.05 significance level the null hypothesis will be accepted. This may be interpreted that the difference between the mean scores of male and female teachers on the "Working Condition" dimension in the Occupational Stress scale is not significantly different. It may be further interpreted that the occupational stress due to Working Conditions between male teachers and female teachers are almost the same.

Table - 9

Occupational Stress of Male and Female Teachers (Personal Inadequacy**)**

Dimension	**Gender**	**N**	**Mean**	**SD**	**Mean difference**	**df**	**t value**	**p-value**	**z-score**
Personal Inadequacy	Male	29	8.97	2.01	0.625	51	0.2552	0.7996	.0027476
	Female	24	9.13	2.54					0.00000



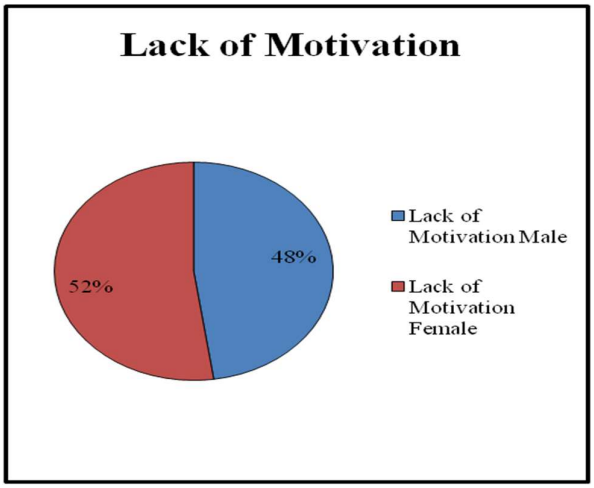
The overall z-score of the dimension "Personal Inadequacy" is positive which means that the raw scores on this dimension are below the overall mean average. Further value of the z-score of males and females (0.00274 and 0.00000) value of z-score which lies in the range -0.5 to 0.5, it may be interpreted that the level of Teacher's Occupational Stress on the 'Personal Inadequacy' dimension is average. When the z-score is calculated for male and female teachers separately, the z-scores of both are positive and lie in the range of -0.5 to 0.5 which means the level of Occupational Stress of male and female teachers on the "Personal Inadequacy" is at an average level.

The p-value (0.7996) of the t-test on the "Personal Inadequacy" dimension is more than .05 that means at the 0.05 significance level the null hypothesis will be accepted. This may be interpreted that the difference between the mean scores of male and female teachers on the "Personal Inadequacy" dimension in the Occupational Stress scale is not significantly different. It may be further interpreted that the occupational stress due to Personal Inadequacy between male teachers and female teachers is almost the same.

Table -10

Occupational Stress of Male and Female Teachers (Lack of Motivation**)**

Dimension	**Gender**	**N**	**Mean**	**SD**	**Mean difference**	**df**	**t value**	**p-value**	**z-score**
Lack of Motivation	Male	29	8.17	2.39	0.720	51	1.0917	0.2801	0.001009
	Female	24	8.96	2.85					0.002923



The overall z-score of the dimension "Lack of Motivation" is positive which means that the raw scores on this dimension are below the overall mean average. Further value of the z-score of males and females (0.001009 and 0.002923) value of z-score which lies in the range of -0.5 to 0.5, it may be interpreted that the level of Teacher's Occupational Stress on the 'Lack of Motivation' dimension is average. When the z-score is calculated for male and female teachers separately, the z-scores of both are positive and lie in the range -0.5 to 0.5 which means the level of Occupational Stress of male and female teachers on the "Lack of Motivation" is at an average level.

The p-value (0.2801) of the t-test on the "Lack of Motivation" dimension is more than .05 that means at the 0.05 significance level the null hypothesis will be accepted. This may be interpreted that the difference between the mean scores of male and female teachers on the "Lack of Motivation" dimension in the Occupational Stress scale is not significantly different. It may be further interpreted that the occupational stress due to Lack of Motivation between male teachers and female teachers is almost the same.

3. Conclusion

The z score of the overall sample depicts the Teachers occupational stress of physical education teachers at an average level. The Z score range between -0.5 to 0.5 as per the Teacher's Occupational Stress scale. The z-scores on all dimensions viz. Workload, Role Ambiguity, Groupism and external pressure, Responsibility, Powerlessness, Work Relationships, working conditions, Personal Inadequacy, and Lack of Motivation are also found average. Further, the values of the z-score on these dimensions, which lies in the range of -0.5 to 0.5, may be interpreted that the level of Teacher's occupational stress in all the dimensions. The p-value of the t-test on all dimensions is more than .05 which means at a 0.05 significance level the null hypothesis will be accepted. This may be interpreted that the difference between the mean scores of male and female teachers on the Occupational Stress scale is not significantly different. It may be further interpreted that the occupational stress between male teachers and female teachers is almost the same.

4. SUGGESTIONS FOR FURTHER RESEARCH

- A Comparative study can be undertaken on the private and Government school teachers teaching at the various levels of school education.
- A Comparative study can be undertaken on the Rural and Urban school teachers teaching at the various levels of school education.
- More studies can be undertaken on the other districts of Delhi.
- Similar study can be undertaken on the other subject teachers teaching at the various levels of school education.

5. REFERENCES

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