

**A STUDY ON SOURCES OF JOB STRESS AMONG  
PRIMARY SCHOOL TEACHERS OF  
ENGLISH AND ORIYA MEDIUM SCHOOLS  
IN WESTERN ORISSA (BARGARH DISTRICT)**

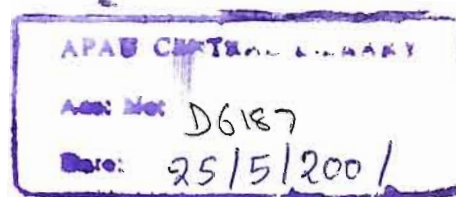
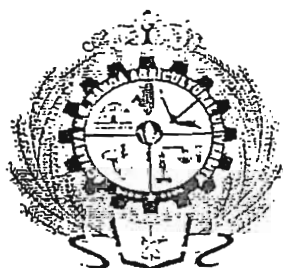
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THESIS SUBMITTED TO THE  
ACHARYA N.G.RANGA AGRICULTURAL UNIVERSITY  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS  
FOR THE AWARD OF THE DEGREE OF

**MASTER OF SCIENCE IN HOME SCIENCE**



**DEPARTMENT OF HUMAN DEVELOPMENT  
AND FAMILY STUDIES  
COLLEGE OF HOME SCIENCE  
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**MARCH, 2001**

## CERTIFICATE

Ms.MANJU MAHANANDA has satisfactorily prosecuted the course of research and that the thesis entitled A STUDY ON SOURCES OF JOB STRESS AMONG PRIMARY SCHOOL TEACHERS OF ENGLISH AND ORIYA MEDIUM SCHOOLS IN WESTERN ORISSA (BARGARH DISTRICT) submitted is the result of original research work and is of sufficiently high standard to warrant its presentation to the examination. I also certify that the thesis or part thereof has not been previously submitted by her for a degree of any university.

Date : 22-6-2001

Place : HYDERABAD



(Mrs. N. VANI REDDY)  
Major Advisor

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Ms.MANJU MAHANANDA has satisfactorily prosecuted the course of research and that the thesis entitled A STUDY ON SOURCES OF JOB STRESS AMONG PRIMARY SCHOOL TEACHERS OF ENGLISH AND ORIYA MEDIUM SCHOOLS IN WESTERN ORISSA (BARGARH DISTRICT) submitted is the result of original research work and is of sufficiently high standard to warrant its presentation to the examination. I also certify that the thesis or part thereof has not been previously submitted by her for a degree of any university.

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## ABBREVIATIONS USED

1. OMMTs : Oriya Medium male teachers
2. OMFTs : Oriya medium female teachers
3. EMMTs : English medium male teachers
4. EMFTs : English medium female teachers
5. ( ) : Values inside the parenthesis indicate percentage

## ACKNOWLEDGEMENTS

*It is by the grace, love and blessing of the LORD JAGANNATHA that I have been able to successfully complete my studies and present this piece of work for which I am eternally indebted.*

*I wish to take this opportunity to express my deep and heartfelt gratitude to Mrs. N. VANI REDDY, Associate Professor, Department of Human Development and Family Studies, College of Home Science, Hyderabad, Chairman of my Advisory Committee for being a source of inspiration, constant encouragement for her constructive criticism completed with utmost patience which has contributed immensely in making this modest endeavour a reality.*

*I sincerely thank Mrs. T. S. NAGAMANI, Scientist-II, AICRP, Human Development and Family Studies and Dr.G. RAGHUPATHI REDDY, Associate Professor, Extension Education Department, College of Agriculture, ANGRAU, Rajendranagar the members of my Advisory Committee for their valuable suggestions, immense help and moral support given at various stages of my research.*

*I wish to thank Dr.(Mrs.) ROMALA RAYALU, Professor and Head, Department of Human Development and Family Studies, College of Home Science, Hyderabad for rendering help during my research work.*

*My sincere gratitude to all the Primary School Teachers who formed my sample, their enthusiastic participation made every moment of the encounter pleasurable.*

*I would like to acknowledge the sincere cooperation of all the authorities of English and Oriya Medium schools of Bargarh district of Orissa without which this study would have remained incomplete.*

*My hearts most warmest sentiment, I express my ever beloved parents Mr.CHUDAMANI MAHANANDA and Mrs.USHA MAHANANDA, Nana Mrs.BHUMISUTA DARDAMEG and, Brothers, Ashok, Suchida, Ajit, Sujit and .Amit for their moral support given at various stages of my research.*

*I express my deep sense of gratitude to JAYANTA who stood as a light house of inspiration and pillar of strength and affection which was the source of motivation of my life.*

*I express sincere gratitude to Binod and Manmatha Sutaplathy for their inspiration and kind cooperation.*

*My warmest thanks are due to my friends, Susma, Julu, Seema, Jyoti, Ashwani, Sreedevi, Tushar, Arati and my classmates.*

*I extend my hearty thanks to Sailesh Lokhande of Premier Type Writing Institute and Sagar of Sagar Computer Centre for their help and neat work.*

*Last but not the least I extend my hearty thanks to all my well wishers whose good wishes prove to be my trump card in successfully completing this thesis.*

**(MANJU MAHANANDA)**

## DECLARATION

I, Ms.MANJU MAHANANDA hereby declare that the thesis entitled A STUDY ON SOURCES OF JOB STRESS AMONG PRIMARY SCHOOL TEACHERS OF ENGLISH AND ORIYA MEDIUM SCHOOLS IN WESTERN ORISSA (BARGARH DISTRICT) submitted to Acharya N.G.Ranga Agricultural University for the Degree of MASTER OF SCIENCE IN HOME SCIENCE is a result of original research work done by me. It is further declared that the thesis or any part thereof has not been published earlier in any manner.

Date : 22.6.2001

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AMONG PRIMARY SCHOOL TEACHERS  
OF ORIYA AND ENGLISH MEDIUM  
SCHOOLS IN WESTERN ORISSA  
(BARGARH DISTRICT)**  
Degree to which  
it is submitted : **MASTER OF SCIENCE**  
Faculty : **HOME SCIENCE**  
Major Field : **HUMAN DEVELOPMENT AND FAMILY  
STUDIES**  
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UNIVERSITY**  
Year of submission : **2001**

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### **ABSTRACT**

Education is an important form of human capital that improves productivity, health and nutrition of the people of a country and slows down the population growth. Education is a corner stone of economic growth and social development and a principle means of improving the welfare of the people.

All the educational systems can serve as instruments of selection by which a society finds its leaders, entrepreneurs, technicians, administrators and teachers. So the primary stage of education is undoubtedly an important stage in the educational ladders and primary school education is the foundation of all educational systems. Primary school education corresponds to education of all the children of 6-12 or 14 years of age. Now-a-days the quality of primary school education is known to enhance a child's capabilities to stay healthy, earn a livelihood and have an effective voice in the community. So primary education need to be meaningfully designed to provide universal access to opportunities for healthy survival and development of children which is an important and new initiative effort of professional and National policy of Education in India envisages that free and compulsory education of satisfactory quality should be provided to all children upto age of fourteen years before the commencement of 21st century.

country needs a link language. For historical reasons English has continued to be the main link language in India and there seems to be no others language capable of performing this function in near future. Ramamurti Committee in 1996 recommended promotion of the regional language mother tongue as well as link language as medium of instruction at territory level so that it does not act as a detachment against teachers and students joining higher educational institution from all over the country.

Exploratory research design was adopted for the present study. The total 120 sample size comprised of 50 male and 60 female teachers, out of which 30 male and 30 female teachers working in English medium schools and 30 male and 30 female teachers working in Oriya medium schools. The data was collected by using in interview schedule and analysed by using frequencies and percentages, mean standard deviation, Z-test and correlation.

The results of the study revealed that, majority of the respondents of English medium schools experienced high job stress in the areas of medium of instruction, remuneration, job security, administrative problems, staff relationships and personal demand when compared to the respondents of Oriya medium schools. Majority of the respondents of Oriya medium schools experienced high job stress in the areas of the student, work load, working environment, curriculum load, professional recognition, parents and community time demand and personal stress compared to the respondents of English medium schools. This may be due to the no guarantee of job permanence, no monetary benefit except monthly income, difficulty in teaching other than mother tongue.

There was no significant difference on the sources of job stress among primary school teachers of Oriya medium schools and English medium schools.

It was also observed from the study that there was no significant association between age, marital status, family type, family size, income, educational qualification and sources of job stress. A significant association was observed between teaching experience, training received and source of job stress. Majority of the primary school teachers of English and Oriya medium schools adopted coping strategies which include actively involved in their work working together for a common goal, time management, watching television and seeking social support in order to cope up with their job stress.

The findings of the present study could be useful for the Board of Secondary School Education Orissa to provide congenial facilities and opportunities to reduce the source and intensity of job stress among primary school teachers of English and Oriya medium schools and help them in developing their teaching skills.

# INTRODUCTION

## CHAPTER – I

### INTRODUCTION

Education is an important form of human capital that improves productivity, health and nutrition of the people of a country and slows down the population growth. Education is a corner stone of economic growth and social development and a principal means of improving the welfare of people. It has a direct impact on the socio-economic development through increasing stock of knowledge and ensuring its diffusion. All educational systems can serve as an instruments of selection by which a society finds its leaders, entrepreneurs, technicians, administrators and teachers. So Primary school education is the foundation of all educational systems and the primary stage of education is undoubtedly an important stage in the educational ladders.

Primary school education corresponds to education of all the children of 6-12 or 14 years of age. Primary school education provides an opportunity to exercise the mental, moral, aesthetic and constructive skills of an educational leaders though good instruction for the development of the future generation. Now-a-days, the quality of primary school education is known to enhance a child's capabilities to stay healthy, earn a livelihood and have an effective voice in the community. So National policy on Education in India envisages that free and compulsory education of satisfactory quality should be provided to all children upto age of fourteen years before the

commencement of 21<sup>st</sup> century because the school age period is the most vulnerable period which influences the child constructively and creatively.

Efficiency of educational system is very much related to the institutional facilities available to the child. The primary school education is an introduction to formal education and beginning of structural learning, so the basic facility needed is the physical accessibility to school. The condition of the school in terms of types of buildings, number of classrooms and availability of the play ground is also important for strengthening of primary education. The chief purpose of primary school is to guide and stimulate child's growth.

Primary school education is also viewed as a foundation stage to acquire language skills in term of reading, writing and other communication skills. Language plays a very important role in promoting National unity. Every country needs a link language, which could be used by all masses for coming closer to one another and for better understanding and appreciation of people of different linguistic groups. For historical reasons, English has continued to be the main link language in India and there seems to be no other language capable of performing this function in near future.

Ramamurthi Committee in 1996 recommended promotion of the regional language or mother tongue as well as link language as medium of instruction at territory level so that it does not act as a deterrent against teachers and students joining higher educational institution from all over the country.

Due to the social and professional importance of English, every Indian has developed a craze for sending their children to English medium Schools where the medium of instruction is English. But keeping the medium of instruction in view point, one has to see that, it might be required little extra efforts from teacher side to use English as a medium of instruction for teaching the children compared to mother tongue or regional language as a medium of instruction for primary school education.

Children of today are the leaders of tomorrow. Any sensible society will therefore invest in education a good proportion of its resources knowing that the investment will result in human resource development, which is the basic for all other developments. So the role of the education in the development of the Nation and the role of the teachers of the Nation is also more important.

Teachers are the guides and philosophers who shoulder the responsibility of directing the children and youth of the Nation in the path of the progress through meaningful education. The teacher is the only one who is implementing educational programme and helping in all round development of the children. Teacher helps in transmitting the knowledge by stimulating the learning environment and creating interest in children. So the success or failure of any primary school educational programme depends upon the job performance of the primary school teachers:

Teaching is a demanding profession where the teacher needs to understand the developmental needs of the children at every stage and also their learning abilities and skills. The teachers have to play multiple roles like, the role of teacher, manager, guide, disciplinarian, counsellor and parents substitute. Therefore the primary school teachers were assumed to be under a constant stress due to their multiple roles and their inability to deal with the children of different socio-economic status.

Stress is an inevitable component of any profession. It is an integral part of the natural fabric of life. Stress is a type of physical, emotional and psychological responses of an individual to a problematic situation, event or demand. Stress is the spice of life. Some amount of stress is necessary for making the life to function efficiently. But increasing amount of stress for prolonged period leads to emotional disturbances and frustrations.

Job stress is not a new area for the researchers. A large number of studies on job stress were initially directed towards individual organisations in public and private sectors. Only recently stress among human professions gained attention of the researchers. So teacher's stress is a relatively new area of empirical approach. Many teachers do not openly report experiences of any stress on their profession for the fear that it may be linked with their professional incompetence and weakness and they may be regarded as failures. Teacher responsibilities may be the most burden of their lives because teaching is a demanding profession which required a constant giving of oneself at the mental, emotional and physical levels. Teachers are not only responsible for instructional work but are also expected to perform

the role of a leader, disciplinarian, guide, counsellor and parents substitute. They are working constantly on the environment of evaluation, Judgement and fear. The continuation of these factors create a sense of frustration in teachers. A persistent feeling of frustration leads a condition of stress to teachers.

Teaching has been identified as a particularly stressful occupation (Cacha, 1981). The stress in teaching is caused by both external and internal factors. There is now a substantial literature on the sources, symptoms, effects and experiences of stress among teachers (James and Pauline, 1997) which indicated that stress experienced by teachers due to over crowded classrooms, lack of physical facilities, low salaries, medium of instruction, lack of professional recognition, high expectation from parents and personal problems.

Some methods should be used to control the stressful events in profession or to cope up with the stress in the professional field which otherwise leaves the teachers in a complete burnout stage. Those methods are known as coping strategies. It depends on the individual's perceptions towards the environment.

Coping strategy is a process of gathering information, generally alternatives weighing and selecting the alternatives or evolving strategies to cope up with problematic situations.

Every teacher tried to cope up with the stress with knowledge or without knowledge. Accordingly to Dean and Carol (1989) teacher utilises the coping strategies including social support, rationalisation, repression and intellectualization as effective means of dealing with the stress. Even group support emerged as an essential means of stress relief (James and Pauline, 1997). Adoption of suitable coping strategies reduces the amount of stress and promotes a long term effect for the benefit of the individual. So it is very much essential to study the coping strategies while doing a research on job stress area, because coping with the stress successfully in the profession leads to a happy and tension free life which enhances the ability of the teacher to work efficiently towards the development of the Nation.

## 1.1 NEED AND IMPORTANCE

Primary School Education is very much essential for the development of our Nation. Ninth five year plan laid emphasis on the spreading of primary school education in every part of our country to achieve a complete literacy rate. The role of the teacher in primary schools is very much important in every corner of our country to achieve the goal of reaching total literacy rate. So the present study aims at studying the sources of job stress of the primary school teachers of English medium and Oriya Medium Schools of Bargarh District of Orissa as the enrollment of children in primary schools is low. In that area, the area where the study was conducted situated at western side of Orissa, which is less advanced both economically and educationally when compared to the other parts of the State. Here the literacy rate is very low compared to other parts of Orissa as well as the

school drop out rate is also very high. Two main issues of this area are, the primary school teacher were under some stress which created frustration and depression among them to educate the children and other issue may be due to lack of community awareness. But in both the cases the teacher role is very much important. So there is a need to study the sources of stress of the primary school teachers in that area and their coping strategies.

The medium of instruction also very much important for educating the young children. Maximum number of children were enrolled in Oriya medium schools in Bargarh district of Orissa. Few children were enrolled in English medium schools. The native language of these children is Oriya. Therefore it is assumed that, the English medium primary school teachers require more effort to teach the children compared to Oriya medium primary school teachers.

So the present study aims to study the sources of job stress of primary school teachers working in English and Oriya medium schools and to find out different aspects of job stress and coping strategies adopted by them.

### **1.3 OBJECTIVES**

#### **1.3.1 General Objectives**

To study the sources of job stress among primary school teachers of English and Oriya medium school in Western Orissa (Bargarh District).

### **1.3.2 Specific Objectives**

1. To study the sources of job stress of male and female teachers of English medium schools.
2. To study the sources of job stress of male and female teachers in Oriya medium schools.
3. To compare the job stress of male and female teachers of English and Oriya medium Schools.
4. To study the coping strategies adopted by primary school teachers.

### **1.4 OPERATIONAL DEFINITIONS**

#### **Primary school**

A school catering to the educational needs of children from 1<sup>st</sup> to 5<sup>th</sup> class.

#### **English medium primary school**

A primary school where the medium of instruction is English.

#### **Oriya medium primary school**

A primary school where the medium of instruction is Oriya.

#### **Primary school teacher**

The teacher who teaches the children from 1<sup>st</sup> to 5<sup>th</sup> Class.

#### **Job**

It is a component of work.

## Stress

It is a physical, emotional and psychological responses of an individual to a problematic condition, situation or event.

## Job stress

It was operationalised as a degree of emotional, physical or psychological pressure experienced by an individual while performing the job.

## Teacher stress

Teacher stress was operationalised as a type of experience of unpleasant emotions by a teachers such as tensions, frustrations, anxieties, angers and depressions resulting from the aspects of their work as a teacher.

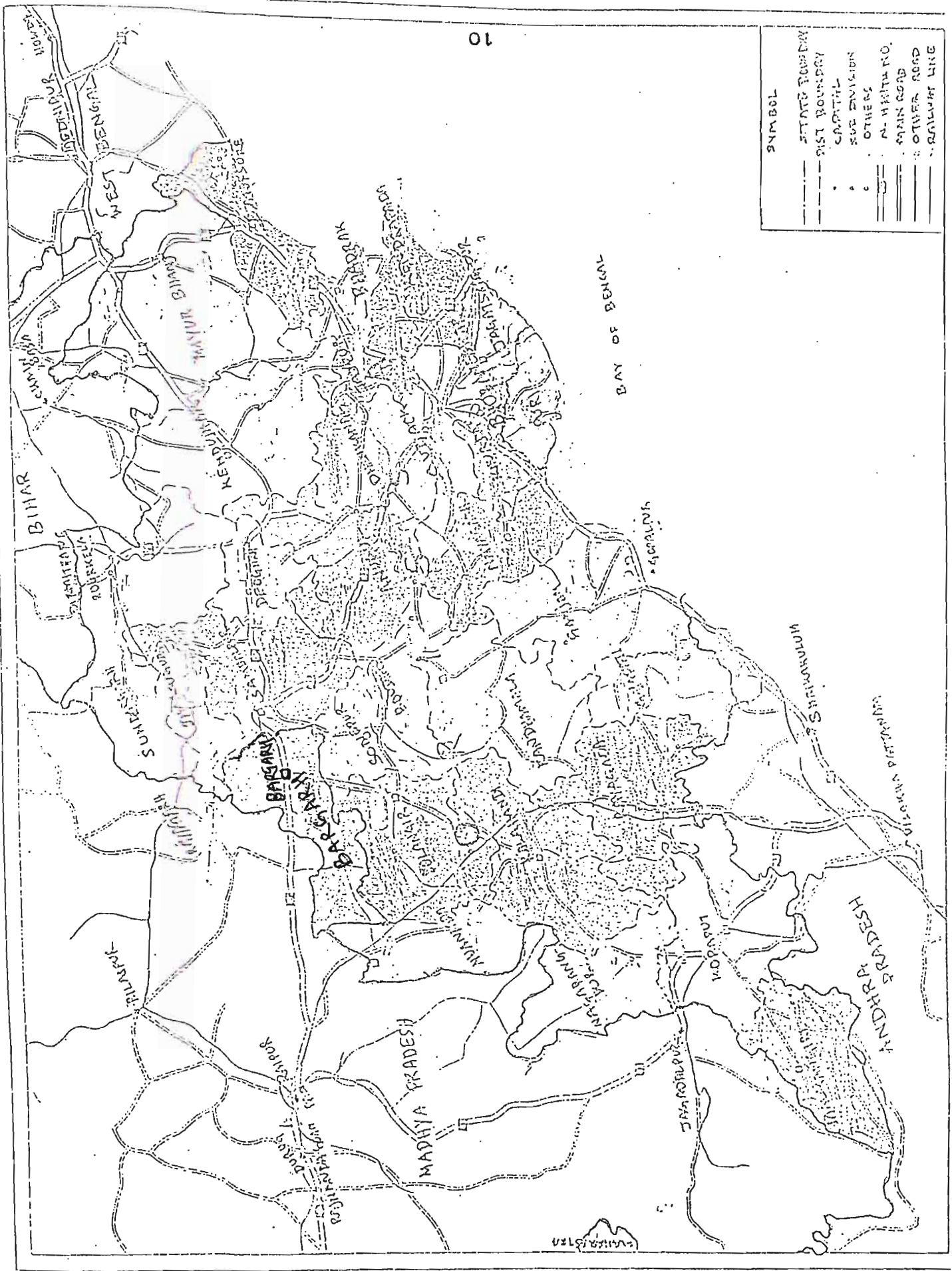
## Coping strategies

Coping strategies were operationalised as those approaches that could be adopted by an individual to cope up with the stressful reactions.

### 1.5 LIMITATION OF THE STUDY

1. The study is limited to Bargarh District of Orissa only.
2. The study is limited to English Medium and Oriya medium schools only.
3. The study is limited to only those teachers who have five years of teaching experience.

SYMBOL	
---	STATE BOUNDARY
- - -	DIST BOUNDARY
*	CAPITAL
•	SEC DIVISION
•	OTHERS
—	AL-HUDA NO.
—	MAIN ROAD
—	OTHER ROAD
—	RAILWAY LINE



## CHAPTER – II

### REVIEW OF LITERATURE

A comprehensive review of literature is an integral part of any research endeavour. The main function of the review of literature is to make the investigator upto date with the research in the field of investigation and to determine the amount of theoretical and empirical framework that has already done in the same area.

After scrutinising the research studies on the sources of job stress of English medium and Oriya medium primary school teachers. It was felt that, the research studies concerning the above problem are very limited.

So the available review of literature are presented in this chapter under the following sub-headings.

#### 2.1 STUDIES RELATED TO SOURCES OF JOB STRESS OF PRIMARY SCHOOL TEACHERS

2.1.1 Studies related to stress regarding student, parent, community and staff relationship

2.1.2 Studies related to stress regarding administrative problems

2.1.3 Studies related to stress regarding professional recognition and personal accomplishment

2.1.4 Studies related to stress regarding language

2.1.5 Studies related to stress regarding time demand, work load and working environment

2.1.6 Studies related to stress regarding job security and remuneration

2.1.7 Studies related to stress regarding personal aspects like age, sex and experience

## 2.2 STUDIES RELATED TO COPING STRATEGIES

2.2.1 Studies related to avoidance and escape

2.2.2 Studies related to cognitive appraisal

2.2.3 Studies related to family and social support

2.2.4 Studies related to psychotherapy

2.2.5 Studies related to other type of coping strategies

## 2.3 CONCEPTUAL MODEL OF THE STUDY

### 2.1 STUDIES RELATED TO SOURCES OF JOB STRESS OF PRIMARY SCHOOL TEACHERS

2.1.1 Studies Related to Stress Regarding Student, Parent, Community and Staff Relationship

Friesen *et al.* (1988) conducted a study on teachers burnout. Results revealed that, emotional exhaustion burnout among teachers may result from work stress associated with a demanding work load. In contrast depersonalization and personal accomplishment were related to failure of the job to satisfy the individual motivational needs of recognition, feed back, and job challenge. Also included in the development of these two forms of burnout were the unique emotional pressures arising from the interactions among staff, students, parents and various publics.

Freed and Henry (1994) conducted a study on the relationship of social support, occupational stress, burnout and job satisfaction among special education teachers. The findings indicated that, the higher the number of stressors experienced in special education, the higher the degree of burnout. Age, the educational classification of student taught, the functional level of students, and complexity of teaching load were associated with burnout in special education.

Barth (1995) conducted a study on the “Burnout Syndrome”. The sample consisted of 120 primary and secondary German school physical education teachers. Results revealed that, stresses arised from pupil-teacher, parent-teacher, teacher-colleague and teacher-head teacher relationships.

Sahu and Misra (1995) conducted a study on life stress and burnout in female college teachers. The results which denote that, life stresses found to be significantly and positively related with only two components of burnout, namely, emotional and depersonalisation. Further the family related stress area of life stress is related to all components of burnout (emotional exhaustion, depersonalisation, personal accomplishment) while society related stress area is related to only one component of burnout namely depersonalisation.

Sahu (1995) conducted a study on life stress and coping style in teachers. Results revealed that, females exhibited a significant positive relationship between family – stress and acceptance between society related stress and self blame.

Edwards and Rothbard (1999) conducted a study on work and family stress and well being. Results revealed that, work and family are significant sources of stress.

### **2.1.2 Studies Related to Stress Regarding Administrative Problems**

Gallary *et al* (1981) conducted a study on Burnout - “A critical appraisal of proposed intervention strategies”. Results revealed that, role ambiguity, role conflict, role over load and lack of administrative support as contributing factors of stress in teachers.

Payne and Furnham (1987) conducted a study on teacher stress and development of stress management programmes. Results revealed that, difficulties associated with classroom instructional and management demands were perceived by the majority of teachers to be the most stressful aspects of their work. On the other hand factors like, time pressure, time management, authority structure, student behaviour, professionalism, teacher confidence, competence, bureaucratic interference, staff relationships and working conditions were differentiated between teachers when compared on the basis of bad qualifications and years of experiences.

Manso-Pinto (1989) conducted a study on occupational stress factors as perceived by Chilean school teachers. A Spanish translation of the teachers occupational stress factor questionnaire (TOSFQ: Clark 1980) was answered by the sample of 186 teachers from a metropolitan school system in Central Chile. The TOSFQ is a 30 item instrument designed to assess teachers perception of occupational stress. Results showed that, lack of

administrative support was perceived as the most stress feel dimension of teaching by chilean school teachers.

### **2.1.3 Studies Related to Stress Regarding Professional Recognition Personal Accomplishment**

Hubert and Allan (1984) conducted a study on relationship of school organizational health and teacher need satisfaction to teacher stress. Results revealed that, emotional exhaustion was related at the school level of resource utilization and depersonalization was related at the school level indirectly through need satisfaction to morale and optimal power equalization. Organizational factors are apparently only minor sources of stress, and stress management should emphasize the stressed teacher.

Das (1990) conducted a study on extent of Burn out in teachers. 200 male teachers of aided secondary schools of Agra City were taken up for the investigation. Findings revealed that, 32 percent of the teachers were found to be complete burnout (i.e., were emotionally exhausted, depersonalised as well as lacked positive personal accomplishments). 54 percent were partial burnout (i.e., experiencing one or two of the feelings of emotional exhaustion, depersonalisation and lack of positive accomplishment) 14 percent of the teachers were non burnout. The personal accomplishment was found to be the area of maximum burnout and emotional exhaustion in the area of minimum burnout.

Gupta (1995) conducted a study on prevalence of burnout in some selected occupations. The sample consisted of 260 employees working at different occupations such as education, library services and health services

in the Union territory of Chandigarh, they were 100 teachers (working in Government and private high and higher secondary school of Chandigarh) 60 librarians, 10 medical technologists. Results revealed that, teachers show comparatively lesser degree of loss of feeling and concern for their students and lack of personal accomplishment is highest in librarians, which is followed by teachers.

#### **2.1.4 Studies Related to Stress Regarding Language**

Schechter *et al.* (1996) conducted a study on Mexican background parents' decision about language and schooling. The sample size comprised eighty families on Northern California and South Texas. The findings reveal that, all the parents interviewed were committed to their children's educational achievement in English. In addition, at both sides, parents viewed Spanish (home language) as an important social resource in maintaining cultural traditions and ethnic identity, and the majority insisted on the use of at least some Spanish language in parent-child interactions.

#### **2.1.5 Studies Related to Stress Regarding Time Demand, Work Load and Working Environment**

Fielding and Andrews (1982) conducted a study on personality and situational correlates of teacher stress and burnout. Teachers reported a moderate to substantial amount of stress and burnout. The highest level of stress was generally reported in old situations, and the second highest level was reported in new situations. As predicted, teachers having negative attitudes and beliefs about students, an external locus of control, and intolerance of ambiguity reported more stress and burnout than other

teachers. Although the relationship between personality factors and interpersonal stress was stronger in schools with a negative work climate than in schools with a positive work climate.

Tamboli (1986) conducted a study on curriculum load and stress at primary level. Results revealed that faculty implementation of the curriculum has to be improved. Unhygienic conditions of the classroom and too many pupils in a classroom were the sources of job stress.

Dean and Carol (1989) conducted a study on stressors. Coping behaviours and burnout in secondary teachers. Results revealed that, a large number of stressors and stress themes across the entire school environment were significantly related to burnout ( $P < 0.5$ ).

Capel (1990) conducted a study on causes of stress and burnout and changes on burnout in British physical education teachers. The samples consisted of 240 physical education teachers in 60 schools in one local authority area. Results show a variety of different causal factors and no pattern on burnout was identified over time.

Dhadda (1990) conducted a study on the relationship of role stress. Job involvement and personality. Results revealed that, role overload causes maximum stress and role ambiguity causes least stress.

Ganesan (1991) conducted a study on "stress" research about valuation of examination scripts. Results revealed that, the time frame prescribed for completing the evaluation of a sizeable number of scripts is a factor bearing on the stress.

Biswas and Panda (1992) conducted a study on problems of primary school teachers in Arunachal Pradesh, this study aims at exploring the problems faced by the teachers in implementing the curriculum in the primary schools with regard to physical facilities, syllabus, time table, teaching aids and problems of improving qualities. Results revealed that, almost all the teachers perceived inadequate physical facilities in the primary schools. It was further found that there is insufficient accommodation followed by lack of furniture and equipment. A large number of teachers complained about inadequate opportunities provided for inservice education.

Srivastava and Krishna (1992) conducted a study on the moderating effect of control on the relationship of occupational stress and job strain, job dissatisfaction and job tension. The results revealed that, stress was arising from strenuous work conditions caused maximum variance in job satisfactory of the employees. Similarly the stress arising from most of the job dimensions have been found to be significantly correlated with job tension. The results also indicate that, stress of role over load cause medium variance on job tension of the employees.

Dany (1994) conducted a study on role stress behaviour patterns and gender among teachers. Results revealed that, the main effect of work set up was found to be significant in role overload. Role ambiguity, personal inadequacy and total stress at  $P < 0.05$  and role expectation conflict and resources inadequacy at  $P < 0.01$  level. The second main effect of behaviour pattern was found to be significant  $P < 0.05$  level for score stagnation and  $P < 0.01$  level for REC, RE, PA, PI, RIN. The effect of gender was found to be significant in RI, RB and RO ( $P < 0.1$  level).

### **2.1.6 Studies Related to Stress Regarding Job Security and Remuneration**

Martin and Michael (1988) conducted a study on Teacher Burnout and the urban school system. The Maslach Burnout Inventory and background data form were completed by 157 current Boston teachers and 97 recently resigned Boston teachers. The respondents were in between the age of 30 to 50 years and had atleast 5 years of Boston teaching experience. Results showed that, resigned teachers exhibited greater burnout than current teachers.

Sundarajan and Nellaippan (1994) conducted a study on problems impeding effective role performance by higher secondary teachers. Results revealed that, teachers working in the Government schools and those working in the private schools significantly differ in respect of three problem areas namely “facilities, pupils and parents”.

Manthei and Gilmore (1996) conducted a study on teachers stress on Intermediate schools. Results revealed that, higher levels of stress were revealed to inadequate pay which was not enough to meet demands and this lead to lower job satisfaction and a reduced commitment to remain in the job long term.

Stephen (1998) conducted a study on experiences and perceptions from 99 California Public School Superintendents to examine the reasons why some principals lose their jobs. The results show that, a principal interpersonal relationship out weight any other factor related to involuntary departure. In contrast with results them other services, factor related to

administrative skills were less important on low statement achievement, failure to maintain a safe campus. On resistance to change had little influence on Superintendents decision to remove a principal.

#### **2.1.7 Studies Related to Stress Regarding Personal Aspects like Age, Sex and Experience etc.**

Singh and Kaur (1976) conducted a study on the relationship of motives, aspirations anxiety among women teachers at different professional levels. 183 women teachers drawn from primary schools, secondary schools and College of Amritsar City. Result revealed that, the primary school teachers scored significantly higher on anxiety level than that of secondary and college teachers. Primary school teachers with lower educational qualifications tended to score high on anxiety level.

Vandervan and Marion (1982) conducted a study on the degree and nature of burnout in community college faculty. Results shows that, the variables which were found to be statistically significant in relationship to burnout were primarily from the “personal category of variables other than the “situational category” ie., related to work conditions and the teaching environment. Attributional style, the tendency to perceive, the causes and control over problems in teaching, as external to oneself was significantly correlated with the degree of burnout reported. Other personal factors significantly related to the degree of burnout were experience of personal life events during that past year was also associated with higher degree of burnout.

REVIEW OF LITERATURE

Etzion (1984) conducted a study on moderating effect of social support on the stress and burnout relationship. The results revealed that, women teachers experienced more burnout and more stress in life than men, but no such difference was found for stress in work. Burnout was positively correlated with stress in both work and life and a negative correlate with social support in life and in work.

Federman and Goldstein (1984) conducted an exploratory study into the phenomenon of teacher burnout. 109 public school teachers were administered two self report questionnaires. The results demonstrated a high interrelationship. There were no significant differences detected in grade level, age, experience, educational degree, union involvement and degree of burnout. Slight to moderate differences were detected between health life satisfaction and work satisfaction and degree burnout.

Garfied and Dubin (1984) conducted a study on perceived teacher stressors and their relationship to stress symptomology in public school teachers. Results revealed that, a weak relationship was established between stressful teaching events (stressors) and reported stress symptomology. Sex, Male and level of school had an effect on how teachers rated teacher stressors on the TESI (Teaching Events Stress inventory) but age, years of experience, had little or no relationship to how teachers rated stressors.

Holley and Kirpatrick (1987) conducted a study on job satisfaction and stress of home economic teachers. Results revealed that no relationship was found between stress and job satisfaction and any other demographic variables (ie., number of pupil taught, years as a teacher, and marital status).

Gupta and Dan (1990) conducted a study on Burnout among school teacher and coping strategies. The sample consisted of 100 teachers from various schools. Results revealed that, burnout syndrome was not found prevalent in statistical terms amongst the school teachers. All the variables (depersonalization, and reduced personal accomplishment) except for the effect of gender on emotional exhaustion (EE) could not reach level of significance.

Ushasree and Jamuna (1990) conducted a study on job stress among general and special education teachers. Results revealed that, job stress was experienced by both general and special school teachers but job stress was significantly greater in special school teachers as compared to general school teachers.

Misra (1992) conducted a study on "Analysis of burnout in relation to stress in teaching profession". Results revealed that, teachers with low stress feeling experiences more burnout emotional exhaustion and personal accomplishment in comparison to high school teachers. Teachers experience in teaching profession is responsible for burnout emotional exhaustion feeling. Teachers with less experience felt more emotional exhaustion, which is reverse in case of high experience teachers.

Achamamba and Kumar (1993) conducted a study locus of control and organizational role stress among college teachers. The size of the sample is 120 teachers selected randomly from local colleges (Tirupathi). Results revealed that, locus of control (internality) is negatively related to role stress. A significant difference was found between low and high

internal groups on role stress. Regarding age, younger teachers are most internally oriented than older teachers.

Misra *et al.* (1993) conducted a study on “Burnout and role stress among teachers”. The sample consisted of 240 teachers working in various degree colleges of Lucknow. “Burnout Inventory and Pareek’s (1981) organizational role stress scale” were administered. Findings indicate that, teachers experienced low levels of stress and burnout and gender did not influence burnout scores and role stress. A positive relationship was observed between role stress and emotional exhaustion and depersonalisation.

Rebeiro and Bhargava (1994) conducted a study on burnout in the teaching profession. The Indian scene, 145 University and College teachers attending orientation (OR) and Refresher Course in Political Science (PS) and History (HS) under UGC Scheme were administered Maslach Burnout Inventory. The Score on the 3 sub scales of MBI, Emotional exhaustion (EE), Depersonalization (DP) and Personal accomplishment (PA) were related to age, sex, length of services and research activity. Results revealed that, significant differences were noticed on all the three factors among three groups. Younger and less experienced teachers scored significantly higher on DP and PA than older and more experienced ones.

Ushasree *et al.* (1995) conducted on a study on Gender role and age effects on teacher’s job stress and job satisfaction. The samples consisted of 80 male and 80 female high school teachers on the age groups of 25-40 years (adult) and 41-60 years (middle age). Results revealed that, correlation

coefficient obtained for the four groups (Maswrine Feminine, Androgynous, undifferentiate) on the two variables (age, genders) were negative and significant for musculline and androgynous subjects ( $r = -0/49$  and  $-0/48$  respectively) and negative but not significant for feminine and undifferentiated ( $r = -0/20$ ) and ( $-0/08$ ) subjects respectively.

Ryhal and Singh (1996) conducted a study on certain correlates of job stress among university teachers. Results revealed that, higher occupational status were enhancing job stress among teachers. Teaching experience was found to be negatively associated with job stress and lower stress lead to better physical and mental health among teachers.

## **2.2 STUDIES RELATED TO COPING STRATEGIES**

### **2.2.1 Studies Related to Avoidance & Expose**

Olah (1989) investigated coping behaviour on relation to frequency and intensity of anxiety provoking situations. Results indicated that, both trait anxiety and frequency of stressful experience were related positively to escape coping strategies and negatively to constructive coping strategies. However the rate of reassurance showed reverse trend.

Blake *et al.* (1990) conducted a study on the association of health with stressful life change, social supports and coping. Results revealed that, cognitive coping was directly associated and avoidance coping and coping was inversely associated with health status.

Christice and Shultz (1998) conducted a study on gender difference on coping with job stress and organizational outcomes. Results revealed

that, few differences on the level of coping mechanisms experienced by men and women. Different coping mechanisms may be important for understanding work related outcomes for men and women. Men and women may use control and escape coping to the same extent. Control coping (control coping and informal support) may be more important for men. Whereas escape coping (escape coping, emotional support, and appraisal support) may be more important for women.

### **2.2.2 Studies Related to Family and Social Support**

Barens (1986) conducted a study on perception of clients –“Burnout a sense of competence among prospective service workers”. Results concluded that, administrators and supervisors decrease Burnout and enhance worker’s sense of competence by increasing the clarity of workers work roles.

Russel and Wood (1987) conducted a study on use of social support to overcome job stress in teachers. The study revealed that, teachers who had higher levels of support that gave them reassurance of their worth reported less emotional exhaustion at work and indicated a greater sense of personal accomplishment.

Kyriacow (1987) conducted a study on teachers stress and burnout. The study revealed that, coping strategies adopted by teachers were management practices, organizational and administrative arrangements, staff relationship, working stress conditions and curriculum procedures minimise the sources of stress within the school control.

Dean and Carol (1989) conducted a study on stressors. Coping behaviours and burnout in secondary teachers. Results revealed that, how burnout teachers used direct confrontation, social support, rationalization, repression and intellectualization as effective means of dealing with the stress.

Gupta and Dan (1990) conducted a study on "Burnout among school teachers and coping strategies". Results revealed that, the facts which are known to counter the development of burnout syndrome like social support system. Religiosity relatively more stable family structure are typically seen in Indian setting.

Richard (1992) conducted a study on stress and turnover among extension directors. Results revealed that, most common coping mechanisms were social support from friends and family, escapism (getting away from the job when necessary) on confronting stressful solutions and solving the problems before they get on.

Annapurna (1998) revealed that, major personal strategies followed by Acharya N.G. Ranga Agricultural University teachers were excess eating, drinking, smoking, getting proper sleep, taking good balanced diet, exercise, seeking social support, and major organizations strategies followed were time management, effective communication, searching for more information and using more improved teaching techniques.

### **2.2.3 Studies Related to Cognitive Appraisal**

Nowak and Kenneth (1989) conducted a study on coping style, cognitive hardness and health status. Results revealed that, a positive association among stress, coping and health status.

Srivastava and Krishna (1992) conducted a study on occupational stress and coping behaviour, results revealed that, more knowledge of work and alertness towards work environment provide useful information for the future behaviour and helps on coping stress.

### **2.2.4 Studies Related to Psychotherapy**

Ghadially and Kumar (1989) conducted a study on stress, strain and coping style of female professionals. Results revealed that, most commonly followed coping strategies were regarding to increase knowledge (80%) and good selling (71%) seeking social support and time management (66% each) and developing support network with others professional (60%) only 14 percent used medication and 3 percent counselling or psychotherapy.

Gayatrivedi and Kaliappan (1997) conducted a study on effect of behaviour therapy in managing stress and tension headaches among women working in banking industries. The results indicated that, the headache activity accompanying symptoms. Precipitating factors were reduced in the experimental group. After therapy the sources of stress were reduced. The coping strategies had increased due to psychological therapy.

Bernier (1998) conducted a study on coping stressful recovery from severe burnout and other reactions to severe work related stress. Results

revealed that, ultimate strategy utilized by most of the subject was to change their objective working conditions. The other strategies of coping were seeking reassurance. Understanding cause seeking social support. Three fifth of the human service worker resorted to formal psychotherapy. The recovery proceeds appears to be a psychological nature.

### **2.2.5 Studies Related to Other Type of Coping Strategy**

Folkman and Lazarus (1980) emphasized that, most people used both emotion focussed and problems focussed coping mechanisms in dealing with the stresses of family life. Studies indicated that, almost everyone used both emotion focussed and problem focussed strategies to deal with virtually every stressful conditions.

Holmes and McGillay (1987) stated that an important way in controlling stress is physical fitness. Individuals who regularly engaged in aerobic exercise show significantly lower stress than individual who do not exercise regularly.

Bhargava and Sherbet (1990) conducted a study on role of stimulus person on prediction of stress. The results showed no significant impact of stimulus person on its pattern of prediction of stress under personal control. Personal control has significant impact on reducing the stress related to environmental noise and social stress and crowding.

Filho *et al.* (1998) conducted a study on leisure physical activity and stress management of female workers in Brazil to conform the influence of physical activity in physiological stress management activity in building

wellness and better quality of life. Results revealed that physical activity can be considered as tool to reduce occupational stress even when there is an extra work shift at home which is a common occurrence among female workers.

### **2.3 CONCEPTUAL MODEL OF THE STUDY**

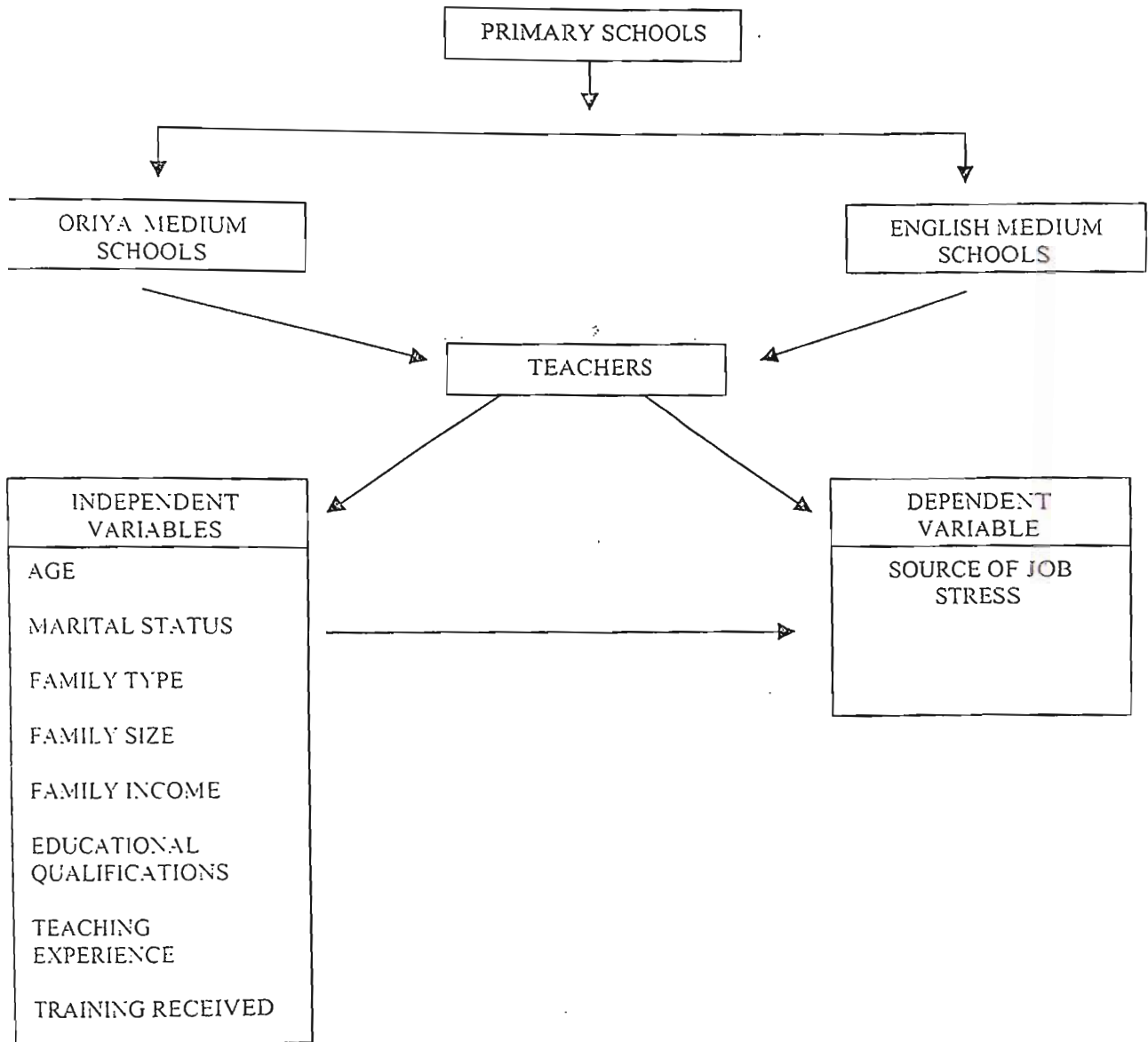
A conceptual model or a schematic model is a diagrammatic representation outlining the dominant elements of a system, and their interrelationship with respect of a criterion variables.

Conceptual model was developed for the study, which diagrammatically represents the important dimensions and postulated relationship among the variables. Eight independent variables representing age, marital status, family type, family source, income, educational qualifications, teaching experience and training received were chosen based on reviews of relevant literature and consultation with experts in the field to examine the sources of job stress among primary school teachers of English and Oriya medium schools and to find out the coping strategies adopted by the teachers to cope up with stress.

The relationship was presented diagrammatically in Fig.1 which derived empirically to test the hypothesis.

FIG. 2.

CONCEPTUAL MODEL



# MATERIAL AND METHODS

## **CHAPTER-III**

### **MATERIAL AND METHODS**

The aim of the present study is to find out the sources of job stress among primary school teachers working in English and Oriya Medium Schools in Bargarh district of western Orissa and the coping strategies adopted by them in order to cope up with their stress.

The methodology followed during the course of investigation is discussed in this chapter under the following sections.

- 3.1 Type of Research Design**
- 3.2 Sampling Procedure**
- 3.3 Variables and Their Measurement.**
- 3.4 Techniques Used For Data Collection.**
- 3.5 Methods Of Data Collection**
- 3.6 Statistical Procedure Used In Data Analysis.**

#### **3.1 TYPE OF RESEARCH DESIGN**

Based on the nature of the problem and the objectives of the study exploratory research design was adopted for the purpose of the present study.

## 3.2 SAMPLING PROCEDURE

### 3.2.1 Selection of the Schools

A comprehensive list of all the English and Oriya medium primary schools of Bargarh district of Orissa state was collected for the purpose of the study. The heads of the schools were contacted and explained about the nature and purpose of research study. Among the listed schools, 18 schools were selected purposively out of which 9 were English medium primary schools and 9 were Oriya medium primary schools.

**Table 1: Distribution of the Sample**

(N=120)

Name of the School	Male	Female	Total
<b>English Medium Schools</b>			
1. Rotary Public School	4	4	8
2. The Kosala School	4	5	9
3. Little Flower English Medium School	3	3	6
4. Cement factory English medium School	2	4	6
5. Pre-basic academy	3	2	5
6. New Donboscos Academy	4	3	7
7. Paramjyothi Vidhyalaya	3	2	5
8. Green field English Medium School	4	3	7
9. Saraswati Sishumandir	3	4	7
Total	30	30	60
<b>Oriya Medium Schools</b>			
1. Canal Colony U.P. School	5	3	8
2. Hatpada U.P. School	3	4	7
3. Bisipada U.P. School	2	5	7
4. Khujur Tikira U.P. School	5	3	8
5. Talipada U.P. School	3	4	7
6. Ambasada U.G.M.E. School	3	2	5
7. Nagenpali U.G.M.E. School	2	4	6
8. Barahogoda U.P. School	3	3	6
9. Gobindapali U.P. School	4	2	6
Total	30	30	60
GRAND TOTAL	60	60	120

### **3.2.2 Criteria for Selection of the Sample**

1. Teachers should be working in English and Oriya medium primary schools.
2. Teachers should have put in 5 years of teaching experience.
3. Teachers should be working in English and Oriya medium primary schools of Bargarh district of Orissa State only.

The total sample comprised of 120 teachers. Out of them 60 were working with English medium primary schools and remaining 60 were working with Oriya medium schools. The 60 sample of each medium comprised of 30 male and 30 female teachers.

### **3.3 VARIABLES AND THEIR MEASUREMENT**

Based on the available literature related to the research study and the expert advice of the staff of the Department of Human Development and Family studies and Extension Education, the relevant independent variables were selected for the purpose of the study. The selected variables and their empirical measurement is represented in the table given below

**Table 2: Variables and Their Empirical Measurement**

S.No.	Variables	Empirical Measurement
A.	<b>Dependent variables</b>	
1.	Source of job stress	Interview schedule developed for the purpose of the study.
B.	<b>Independent Variables</b>	
1.	Age	General information schedule prepared for the purpose of the study.
2.	Marital Status	
3.	Type of the Family	
4.	Family size	
5.	Monthly Income	
6.	Educational qualifications	
7.	Teaching Experience	
8.	Training received a) Teacher training b) Inservice training	

## **B. Independent Variables**

### **1. Age**

Age was operationalised as the number of years completed by the teacher at the time of investigation. It was obtained from the service registers of the teachers. The respondents were categorised into four groups based on the following criteria.

Category	Score
30-35 years	1
35-40 years	2
40-45 years	3
45-50 years	4

## 2. Marital Status

The frequency and percentage of marital status variable was computed to know the number of married and unmarried respondents in the sample and categorised into two groups.

Category	Score
Married	1
Unmarried	2

## 3. Type of Family

The frequency and percentage of family type variable was computed to know the type of family of the respondents in the sample is categorised as follows:

Category	Score
Joint	1
Nuclear	2

## 4. Family Size

Family size was operationalised as the number of members of the family. The respondents were categorised into three groups based on the following criteria.

Category	Score
1-3	1
4-6	2
7 and above	3

#### 5. Monthly Income

This variable was operationalised as the actual income of the respondent and the income of other family members per month and categorised into five groups.

Category	Score
2000-4000	1
4000-6000	2
6000-8000	3
8000 and above	4
10000 and above	5

#### 6. Educational Qualifications

This variable was operationalised as the type of education received by respondent and categorised into four groups.

Category	Score
H.S.C.	1
Intermediate	3
Graduate	3
Post graduate	4

## **✦ Teaching Experience**

This variable was operationalised as the number of years of service put in by the respondents. The respondents were grouped into three categories based on the following criteria.

Category	Score
5-10 years	1
10-15 years	2
15-20 years	3
20 years and above	4

## **☞ Training Received**

This variable was operationalised as the type of teacher training received by the respondent and also the type and nature of inservice training that the respondent received during the period of the service. The respondents categorised into five groups based on the following criteria.

### **a) Teacher Training**

Category	Score
E.T.	1
C.T.	2
B.Ed.	3
M.Ed.	4
Diploma	5

## **b) Inservice Training**

Category	Score
One week	1
Two weeks	2
One month	3
One month & above	4

### **3.4 TECHNIQUES USED FOR DATA COLLECTION**

#### **3.4.1 An Interview Schedule**

An interview schedule was developed by the Investigator for the purpose of study with the help of available literature and suggestions given by subject matter specialists. The interview schedule consisted of two parts. Part-A deals with the general information and part-B deals with specific information related to sources of job stress.

##### **3.4.1.1 General Information:**

A general information schedule was prepared for enumerating information concerning with the age, marital status, type of family, family size, income of the family, educational qualifications, teaching experiences and the type of training received by the respondents.

##### **3.4.1.2 Specific Information:**

The specific information schedule consisted of 116 statements selected to job stress and comprised of two sub sections. Section 'B' deals

with the components of job stress like sources related to language, students, curriculum load, working environment, staff relationships, parent and community, job security, professional recognition, remuneration, time demand, personal matter, personal demand, administrative problems and work loads. Section 'C' deals with the coping strategies adopted by the respondents in order to cope up with the job stress.

### **Scoring:**

The respondent was provided with three alternatives to elicit the information. The respondent was instructed to respond to the degree of stress against each item on a three point rating scale. A score of 'three' was given to very stressful, a score of 'two' was given to less stressful and a score of 'one' was given to not at all stressful conditions. Responses to all items were scored in a similar way.

## **3.5 METHODS OF DATA COLLECTION :**

### **3.5.1 Pre-Testing**

Pre-testing was done on a sample of 20 primary school teachers belonging to English Medium and Oriya Medium schools. The information regarding sources of job stress and the coping strategies adopted by them in order to cope up with stress was collected. After pre-testing certain inclusions and deletions were made in the schedule and the schedule was finalised.

### **3.5.2 Reliability of the Test**

Reliability of the test was calculated with the help of the total scores obtained by the respondents and respondents total score on each items. A score of '3' was given to very stressful, a score of '2' was given to less stressful and a score of '1' was given to not at all stressful conditions. Responses to all the items were scored in a similar way. In this study split half method was used to find out the reliability.

### **3.5.3 Validity of the Test**

The content validity of the schedule was measured by giving the interview schedule to the experts in the fields of Human Development and Family Studies and Department of Extension Education and their opinions and suggestions like excluding irrelevant and complicated items, modifying questions and reducing the number of questions which were considered while finalising the test items. The content of the interview schedule was found to be valid for measuring the job stress among primary school teachers of English and Oriya medium schools of Bargarh district, Orissa.

### **3.5.4 Final Study**

For the final study the required information was collected by using the interview schedule from the teachers of English and Oriya medium primary schools to elicit their sources of job stress and coping strategies adopted by them to cope up with their job stress. The respondents were contacted by the investigator personally for the filling up schedule in the school. All doubts or clarifications regarding the items in the schedule were

explained by the investigator. Respondents took 20-30 minutes time to complete the schedule.

### 3.6 STATISTICAL PROCEDURES USED IN DATA ANALYSIS

The following statistical tools were used for the data analysis and interpretations were made by the Investigator.

#### 3.6.1 Frequency and Percentages

Frequencies and percentages were calculated for the profile of the respondents on the variables including age, marital status, type of family, income of the family, educational qualifications, experience in teaching and training received. Percentages were also calculated for sources of job stress and coping strategies adopted by primary school teachers to cope up with their job stress.

#### 3.6.2 Mean ( $\bar{X}$ ) :

Arithmetic mean is the quotient that results when a sum of all the items in the series is divided by the number of items (N) the formula in terms of symbol is

$$\bar{X} = \frac{\sum X}{N}$$

Where

$$\bar{X} = \text{Mean}$$

$$\sum X = \text{Sum of each individual Score}$$

$$N = \text{total number of items}$$

### 3.6.3 Standard Deviation ( $\sigma$ )

It is defined as the square root of the sum of squared deviation about the mean divided by number of cases. Standard deviation was used to find out the variation in the scores on variables and categorisation of respondents.

This definition can be symbolised as follows:

$$\sigma = \sqrt{\frac{1}{n} \left[ \sum X^2 - \frac{(\sum X)^2}{n} \right]}$$

Where,

$\sigma$  = Standard deviation

$\sum X^2$  = The summary of square of each individual items

$(\sum X)^2$  = Square of summation of all items

$n$  = number of observation

### 3.6.4 Z - Test

This test was used to find out whether there is any significant differences between the sources of job stress among primary school teachers of English and Oriya medium schools.

The formula used for calculating Z -- test is given by

$$Z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S1^2}{n_1} + \frac{S2^2}{n_2}}}$$

Where,

$\bar{X}_1$  = Mean of First Sample

$\bar{X}_2$  = Mean of Second Sample

$S_1^2$  = Variance of First Sample

$S_2^2$  = Variance of Second Sample

$n_1$  = Size of First Sample

$n_2$  = Size of Second Sample

### 3.6.5 Correlation ( r ):

To find out the association between independent variables and sources of job stands among primary school teachers of English and Oriya medium schools.

$$r = \frac{\sum XY - \bar{X}\bar{Y}}{[Sd(x)] [Sd(y)]}$$

Where,

$\bar{X}$  = Mean of X Series

$\bar{Y}$  = Mean of Y Series

$N$  = No. of items in a series

$Sd(x)$  = Standard deviation of X Series

$Sd(y)$  = Standard deviation of Y Series

$\sum XY$  = Summation of Cross products.

For testing the significance of correlation coefficient the following formula has been used:

$$t^{n-2} = r \frac{n-2}{1-r^2}$$

Where

r = Correlation coefficient

n = No. of items in the sample

t = Distribution with (n-2) degree of freedom

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# RESULTS

## CHAPTER IV

### RESULTS

This chapter deals with the detailed description of the empirical findings of the present investigation. The data collected was coded, tabulated and analysed by using appropriate statistical techniques and presented under the following sub-headings.

- 4.1 Profile of the respondents
- 4.2 Sources of job stress of male and female teachers of English medium schools.
- 4.3 Sources of job stress of male and female teachers of Oriya medium schools.
- 4.4 Status of sources of job stress among primary school teachers working in English and Oriya medium schools.
- 4.5 Comparison of the sources of job stress between the male and female primary school teachers working in English and Oriya medium schools.
- 4.6 Results of statistical tests computed between the sources of job stress among male and female primary school teachers of English and Oriya medium schools.
- 4.7 Association between sources of job stress and selected variables of primary school teachers of English and Oriya medium schools.
- 4.8 Coping strategies adopted by the respondents.

#### 4.1 PROFILE OF THE RESPONDENTS

From Table 3 it was observed that, majority of the respondents like (56.67%) of EMMTs, (50.00%) of EMFTs, (43.33%) of OMMTs and (53.33%) of OMFTs were from the age group of 30-35 years. Respondents like (16.67%) of EMMTs, (20.00%) of EMFTs, (23.33%) of OMMTs and (10.00%) of OMFTs were from the age group of 35-40 years. It was also observed from the table that, (10.00%) of EMMTs, (13.33%) of EMFTs (16.67%) of OMMTs and (16.67%) of OMFTs were from the age group of 40-45 years. While (10.00%) of EMMTs, (6.67%) of EMFTs, (10.00%) of OMMTs and (6.67%) of OMFTs belonged to age group of 45-50 years and very few about (6.67%) of EMMTs, (10.00%) of EMFTs (6.67%) of OMMTs and (13.33%) of OMFTs belonged to the age group of 25-30 years.

It was observed from the table that, majority (76.67%) of EMMTs, (66.67%) of EMFTs (73.33%) of OMMTs and (80.00%) of OMFTs of the respondents were married and the remaining (23.33%) of EMMTs, (33.33%) of EMFTs (26.67%) of OMMTs and (20.00%) of OMFTs) were not married.

From the table it was also evident that, majority (60.00%) of EMMTs, (60.00%) of EMFTs, (53.33%) of OMMTs and (50.00%) of OMFTs of the respondents were from nuclear families while remaining (40.00%) of EMMTs (40.00%) of EMFTs, (46.67%) OMMTs and (50.00%) of OMFTs were from joint families.

It was observed from the table that, (30.00%) of EMMTs, (30.00%) of EMFTs, (33.33%) of OMMTs and (40.00%) of OMFTs were from the families with size of 1-3, while (36.67%) of EMMTs, (30.00%) of EMFTs (36.67%) of OMMTs and (36.67%) of OMFTs were from the families having size of 4-6 and remaining (33.33%) of EMMTs, (40.00%) of EMFTs (30.00%) of OMMTs and (23.33%) OMFTs were from the families having size off and above.

From the table it was also evident that, (10.00%) of EMMTs, (13.33%) of EMFTs, (13.33%) of OMMTs and (6.67%) of OMFTs were from Rs.2000-4000 income group, (43.33%) of EMMTs, (16.67%) of EMFTs (46.67%) of OMMTs and (26.67%) of OMFTs were from the income group of Rs.4000-6000. It was also seen that, (20.00%) of EMMTs, (53.67%) and EMFTs, (16.67%) of OMMFs and (43.33%) of OMFTs were from income group of Rs.6000-8000. While very few (16.67%) of EMMTs, (10.00%) of EMFTs, (16.67%) of OMMTs and (10.00%) of OMFTs were from Rs.8000-10000 income group and (10.00%) of EMMTs, (6.67%) of EMFTs, (6.67%) of OMMTs and (13.33%) of OMFTs were from the income group of Rs.10000 and above.

From the table it was also observed that, majority of the respondents (50.00%) of EMMTs, (50.00%) of EMFTs, (43.33%) of OMMTs and (50.00%) of OMFTs completed their Intermediate. (30.00%) of EMMTs, (36.67%) of EMFTs, (30.00%) of OMMTs and (26.67%) of OMFTs had their graduation and very few (10.00%) of EMMTs, (6.67%) of EMFTs, (16.67%) of OMMTs and (16.67%) of OMFTs were post-graduates and remaining (10.00%) of

EMMTs (6.67%) of EMFTs (10.00%) of OMMTs and (6.67%) of OMFTs had their high school education.

From the table it was also observed that, majority of the respondents (63.33%) of EMMTs, (60.00%) of EMFTs, (53.33%) of OMMTs and (66.67%) of OMFTs had 5-10 years of teaching experience, (16.67%) EMMTs, (20.00%) of EMFTs, (23.33%) of OMMTs and (6.67%) of OMFTs had 10-15 years of teaching experience while (10.00%) of EMMTs (13.33%) of EMFTs, (16.67%) of OMMTs and (20.00%) of OMFTs had put 15-20 years of teaching experience and a very few (10.00%) of EMMTs, (6.67%) of EMFTs, (6.67%) of OMMTs and (6.67%) of OMFTs had 20 and above years of teaching experience.

It was evident from the Table 3 that, majority of the respondents like (50.00%) of EMMTs, (50.00%) of EMFTs, (50.00%) of OMMTs and (46.67%) of OMFTs received Comprehensive training (C.T). 30.00 per cent of EMMTs, (23.33%) of EMFTs, (30.00%) of OMMTs, (20.00%) of OMFTs received Bachelor degree in teacher training education and (6.67%) of EMMTs, (13.33%) of EMFTs, (10.00%) of OMMTs and (23.33%) of OMFTs were received Master degree in teacher training education. Very few like (6.67%) of EMMTs, (6.67%) of EMFTs, (3.33%) of OMMTs and (3.33%) of OMFTs received Diploma degree on teacher training education and (6.67%) of EMMTs, (6.67%) of EMFTs, (6.67%) of OMMTs and (6.67%) of OMFTs were done Elementary training in teacher training education.

Table 3: Distribution of profile of the respondents

S.No.	Variables	ENGLISH MEDIUM				ORIYA MEDIUM				Total sample N=120	
		Male		Female		Male		Female			
		F	P	F	P	F	P	F	P		
<b>I. AGE</b>											
1.	25-30 years	2	6.67	3	10.00	2	6.67	4	13.33	11	9.16
2.	30-35 years	17	56.67	15	50.00	13	43.33	16	53.33	61	50.84
3.	35-40 years	5	16.67	6	20.00	7	23.33	3	10.00	21	17.50
4.	40-45 years	3	10.00	4	13.33	5	16.67	5	16.67	17	14.16
5.	45-50 years	3	10.00	2	6.67	3	10.00	2	6.67	10	8.34
<b>II. MARITAL STATUS</b>											
1.	Married	23	76.67	20	66.67	22	73.33	24	80.00	89	74.17
2.	Unmarried	7	23.33	10	33.33	8	26.67	6	20.00	31	25.13
<b>FAMILY TYPE</b>											
1.	Joint	12	40.00	12	40.00	14	46.67	15	50.00	53	44.17
2.	Nuclear	18	60.00	18	60.00	16	53.33	15	50.00	67	53.83
<b>III. FAMILY SIZE</b>											
1.	1-3	9	30.00	9	30.00	10	33.33	12	40.00	40	33.33
2.	4-6	10	36.67	9	30.00	11	36.67	11	36.67	42	35.00
3.	7 and above	11	33.33	12	40.00	9	30.00	7	23.33	38	31.67
<b>IV. FAMILY INCOME</b>											
1.	2000-4000	3	10.00	4	13.33	4	13.33	2	6.67	13	10.83
2.	4000-6000	13	43.33	5	16.67	14	46.67	8	26.67	40	33.33
3.	6000-8000	6	20.00	16	53.67	5	16.67	13	43.33	40	33.33
4.	8000-10000	5	16.67	3	10.00	5	16.67	3	10.00	16	13.34
5.	10000 and above	3	10.00	2	6.67	2	6.67	4	13.33	11	9.17

Contd.,

S.No.	Variables	ENGLISH MEDIUM						ORIYA MEDIUM						Total sample N=120		
		Male			Female			Male			Female					
		F	P		F	P		F	P		F	P				F
<b>V. EDUCATIONAL QUALIFICATIONS</b>																
1.	H.S.C.	3	10.00	2	6.67	3	10.00	2	6.67	10	6.67	2	6.67	10	6.67	8.30
2.	Intermediate	15	50.00	15	50.00	13	43.33	15	50.00	58	50.00	15	50.00	58	50.00	48.30
3.	Graduate	9	30.00	11	36.67	9	30.00	8	26.67	37	26.67	8	26.67	37	26.67	30.90
4.	Post graduate	3	10.00	2	6.67	5	16.67	5	16.67	15	16.67	5	16.67	15	16.67	12.50
<b>VI. TEACHING EXPERIENCE</b>																
1.	5-10 years	19	63.33	18	60.00	16	53.33	20	66.67	73	66.67	20	66.67	73	66.67	60.83
2.	10-15 years	5	16.67	6	20.00	7	23.33	2	6.67	20	6.67	2	6.67	20	6.67	16.67
3.	15-20 years	3	10.00	4	13.33	5	16.67	6	20.00	18	20.00	6	20.00	18	20.00	15.00
4.	20 and above	3	10.00	2	6.67	2	6.67	2	6.67	9	6.67	2	6.67	9	6.67	7.50
<b>VII. TEACHER TRAINING</b>																
1.	E.T.	2	6.67	2	6.67	2	6.67	2	6.67	8	6.67	2	6.67	8	6.67	6.67
2.	C.T.	15	50.00	15	50.00	15	50.00	14	46.67	59	46.67	14	46.67	59	46.67	46.67
3.	B.Ed.	9	30.00	7	23.33	9	30.00	6	20.00	31	20.00	6	20.00	31	20.00	20.00
4.	M.Ed.	2	6.67	4	13.33	3	10.00	7	23.33	16	23.33	7	23.33	16	23.33	23.33
5.	Diploma	2	6.67	2	6.67	1	3.33	1	3.33	6	3.33	1	3.33	6	3.33	3.33
<b>VIII. INSERVICE TRAINING</b>																
1.	One week	-	30.00	5	16.67	8	26.67	6	20.00	19	20.00	6	20.00	19	20.00	15.83
2.	Two weeks	9	26.67	9	30.00	9	30.00	11	36.67	38	36.67	11	36.67	38	36.67	31.67
3.	One month	8	26.67	1	3.33	3	10.00	4	13.33	16	13.33	4	13.33	16	13.33	13.33
4.	Two months	9	30.00	13	43.33	2	6.67	2	6.67	31	23.33	2	6.67	31	23.33	25.84

#### **4.2 SOURCES OF JOB STRESS OF MALE AND FEMALE TEACHERS OF ENGLISH/MEDIUM SCHOOLS**

This section presented the different sources of job stress of Primary school teachers of English medium schools. It contain fourteen components of sources of job stress for primary school teachers which include medium of instruction, students, curriculum load/demand, work load, working environments, time demand, remuneration, job security, professional recognition, administrative problems, staff relationships, parent and community, personal demand and personal stress.

Table 4: Distribution of sources of job stress of male and female teachers of English medium schools

S.No.	Components of sources of job stress	Categories and Range of score	Male		Female		Total N=60	
			F	P	F	P	F	P
1.	Medium instruction	Low < 16	1	3.33	8	26.67	9	15
		Medium 16-20	18	60.00	12	40.00	30	50
		High > 20	11	36.67	10	33.33	21	35
2.	Students	Low < 12	10	33.33	18	60.00	28	46.67
		Medium 12-15	17	56.67	8	26.67	25	41.67
		High > 15	3	10.00	4	13.33	7	11.66
3.	Curriculum load/demand	Low < 14	18	60.00	25	83.33	43	71.67
		Medium 14-18	10	33.33	3	10.00	13	21.66
		High > 18	2	6.67	2	6.67	4	6.67
4.	Work load	Low < 6	11	36.67	13	43.33	24	40.00
		Medium 6-8	17	56.67	15	50.00	32	53.33
		High > 8	2	6.67	2	6.67	4	6.67
5.	Working environment	Low < 14	14	46.67	19	63.33	33	55.00
		Medium 14-17	14	46.67	9	30.00	23	38.33
		High > 17	2	6.67	2	6.67	4	6.67
6.	Time demand	Low < 7	10	33.33	13	43.33	23	38.33
		Medium 7-9	18	60.00	15	50.00	33	55.00
		High > 9	2	6.67	2	6.67	4	6.67
7.	Remuneration	Low < 7	11	36.67	12	40.00	23	38.33
		Medium 7-9	17	56.67	16	53.33	33	55.00
		High > 9	2	6.67	2	6.67	4	6.67

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S.No.	Components of sources of job stress	Categories and Range of score	Male		Female		Total N=60	
			F	P	F	P	F	P
8.	Job security	Low < 6	6	20.00	15	50.00	21	35.00
		Medium 6-7	3	10.00	8	26.67	11	18.34
		High > 7	21	70.00	7	23.33	28	46.66
9.	Professional recognition	Low < 7	16	53.33	16	53.33	32	53.33
		Medium 7-8	9	30.00	12	40.00	21	35.00
		High > 8	5	16.67	2	6.67	7	11.67
10.	Administrative problems	Low < 12	11	36.67	15	50.00	26	43.34
		Medium 12-16	16	53.33	12	40.00	28	46.66
		High > 16	3	10.00	3	10.00	6	10.00
11.	Staff relationships	Low < 9	15	50.00	5	16.67	20	33.33
		Medium 9-10	7	23.33	19	63.33	26	43.33
		High > 10	8	26.67	6	20.00	14	23.34
12.	Parent and community	Low < 8	11	36.67	19	63.33	30	50.00
		Medium 8-11	17	56.67	9	30.00	26	43.33
		High > 11	2	6.67	2	6.67	4	6.67
13.	Personal demand	Low < 10	13	43.33	12	40.00	25	41.67
		Medium 10-13	15	53.33	13	43.33	28	46.67
		High > 13	2	6.67	5	16.67	7	11.66
14.	Personal stress	Low < 18	7	23.33	15	50.00	22	36.67
		Medium 18-22	21	70.00	10	33.33	31	51.67
		High > 22	2	6.67	5	16.67	7	11.66

#### 4.3 SOURCES OF JOB STRESS OF MALE AND FEMALE TEACHERS OF ORIYA MEDIUM SCHOOLS

This section presented the different sources of job stress of primary school teachers of Oriya medium schools. It contain the fourteen sources of job stress for primary school teachers which include medium of instruction, students, curriculum load/demand, work load, working environment, time demand, remuneration, job security, professional recognition, administrative problems, staff relationship, parent and community, personal demand and personal stress.

Table 5: Distribution of sources of job stress of male and female teachers of Oriya medium schools

S.No.	Components of sources of job stress	Categories and Range of score	Male		Female		Total N=60	
			F	P	F	P	F	P
1.	Medium instruction	Low < 16	13	43.33	21	70.00	34	56.67
		Medium 16-20	15	50.00	7	23.33	22	36.66
		High > 20	2	6.67	2	6.67	4	6.67
2.	Students	Low < 12	11	36.67	11	36.67	22	36.66
		Medium 12-15	17	56.67	4	13.33	21	35.00
		High > 15	2	6.67	15	50.00	17	28.34
3.	Curriculum load/demand	Low < 14	24	80.00	15	50.00	39	65.00
		Medium 14-18	3	10.00	12	40.00	15	24.00
		High > 18	3	10.00	3	10.00	6	10.00
4.	Work load	Low < 6	14	46.67	13	43.33	27	45.00
		Medium 6-8	13	43.37	15	50.00	28	46.67
		High > 8	3	10.00	2	6.67	5	8.33
5.	Working environment	Low < 14	9	30.00	8	26.67	17	28.33
		Medium 14-17	13	43.33	19	63.33	32	53.33
		High > 17	8	26.67	3	10.00	11	18.34
6.	Time demand	Low < 7	18	60.00	16	53.33	34	56.67
		Medium 7-9	10	33.33	9	30.00	19	31.67
		High > 9	2	6.67	5	16.67	7	11.66
7.	Remuneration	Low < 7	26	86.67	25	83.33	51	85.00
		Medium 7-9	4	13.33	5	16.67	9	15.00
		High > 9	-	-	-	-	-	-

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S.No.	Components of sources of job stress	Categories and Range of score	Male		Female		Total N=60	
			F	P	F	P	F	P
8.	Job security	Low < 6	11	36.67	21	70.00	32	53.33
		Medium 6-7	19	63.33	9	30.00	28	46.67
		High > 7	-	-	-	-	-	-
9.	Professional recognition	Low < 7	9	30.00	13	43.33	22	36.67
		Medium 7-8	12	40.00	11	36.67	23	38.33
		High > 8	9	30.00	6	20.00	15	25.00
10.	Administrative problems	Low < 12	15	50.00	15	50.00	30	50.00
		Medium 12-16	12	40.00	13	43.33	25	41.67
		High > 16	3	10.00	2	6.67	5	8.33
11.	Staff relationships	Low < 9	21	70.00	18	60.00	39	65.00
		Medium 9-10	7	23.33	10	33.33	17	28.33
		High > 10	2	6.67	2	6.67	4	6.67
12.	Parent and community	Low < 8	16	53.33	13	43.33	29	48.33
		Medium 8-11	11	36.67	15	50.00	26	43.34
		High > 11	3	10.00	2	6.67	5	8.33
13.	Personal demand	Low < 10	17	56.67	12	40.00	29	48.33
		Medium 10-13	11	36.67	14	46.67	25	41.67
		High > 13	2	6.67	4	13.33	6	10.00
14.	Personal stress	Low < 18	18	60.00	3	10.00	21	35.00
		Medium 18-22	10	33.33	20	66.67	30	50.00
		High > 22	2	6.67	7	23.33	9	15.00

#### 4.4 STATUS OF SOURCES OF JOB STRESS AMONG PRIMARY SCHOOL TEACHERS OF ENGLISH AND ORIYA MEDIUM SCHOOLS

It was observed from the table 6 that, 48.33 per cent of the English and Oriya medium primary school teachers experienced medium job stress and 30.00 per cent of primary school teachers experienced high job stress while only 21.67 per cent of primary school teachers in both medium experienced low job stress.

It was also evident from the table 6 that, 36.67 per cent of the English medium school teachers experienced high job stress. Where as 46.67 per cent of English medium school teachers experienced medium stress and only 16.66 per cent of the English medium school teachers experienced low job stress.

It was observed from the table 6 that, 50.00 per cent of Oriya medium school teachers experienced medium job stress whereas 26.67 per cent of the Oriya medium school teachers experienced low job stress and only 23.33 per cent of the Oriya medium school teachers experienced high job stress.

Table 6: Distribution of status of job stress among primary school teachers working in English and Oriya medium schools

S.No.	Types of Primary school teachers	Sources of Job stress			Total
		Low (106-128)	Medium (129-152)	High (153-175)	
1.	English medium male teachers	2 (6.67%)	12 (40.00%)	16 (53.33%)	30
2.	English medium female teachers	8 (26.67%)	16 (53.33%)	6 (20.00%)	30
	Total	10 (16.66%)	28 (46.67%)	22 (36.67%)	60
3.	Oriya medium male teachers	9 (30.00%)	15 (50.00%)	6 (20.00%)	30
4.	Oriya medium female teachers	7 (23.33%)	15 (50.00%)	8 (26.67%)	30
	Total	16 (26.67%)	30 (50.00%)	14 (23.33%)	60
	Overall total	26 (21.67%)	58 (48.33%)	36 (30.00%)	120

Note: Values in parenthesis ( ) indicate percentages

#### 4.5 COMPARISION OF SOURCES OF JOB STRESS BETWEEN THE MALE AND FEMALE PRIMARY SCHOOL TEACHERS WORKING IN ENGLISH AND ORIYA MEDIUM SCHOOLS

This section presented the comparative aspects of the sources of job stress of primary teachers working with English and Oriya medium schools in tabular form in component wise.

It was clearly evident from table that, majority of the respondents of English medium schools experienced high stress on the areas “related to language, remuneration, job security, administrative problems, staff relationship and personal demand” when compared to respondents of Oriya medium school.

It was also observed from the table that, majority of the respondents of Oriya medium schools experienced high stress in the areas “related to students, work load, working environment, curriculum load, professional recognition, parent and community, time demand and personal stress” compared to English medium teachers.

Table 7: Comparison of sources of job stress between male and female teachers working in English and Oriya medium Primary schools

S. No.	Components of sources of job stress	Categories and range of score	English Medium teachers						Oriya Medium teachers					
			Male		Female		Total = 60		Male		Female		Total = 60	
			F	P	F	P	F	P	F	P	F	P	F	P
1.	Medium of instruction	Low < 16	1	3.33	8	26.67	9	15.00	13	43.33	21	70.00	39	56.67
		Medium 16-20	18	60.00	12	40.00	30	55.00	15	50.00	7	23.33	22	36.67
		High > 20	11	36.67	10	33.33	21	35.00	2	6.67	2	6.67	4	6.67
2.	Students	Low < 12	16	53.33	18	60.00	28	46.67	11	36.67	11	36.67	22	36.66
		Medium 12-15	17	56.67	8	26.67	25	41.67	17	56.67	4	13.33	21	35.00
		High > 15	3	10.00	4	13.33	7	11.66	2	6.67	15	50.00	17	28.34
3.	Curriculum load/demand	Low < 14	18	60.00	25	83.33	43	71.67	24	80.00	15	50.00	39	65.00
		Medium 14-18	10	33.33	3	10.00	13	21.66	3	10.00	12	40.00	15	25.00
		High > 18	2	6.67	2	6.67	4	6.67	3	10.00	3	10.00	6	10.00
4.	Work load	Low < 6	11	36.67	13	43.33	24	40.00	14	46.67	13	43.33	27	45.00
		Medium 6-8	17	56.67	15	50.00	32	53.33	13	43.37	15	50.00	28	46.67
		High > 8	2	6.67	2	6.67	4	6.67	3	10.00	2	6.67	5	5.33
5.	Working environment	Low < 14	14	46.67	19	63.33	33	55.00	9	30.00	8	26.67	13	28.23
		Medium 14-17	14	46.67	9	30.00	23	38.33	13	43.33	19	63.33	32	53.33
		High > 17	2	6.67	2	6.67	4	6.67	8	26.67	3	10.00	11	18.34
6.	Time demand	Low < 7	10	33.33	13	43.33	23	38.33	18	60.00	16	53.33	34	56.67
		Medium 7-9	18	60.00	15	50.00	33	55.00	10	33.33	9	30.00	11	31.62
		High > 9	2	6.67	2	6.67	4	6.67	2	6.67	5	16.67	7	11.66
7.	Remuneration	Low < 7	11	36.67	12	40.00	23	38.33	26	86.67	25	83.33	51	85.00
		Medium 7-9	17	56.67	16	53.33	33	55.00	4	13.33	5	16.67	9	15.00
		High > 9	2	6.67	2	6.67	4	6.67	-	-	-	-	-	-

Contd..

S. No.	Components of sources of job stress	Categories and range of score	English Medium teachers						Oriya Medium teachers					
			Male		Female		Total = 60		Male		Female		Total = 60	
			F	P	F	P	F	P	F	P	F	P	F	P
8.	Job security	Low < 6	6	20.00	15	50.00	21	35.00	11	36.67	21	70.00	22	53.33
		Medium 6-7	3	10.00	8	26.67	11	10.34	19	63.33	9	30.00	28	46.67
		High > 7	21	70.00	7	23.33	28	46.66	0	-	-	-	-	-
9.	Professional recognition	Low < 7	16	33.33	16	53.33	32	53.33	9	30.00	13	43.33	22	36.67
		Medium 7-8	9	30.00	12	40.00	21	35.00	13	40.00	11	36.67	23	38.33
		High > 8	5	16.67	2	6.67	7	11.67	9	30.00	6	20.00	15	25.00
10.	Administrative problems	Low < 12	11	36.67	5	50.00	26	43.34	15	50.00	15	50.00	30	50.00
		Medium 12-16	16	53.33	12	40.00	28	46.66	12	40.00	13	43.33	25	41.67
		High > 16	3	10.00	3	10.00	6	10.00	3	10.00	2	6.67	5	8.33
11.	Staff relationship	Low < 9	15	50.00	5	16.67	20	33.33	21	70.00	18	60.00	39	65.00
		Medium 9-10	7	23.33	19	63.33	26	43.33	7	23.33	10	33.33	17	28.33
		High > 10	8	26.67	3	10.00	6	10.00	3	10.00	2	6.67	5	8.33
12.	Parent and community	Low < 8	11	36.67	19	63.33	30	50.00	16	53.33	13	43.33	29	48.33
		Medium 8-11	17	56.67	9	30.00	26	43.34	11	36.67	15	50.00	26	43.34
		High > 11	2	6.67	2	6.67	4	6.67	3	10.00	2	6.67	5	8.33
13.	Personal demand	Low < 10	13	43.33	12	40.00	25	41.67	17	56.67	12	40.00	29	48.33
		Medium 10-13	15	50.00	13	43.33	28	46.67	11	36.67	14	46.67	25	41.67
		High > 13	2	6.67	5	16.67	7	11.66	2	6.67	4	13.33	6	10.00
14.	Personal stress	Low < 18	7	23.33	15	50.00	22	36.67	18	60.00	3	10.00	21	35.00
		Medium 18-22	21	70.00	10	33.33	31	51.67	10	33.33	20	66.67	30	50.00
		High > 22	2	6.67	5	16.67	7	11.66	2	6.67	7	23.33	9	15.00

4.6 RESULTS OF STATISTICAL TESTS COMPUTED BETWEEN THE SOURCES OF JOB STRESS AMONG PRIMARY SCHOOL TEACHERS OF ENGLISH AND ORIYA MEDIUM SCHOOLS

1. Null hypothesis

There will be no difference in average mean scores of sources of job stress between male and female primary school teachers working with English medium schools.

Table 8: Difference in sources of job stress between male and female primary school teachers working in English medium schools

Types of teachers	Type of school	Total sample	Mean	Standard Deviation	Z cal. Value
Male	English medium	30	149.30	12.45	3.0393**
Female	English medium	30	138.86	14.08	

As the Z calculated value (3.0393) was greater than Z table value (2.576) at 1 per cent level of significance, hence the null hypothesis was rejected, i.e., there was significant difference in the sources of job stress between male and female primary school teachers working with English medium schools.

## 2. Null hypothesis

There will be no difference on average mean scores of sources of job stress between male and female primary school teachers working with Oriya medium schools.

**Table 9: Difference in sources of job stress between male and female primary school teachers working in Oriya medium schools**

Types of teachers	Type of school	Total sample	Mean	Standard Deviation	Z cal. Value
Male	Oriya medium	30	138.86	15.91	1.5298
Female	Oriya medium	30	143.93	14.78	

As the Z-calculated value (1.5298) was less than the Z table value (1.96) at 5 per cent level of significance. Hence the null hypothesis was accepted i.e., there was no significant difference on the sources of job stress between male and female primary school teachers working with Oriya medium schools.

## 3. Null hypothesis

There will be no difference in average mean scores of sources of job stress between the male primary school teachers of English medium and Oriya medium schools.

**Table 10: Difference in sources of job stress between male teachers of English medium primary schools and male teachers of Oriya medium primary schools**

Types of teachers	Type of school	Total sample	Mean	Standard Deviation	Z cal. Value
Male	English medium	30	3149.30	12.45	3.098**
Male	Oriya medium	30	137.86	15.91	

As the Z-calculated value (3.098) was greater than Z table value (2.576) at 1 per cent level of significance. Hence the null hypothesis was rejected i.e., there was significant difference in the sources of job stress between the male teachers of English medium and Oriya medium schools.

#### Null hypothesis

There will be no difference on average mean scores of sources of job stress between the female primary teachers of English medium and Oriya medium schools.

**Table 11: Difference in sources of job stress between female teachers of English medium primary schools and female teachers of Oriya medium primary schools**

Types of teachers	Type of school	Total sample	Mean	Standard Deviation	Z cal. Value
Female	English medium	30	138.86	14.08	1.3591
Female	Oriya medium	30	143.93	14.78	

As the Z-calculated value (1.3591) was less than Z table value (1.96) at 5 per cent level of significance. The null hypothesis is accepted i.e., there was no significant difference in the sources of job stress between the female teachers of English medium and Oriya medium schools.

### Null hypothesis

There will be no difference in average mean scores of sources of job stress between primary school teachers working in English and Oriya medium schools.

**Table 12: Difference in sources of job stress between primary school teachers working in English and Oriya medium schools**

Types of teachers	Type of school	Total sample	Mean	Standard Deviation	Z cal. Value
Male & female	English medium	60	144.08	14.28	1.1636
Male & female	Oriya medium	60	140.90	15.65	

As the Z-calculated value (1.1636) is less than Z-table value (1.96) at 5 per cent level of significance. Hence the null hypothesis is accepted i.e., there was no significant difference in the sources of job stress between the primary schools teachers working with English and Oriya medium schools.

#### 4.7 ASSOCIATION BETWEEN SOURCES OF JOB STRESS AND SELECTED VARIABLES OF ENGLISH AND ORIYA MEDIUM PRIMARY SCHOOL TEACHERS

##### Null hypothesis:

There will be no significant association between selected variables of English and Oriya medium primary school teachers with the sources of job stress.

**Table 13: Correlation between sources of job stress and selected variables of English and Oriya medium primary school teachers**

N = 120

S.No.	Selected variables	'r' value
1.	Age	-0.1314 NS
2.	Marital status	-0.744 NS
3.	Family type	-0.0566 NS
4.	Family size	-0.1050 NS
5.	Monthly income	-0.0076 NS
6.	Educational qualification	-0.1010 NS
7.	Teaching experience	-0.238 **
8.	Training received	-0.341**

\*\* Significant (0.01%) (  $r \geq 0.235$  )

From the above table it was evident that selected variables like age, marital status, family type, family size, income educational qualifications were

not significantly correlated with the sources of job stress among the respondents of Oriya and English medium schools.

Teaching experience and training received was negatively correlated with sources of job stress at 1 per cent level of probability. The null hypothesis for the selected variables was rejected and concluded that, training received and teaching experience were negatively and significantly related to the sources of job stress.

#### **4.8 COPING STRATEGIES ADOPTED BY PRIMARY SCHOOL TEACHERS**

Primary school teachers of both medium schools adopted various type of coping strategies to cope up with the stress. They adopted the coping strategies daily and occasionally according to the situations.

##### **4.8.1 Coping Strategies Adopted Daily**

It was clear from the table 14 that, majority (57.5%) of the respondents were adopting coping strategies through active involvement in their work. The other methods of coping strategies adopted daily were watching television (38.33%), exercise (35.84%), taking good balanced diet (35%). Having adequate sleep (35%), discussing the problems with friends and neighbours (34.17%), chit chat with friends and neighbours (35.00%), listening to the music (29.17%), recreation and sports (20.83%), planning ahead (20.83%), working together for a common goal (18.33%) yoga/meditation (16.67%),

Table 14: Distribution of coping strategies adopted by primary school teachers of English and Oriya medium schools

S.No.	Coping strategies	Category	Male (English)		Female (English)		Male (Oriya)		Female (Oriya)		Total N = 120	
			F	P	F	P	F	P	F	P	F	P
1.	Exercise	Daily	21	66.67	7	23.33	10	33.33	6	20.00	43	35.84
		Occasionally	10	33.33	19	63.33	15	50.00	15	50.00	59	49.16
		Never	0	-	4	13.33	5	16.67	9	30.00	18	15.00
2.	Yoga/Meditation	Daily	6	20.00	4	13.33	5	16.67	5	16.67	20	16.67
		Occasionally	20	66.67	22	73.33	22	73.33	23	76.66	87	72.50
		Never	4	13.33	4	13.33	3	10.00	2	6.67	13	10.83
3.	Taking good balanced diet	Daily	13	43.33	11	36.67	10	33.33	8	26.67	42	35.00
		Occasionally	17	56.67	16	53.33	15	50.00	16	53.33	64	53.33
		Never	-	56.67	3	10.00	5	16.67	6	20.00	14	11.67
4.	Planning ahead	Daily	9	30.00	5	16.67	5	16.67	6	20.06	28	20.83
		Occasionally	15	50.00	21	76.00	22	73.33	21	70.00	79	65.63
		Never	6	20.00	4	13.33	3	10.00	3	10.00	16	13.34
5.	Adopting a hobby	Daily	5	16.67	6	20.00	5	16.67	3	10.00	19	15.83
		Occasionally	20	66.67	19	63.33	20	66.67	15	50.00	74	61.67
		Never	5	16.67	5	16.67	5	16.67	12	40.00	27	22.50
6.	Having adequate sleep	Daily	10	33.33	11	36.67	10	33.33	11	36.67	42	35.00
		Occasionally	18	60.00	16	53.33	16	53.33	16	53.33	66	55.00
		Never	2	6.67	3	10.00	4	13.33	3	10.00	12	10.00

Contd..

S.No.	Coping strategies	Category	Male (English)		Female (English)		Male (Oriya)		Female (Oriya)		Total N = 120	
			F	P	F	P	F	P	F	P	F	P
7.	Using stress antidods	Daily	3	10.00	2	6.67	2	6.67	2	6.67	4	7.50
		Occasionally	6	20.00	6	20.00	8	26.67	7	23.33	27	22.50
		Never	21	70.00	22	73.33	20	66.67	21	70.00	84	70.00
8.	Recreational sports	Daily	9	30.00	4	13.33	8	26.67	4	13.33	29	20.83
		Occasionally	18	60.00	18	60.00	19	63.33	15	50.00	70	58.34
		Never	3	10.00	8	26.67	3	10.00	11	36.67	25	20.83
9.	Reading	Daily	5	16.67	4	13.33	4	13.33	3	10.00	16	13.33
		Occasionally	20	66.67	22	73.33	21	70.00	21	70.00	84	70.00
		Never	5	16.67	4	13.33	5	16.67	6	20.00	20	16.67
10.	Watching Television	Daily	11	36.67	12	40.00	12	40.00	11	36.67	46	38.33
		Occasionally	16	53.33	16	53.33	16	53.33	15	50.00	63	52.50
		Never	3	10.00	2	6.67	2	6.67	4	13.33	11	9.17
11.	Listening to music	Daily	11	36.67	8	26.67	9	30.00	7	23.33	35	29.17
		Occasionally	15	50.00	16	53.33	16	53.33	19	63.33	66	55.00
		Never	4	13.33	6	20.00	5	16.67	4	13.33	19	15.83
12.	Holding conversations with friends and neighbours	Daily	12	40.00	9	30.00	10	33.33	11	36.67	42	35.00
		Occasionally	15	50.00	16	53.33	16	53.33	15	50.00	62	51.67
		Never	3	10.00	5	16.67	4	13.33	4	13.33	16	13.33

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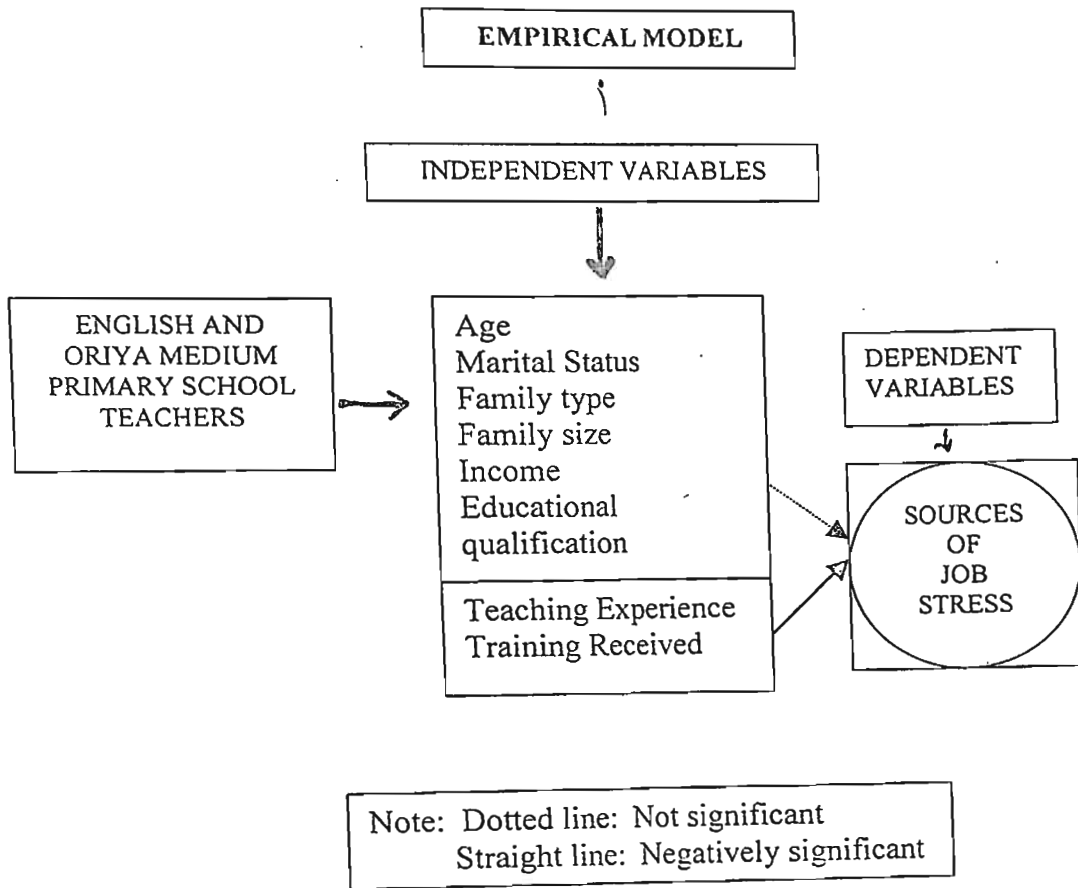
S.No.	Coping strategies	Category	Male (English)		Female (English)		Male (Oriya)		Female (Oriya)		Total N = 120	
			F	P	F	P	F	P	F	P	F	P
13.	Professional counselling	Daily	2	6.67	2	6.67	2	6.67	-	-	6	5.00
		Occasionally	10	33.33	9	30.00	8	26.67	6	20.00	33	27.50
		Never	18	60.00	19	63.33	20	66.67	24	80.00	81	67.50
14.	Medical care	Daily	3	10.00	2	6.67	3	10.00	2	6.67	10	8.33
		Occasionally	24	80.00	23	76.66	20	66.67	20	66.67	87	72.50
		Never	3	10.00	5	16.67	7	23.33	8	26.63	23	19.17
15.	Studying subject and material	Daily	6	20.00	5	16.67	2	10.00	3	10.00	17	14.17
		Occasionally	20	66.67	20	66.67	19	63.33	20	66.67	79	65.83
		Never	4	13.33	5	16.67	8	26.67	7	23.67	24	20.00
16.	Attending spiritual discourses	Daily	5	16.67	3	10.00	4	13.33	3	10.00	15	12.50
		Occasionally	22	73.33	23	76.67	21	70.00	21	70.00	87	72.50
		Never	3	10.00	4	13.33	5	16.67	6	20.00	18	15.00
17.	Discussing the problem with friends and spouses	Daily	11	36.67	9	30.00	10	33.33	11	36.67	41	34.17
		Occasionally	17	56.67	16	53.33	16	53.33	15	50.00	64	53.33
		Never	2	6.67	5	16.67	4	13.33	4	13.33	15	12.50
18.	Active involvement with work	Daily	18	60.00	17	66.67	15	50.00	19	63.33	69	57.50
		Occasionally	7	23.33	8	26.67	10	33.33	8	26.67	33	27.50
		Never	5	16.67	5	16.67	5	16.67	3	10.00	18	15.00
19.	Efficient time management	Daily	3	10.00	3	10.00	5	16.67	4	13.33	15	12.50
		Occasionally	21	70.00	22	73.33	20	66.67	19	63.33	82	68.33
		Never	6	20.00	5	16.67	5	16.67	7	23.33	23	19.17
20.	Working together for a common goal	Daily	6	20.00	5	16.67	6	20.00	5	16.67	22	18.33
		Occasionally	21	70.00	22	73.33	21	70.00	22	73.33	86	71.67
		Never	3	10.00	3	10.00	3	10.00	3	10.00	12	10.00

adopting a hobby (15.83%), studying subjects and materials (14.17%), reading (13.33%), attending spiritual discourse (12.5%), efficient time management (12.5%), using stress antidotes (7.5%) and professional counselling (5%).

#### **4.8.2 Coping Strategies Adopted Occasionally**

It was observed from the table 14 that, majority (72.5%) of the respondents were attending spiritual discourses and visiting the temple occasionally to cope with their stress. The other method of coping strategies adopted occasionally were medical care (72.5%), working together for a common goal (71.67%), reading (70%), efficient time management (68.33%), planning a head (65.83%), studying subject and material (65.83%), adopting a hobby (61.67%), recreation and games like carrom and chess (58.39%), having adequate sleep (55%), listening to music (55%), taking good diets (53.33%), discussing the problems with friends and neighbours (53.33%), watching T.V. 52.5%, chit chāt with friends and neighbours (51.67%), exercise (49.16%), professional counselling (27.5%), yoga or meditation (27.5%), active involvement with work (27.5%) and using stress antidotes (22.5%).

FIG. 3:





## CHAPTER V

### DISCUSSIONS

The results obtained from the present study are discussed under the following sections. Conclusions were drawn on the basis of the results and discussions.

- 5.1 Profile of the respondents
- 5.2 Sources of job stress of male and female teachers of English medium schools
- 5.3 Sources of job stress of male and female teachers of Oriya medium schools
- 5.4 Status of sources of job stress among primary school teachers working in English and Oriya medium schools
- 5.5 Comparision of the sources of job stress between the male and female primary school teachers working in English and Oriya medium schools
- 5.6 Results of statistical tests computed between the sources of job stress among male and female primary school teachers of English and Oriya medium schools
- 5.7 Association between sources of job stress and selected variables of primary school teachers of English and Oriya Medium schools
- 5.8 Coping strategies adopted by the primary school teachers

## **5.1 PROFILE OF THE RESPONDENTS**

This section gives the background information about the age, education, marital status, training, teaching experience, family type, family size and family income of the respondents.

From the Table 3 it was observed that, 50.84 per cent of the respondents belonged to age group of 30-35 years and 74.17 per cent of the respondents were married. 53.83 per cent of the respondents were from medium size nuclear families indicated that they are quite educated regarding the importance of small family.

It was observed from the Table 3 that, only 9.17 per cent of the respondents belonged to the upper middle income group (Rs.10000 and above) which may be due to dual earning. 33.3 per cent of the respondent were from middle income group (Rs.4000-6000 and Rs.6000-8000) which indicated that, there is every need to increase the pay scales of teachers to attract talented teachers towards this noble profession because income is one of the important parameter that motivate teachers to perform their best in this profession.

## **5.2 SOURCES OF JOB STRESS AMONG MALE AND FEMALE TEACHERS OF ENGLISH MEDIUM SCHOOLS**

This section present the different sources of the job stress of male and female teachers of English medium schools under the following sub-headings.

### 5.2.1 Stress Related to Medium of Instruction

It was observed from the Table 4 that, 60.00 per cent of male and (40.00%) of female teachers of English medium schools experienced medium job stress in the area of medium of instruction. It was also noted that, 36.67 per cent of the male and 33.33 per cent of female teachers of English medium schools experienced high job stress related to medium of instruction. This may be due to the fact that, English medium teachers finds it difficult and stressfull to teach young children other than their mother tongue. These findings were similar to the findings of Schecter *et al.* (1996). It was also noted that, only 3.33 per cent of male and 26.67 per cent of female teachers of English medium school experienced low job stress in this area.

### 5.2.2 Stress Related to Students

It was observed from the Table 4 that, 33.33 per cent of male and 60.00 per cent of female teachers of English medium school experienced low job stress related to students. This may be due to the fact that, English medium school teachers were not having problems related to students. They maintained strict discipline in the schools. It was also noted that 56.67 per cent of male and 26.67 per cent of female teachers experienced medium job stress and only 10.00 per cent of male and 13.33 per cent of the female teachers of English medium schools experienced high job stress in this area. This may be due to the poor academic performance of the students and problems related to students. These findings were similar to the findings of Friesen *et al.* (1988), Freed and Henrey (1994), and Barth (1995).

### **5.2.3 Stress Related to Curriculum Load/Demand**

It was observed from the Table 4 that, 60.00 per cent of male and 83.33 per cent of female teachers of English medium schools experienced low job stress of this curriculum load/demand areas. This may be due to the fact that, there is no problems in implementation of the curriculum in the English medium schools. It was observed from the table that, 10.00 per cent of female and 33.33 per cent of male teachers of English medium schools experienced medium job stress and only 6.67 per cent of male and 6.67 per cent of female teachers of English medium schools experienced high job stress in this area. This may be due to fact that, English medium school teachers faced less problems regarding the frequent change in curriculum and demand of teachers in curriculum patterns. These findings were similar to the findings of Tamboli (1986).

### **5.2.4 Stress Related to Workload**

It was observed from the Table 4 that, 36.67 per cent of male and 43.33 per cent of female teachers of English medium school experienced low job stress related to workload. This may be due to fact that, the English medium school teachers do not have any extra duties other than teaching. It was also observed from the table that, 56.67 per cent of male and 50.00 per cent of female teachers of English medium schools experienced medium job stress and only 6.67 per cent of male and 6.67 per cent of female teachers of English medium schools experienced high job stress in this area. This may be due to excess work load due to the shortage of staff members for sometimes. These findings were similar with the findings of Dhadda (1990), and Dany (1994).

### **5.2.5 Stress Related to Working Environment**

It was observed from the Table 4 that, 46.67 per cent of male and 63.33 per cent female teachers of English medium schools experienced low stress in the field of working environment. This may be due to the fact that, English medium schools have very good working environment. These findings was supported by the findings of Fielding and Andrews (1982) and Dean and Carol (1989). It was also evident from the table that, 46.67 per cent of the male and 30.00 per cent of female teachers of English medium school experienced medium job stress and only 6.67 per cent of male and 6.67 per cent of female teachers experienced high job stress in this area. This may be due to the fact that, sometimes the school environment created unhygienic and negative conditions. These findings were similar with the findings of Fielding and Andrews (1982) and Dean and Carol (1989).

### **5.2.6 Stress Related to Time Demand**

It was observed from Table 4 that, 60.00 per cent of male and 50.00 per cent of female teachers of English medium school experienced medium stress related to time demand. This may be due to fact that, English medium school teachers had a tight schedule of time. It was also observed from the table that, only 6.67 per cent of male and 6.67 per cent of female teachers of English medium schools experienced high job stress. This may be due to the fact that, sometimes they faced excessive time demand for other duties. It was also noted from the table that, 33.33 per cent of the male and 43.37 per cent of the female teachers of the English medium school experienced low job stress in this area. This may be due to fact that, they were getting

sufficient time for their work and they had no tight schedule of time for their duties.

#### **5.2.7 Stress Related to Remuneration**

It was observed from Table 4 that, 56.67 per cent of male and 53.33 per cent of female teachers experienced medium job stress related to remuneration. It was also noted that, only 6.67 per cent of the male and 6.67 per cent of the female teachers of English medium school experienced high job stress. This may be due to the fact that, the salaries were not paid regularly, and it was not enough to meet their usual demands. These findings were similar with the findings of Manthei and Gilmore (1996).

It was also noted from the same table that, 36.67 per cent of male and 40.00 per cent of female teachers of English medium schools experienced low job stress in this area. This may be due to the fact that, the salary paid by the school authorities were commensurate with the amount of training they required as teachers.

#### **5.2.8 Stress Related to Job Security**

It was observed from the table 4 that, 70.00 per cent of male and 23.33 per cent of female teachers of English medium schools experienced high job stress related to job security. It was also noted from the same table that, only 10.00 per cent of male and 26.67 per cent of female teachers of English medium school experienced medium job stress on this area. This may be due to the fact that, English medium schools were private in nature. So there are

more chances of losing the job and the performance of job was not guaranteed. These findings were similar to the findings of Sundarajan and Nellaippan (1999). It was also observed from the table that, 50.00 per cent of female and 20.00 per cent of male teachers of English medium schools experienced low job stress. These may be due to the fact that, they were not worried about their job security.

#### **5.2.9 Stress Related to Professional Recognition**

It was observed from the Table 4 that, 53.33 per cent of male and 53.33 per cent of female teachers of English medium schools experienced low job stress related to professional recognition. This may be due to the fact that, they enjoyed good professional life compared to others and gain respects and recognition from parents and community. It was noted from the table that, 30.00 per cent of male and 40.00 per cent of female of English medium schools experienced medium stress and only 16.67 per cent of male and 6.67 per cent of female teachers of English medium school experienced high job stress in this area. This may be due to the fact that, sometimes the authorities do not encourage the contributions of the teachers and lack of personal accomplishment. These findings were similar with the findings of the Hubert and Allan (1984), Das (1990) and Gupta (1995).

#### **5.2.10 Stress Related to Administrative Problems**

It was observed from table 4 that, 53.33 per cent of the male and 40.00 per cent of the female teachers of English medium school experienced medium job stress related to administrative problems and only 10.00 per cent of male

and 10.00 per cent of female teachers of English medium schools experienced high job stress in this particular area. This may be due to the fact that, the teachers of English medium schools had difficulties with the classroom management, instructional strategies and management of demands. These findings were similar to the findings of Payne and Furuham (1987). It was also observed from the same table that, 36.67 per cent of male and 50.00 per cent of female teachers of the English medium schools experienced low job stress in this area. This may be due to fact that, the teachers do not face any administrative problems.

#### **5.2.11 Stress Related to Staff Relationships**

It was observed from table 4 that, 63.33 per cent of female and 23.33 per cent of the male respondents of English medium schools experienced medium job stress related to staff relationships and it was noted from the same table that, only 26.67 per cent of male and 20.00 per cent of female teachers of English medium schools experienced high job stress. This may be due to lack of co-operation and interaction among colleagues. These findings were similar to the findings of Friesen *et al.* (1988) and Barth (1995). It was also clear from the table that, 50.00 per cent of male and 16.67 per cent of female experienced low job stress in this area. This may be due to the fact that, they maintain a cordial relationships with the colleagues in English medium schools.

#### **5.2.12 Stress Related to Parent and Community**

It was observed from table 4 that, 56.67 per cent of the male and 30.00 per cent of female teachers of English medium schools experienced medium job stress and only 6.67 per cent of male and 6.67 per cent of female teachers

experienced high job stress related to parents and community. This may be due to high parental expectations and interaction between the parents and society. These findings were similar to the findings of Friesen *et al.* (1988), Sahu and Mishra (1995) and Edwards and Rothband (1999). It was also noted that, 63.33 per cent of female and 36.67 per cent of male teachers of English medium schools experienced low job stress in this area. This may be due to the fact that, they gained the confidence of the parents and community as good teachers.

#### **5.2.13 Stress Related to Personal Demand**

It was observed from Table 4 that, 53.33 per cent of male and 43.33 per cent of female respondents of English medium schools experienced medium job stress and only 6.67 per cent of male and 16.67 per cent of female teachers experienced high job stress related to personal demand. This may be due to their inability to complete the work on time due to personal demands. These findings were similar to the findings of Singh and Kaur (1976), Vandervam and Marion (1982) and Etzion (1984). It was also noted from the same table that, 43.33 per cent of the male and 40.00 per cent of female respondents experienced low job stress related to personal demand. This may be due to the fact that, they were not having any personal problems and they were happily doing their jobs.

#### **5.2.14 Stress Related to Personal Stress**

It was observed from Table 4 that, 70.00 per cent of male and 33.33 per cent of female teachers of English medium schools experienced medium job stress and only 6.67 per cent of male and 16.67 per cent of female teachers

of English medium schools experienced high job stress related to personal stress. This may be due to their additional work at home and health problems of family members. These findings were similar to the findings of Sahu and Mishra (1995) and Sahu *et al.* (1995) and Edwards and Rothband (1999). It was also seen from the same table that, 50.00 per cent of male and 23.33 per cent of female teachers of English medium schools experienced low job stress related to personal stress. This may be due to fact that, they were not having personal problems, marital conflicts and health problems.

### **5.3 SOURCES OF JOB STRESS AMONG MALE AND FEMALE TEACHERS OF ORIYA MEDIUM SCHOOLS**

This section present the different sources of the job stress of male and female teachers of Oriya medium schools.

#### **5.3.1 Stress Related to Medium of Instruction**

It was observed from Table 5 that, 70.00 per cent of female and 43.33 per cent of male teachers of Oriya medium schools experienced low job stress related to medium of instruction. This may be due to the fact that, the young children were taught in their mother tongue. It was also clear from the table that, 50.00 per cent of male and 23.33 per cent of female teachers of Oriya medium schools experienced medium job stress and only 6.67 per cent of male and 6.67 per cent of female teachers of Oriya medium school experienced high job stress in the area of medium of instruction. This may be due to the fact that, some teachers found it difficult to teach young children about pronunciation, grammer and vocabulary. These findings were supported by the findings of Schecter *et al.* (1996).

### 5.3.2 Stress Related to Students

It can be noted from table 5 that, 50.00 per cent of the female and 6.67 per cent of male teachers of Oriya medium schools experienced high job stress and 56.67 per cent of male and 13.33 per cent female teaches of Oriya medium schools experienced medium job stress related to students. This may be due to poor academic performance of the students and problems of students. These findings were supported by the findings of Friesen *et al.* (1980). Freed and Henry (1994), and Barth (1995). It was clear from the table that, 36.67 per cent of male and 36.67 per cent of female teachers of Oriya medium school experienced low job stress related to students. This may be due to the fact that, some Oriya medium school teachers did not experience any problem with students.

### 5.3.3 Stress Related to Curriculum load/demand

It was observed from Table 5 that, 80.00 per cent of male and 50.00 per cent of female teachers of Oriya medium schools experienced low job stress in the area of curriculum load and demand. This may be due to fact that there was no problem in implementing curriculum. It was clear from the table that, 40 per cent of female and 10.00 per cent of male respondents of Oriya medium schools experienced medium job stress and only 10.00 per cent of male and 10.00 per cent of female teachers experienced high job stress in this area. This may be due to the problems frequent change of curriculum. These findings were similar with the findings of Tamboli (1986), and Biswas and Panda (1992).

#### **5.3.4 Stress Related to Workload**

It was observed from table 5 that, 50.00 per cent of female and 43.37 per cent of male respondents of Oriya medium schools experienced medium job stress and only 10.00 per cent of male and 6.67 per cent of female teachers of Oriya medium school experienced high job stress related to workload. This may be due to the excess of workload due to other duties like involvement of respondents in election and census. These findings are similar to the findings of Dhadda (1990), Srivastava and Krishna (1992), Ganesan (1991) and Dany (1994). It was clear from the same table that, 46.67 per cent of male and 43.33 per cent of female teaches of Oriya medium school experienced low job stress related to workload. This may be due to the fact that, the teachers do not have extra administrative work other than their teaching work.

#### **5.3.5 Stress Related to Working Environment**

It was observed from table 5, 63.33 per cent of female and 43.33 per cent of male of Oriya medium school teachers experienced medium job stress whereas only 26.67 per cent of male and 10.00 per cent of female teachers of Oriya medium schools experienced high job stress related to working environment. This may be due to the poor and unhygienic conditions of the working environment as well as over crowded classes. These findings were supported by the findings of Fielding and Andrews (1982), Biswas and Panda (1992) and Dean and Carol (1989). It was also noted from the table that, 30.00 per cent of male and 26.67 per cent of female teachers of Oriya medium schools experienced low job stress related to working environment. This may be due to better working environment of schools.

### 5.3.6 Stress Related to Time Demand

It was evident from table 5 that, 60.00 per cent of male and 53.33 per cent of female teachers of Oriya medium schools experienced low job stress in the area of time demand. This may be due to flexible timings of Oriya medium schools. It was also observed from the table that, 33.33 per cent of male and 30.00 per cent of female respondents of Oriya medium schools experienced medium job stress whereas only 6.67 per cent of male and 16.67 per cent of female teachers of Oriya medium schools experienced high job stress due to the excessive time demand of teachers for conducting exams and evaluating papers. These findings were similar to the finding of Capel (1990) and Ganesan (1991).

### 5.3.7 Stress related to remuneration

It was observed from table 5 that, 86.67 per cent of male and 83.33 per cent of female respondents of Oriya medium schools experienced low job stress related to remuneration. This may be due to the adequate pay which the teachers were getting sufficient for their living. It was also noted from the same table that, only 13.33 per cent of male and 16.67 per cent of female teachers experienced medium job stress related to remuneration. This may be due to the irregular payment. These findings were supported by Sundarajan and Nellaippan (1994). No one from Oriya medium schools experienced high job stress related to remuneration due to the fact that, they were getting their salaries irregularly.

### **5.3.8 Stress Related to Job Security**

It was observed from the table 5 that, 70.00 per cent of female and 36.67 per cent of male respondents of Oriya medium schools experienced low job stress in the area of job performance. This may be due to the fact that, all the Oriya medium schools were Government schools and the job performance of the respondents was guarantee. It was also noted from the table that, 63.33 per cent of male and 30.00 per cent of female teachers of Oriya medium schools experienced medium job stress in this area. This may be due to fact that, except monthly salary there were no other benefits. These findings were supported by the findings of Sundarajan and Nellaippan (1999). No one from Oriya medium schools experienced high job stress in this field due to the job security in Government schools.

### **5.3.9 Stress Related to Professional Recognition**

It was observed from table 5 that, majority 40.00 per cent of male and 36.67 per cent of female respondents of Oriya medium schools experienced medium job stress whereas 30.00 per cent of male and 20.00 per cent of female teachers of Oriya medium schools experienced high job stress related to professional recognition. This may be due to lack of encouragement from higher authorities and lack of personal accomplishment. These findings were supported by the findings of Hubert and Allan (1984), Das (1990) and Gupta (1995). It was evident from the table also that, 30.00 per cent of male and 43.33 per cent of female respondents of Oriya medium schools experienced low stress. This may be due to fact of good professional recognition.

### 5.3.10 Stress related to administrative problems

It was observed from Table 5 that, majority 50.00 per cent of male and 50.00 per cent of female teachers experienced low job stress in the area of administration. This may be due to the facts that, they were not having serious administrative problems. It was also evident from the table that, 43.33 per cent of female and 40.00 per cent of male respondents of Oriya medium schools experienced medium job stress whereas only 10.00 per cent of male and 6.67 per cent of female teachers experienced high job stress related to administration. This may be due to the change of the responsibilities and also there was no clear cut policies and procedures due to their role ambiguity. These findings were supported by the findings of Gallary *et al.* (1981) and Manso-Pinto (1989).

### 5.3.11 Stress Related to Staff Relationship

It was also observed from table 5 that, 70.00 per cent of male and 60.00 per cent female teachers of Oriya medium schools experienced low job stress in the area of staff relationships. This may be due to good cooperation from the staff and other colleagues. It was clear from the table that, 33.33 per cent of female and 23.33 per cent of male respondents of Oriya medium schools experienced medium job stress whereas only 6.67 per cent of male and 6.67 per cent of female teachers experienced high job stress in this area. This may be due to the adjustment problems with sub-ordinates and lack of co-operation from staff and colleagues. These findings were supported by the findings of Friesen (1986), and Barth (1995).

### 5.3.12 Stress Related to Parent and Community

It was observed from the table 5 that, majority 43.33 per cent of female and 53.33 per cent of male teachers of Oriya medium school experienced low job stress in the area of parent and community. This may be due to fact that, they were getting co-operation and encouragement from the parents and community.

It was clear from the table that, 50.00 per cent of female and 36.67 per cent of male teaches of Oriya medium schools experienced medium stress whereas only 10.00 per cent of male and 6.67 per cent of female teachers experienced high job stress in this area. This may be due to the high expectations of parents and society. These findings were similar to the findings of Friesen (1980). Sahu and Mishra (1995) and Edwards and Rothbard (1999).

### 5.3.13 Stress Related to Personal Demand

It was observed from the table 5 that, 56.67 per cent of male and 40.00 per cent of female teachers of Oriya medium schools experienced low job stress in the area of personal demand. This may be due to fact that, the Oriya medium teachers performed their work with interest and they are not having personal problems.

It was evident from the table that, 46.67 per cent of the female and 36.67 per cent of male teachers of Oriya medium school experienced medium job stress whereas only 6.67 per cent of male and 13.33 per cent of female teachers experienced high job stress in this area. This may be due to the failure to meet the target and inability to complete the work due to personal problems.

This findings were supported by the findings of Singh and Kaur (1976), Vandervan and Marion (1982) and Etizon (1984).

#### 5.3.14 Stress Related to Personal Stress

It was clear from the table 5 that, 66.67 per cent of female and 33.33 per cent of male teachers of Oriya medium school experienced medium job stress whereas only 23.33 per cent of female and 6.67 per cent of male teachers experienced high job stress in the area of personal stress. This may be due to the additional work and at home and health problems of family members. These findings were supported by the findings of Sahu and Mishra (1995) and Sahu *et al.* (1995) and Edwards and Rothbands (1999).

It was also observed from table 5 that, 60.00 per cent of male and 10.00 per cent of female teachers of Oriya medium school experienced low job stress in the area of personal stress. This may be due to facts that, these teachers had a very good and happy life at home.

#### 5.4 STATUS OF SOURCES OF JOB STRESS AMONG PRIMARY SCHOOL TEACHERS WORKING IN ENGLISH AND ORIYA MEDIUM SCHOOLS

This section deals with the status of sources of job stress of primary school teachers of English and Oriya medium schools.

It was observed from the table 6 that, 36.67 per cent of the English medium school teachers experienced high job stress compared to 23.33 per cent of the Oriya medium school teachers which may be due to the problems

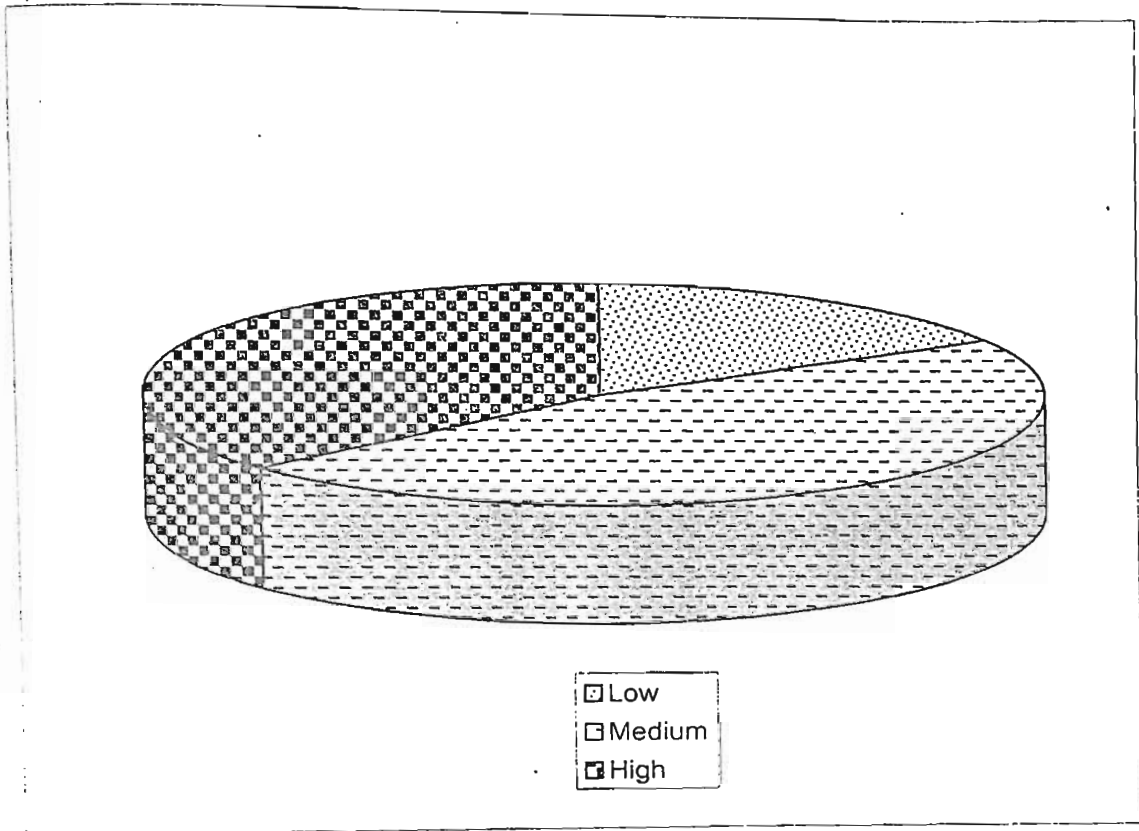


Fig. 4: Pie diagram represents the status of sources of job stress of primary school teachers of English medium schools

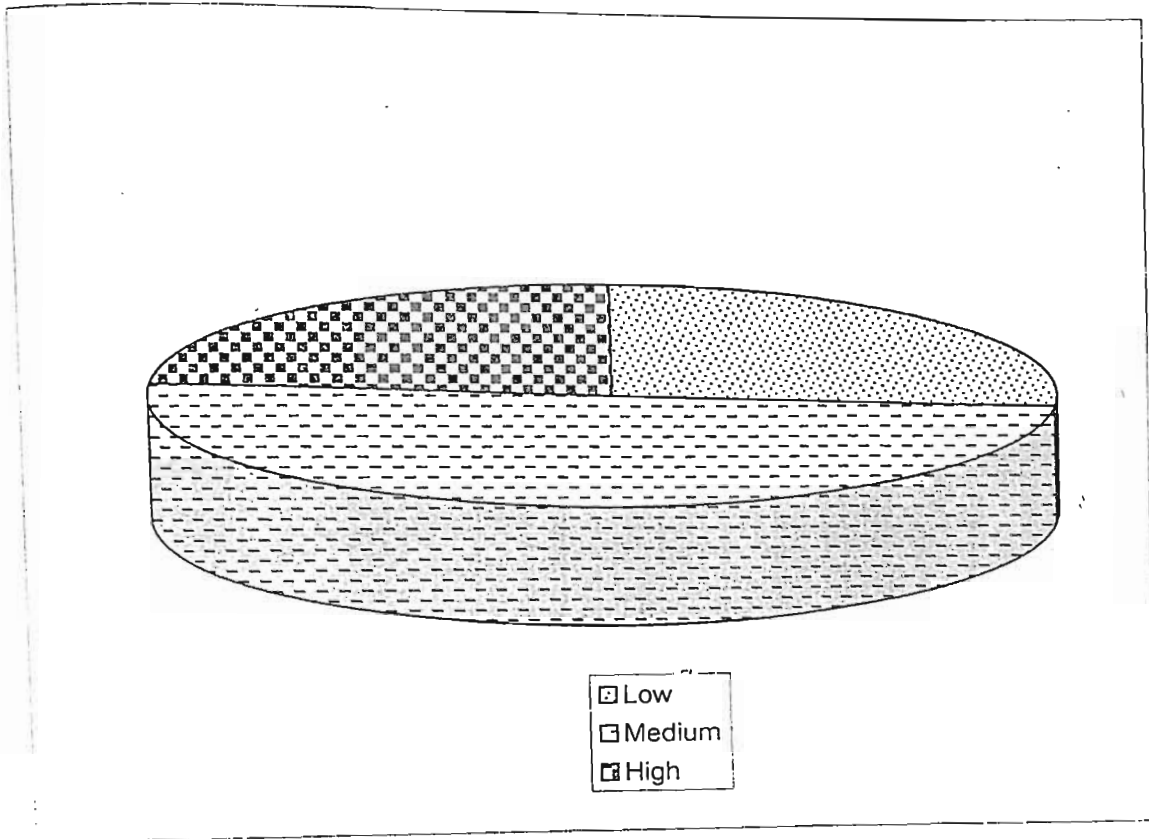


Fig. 5 Pie diagram represents the status of sources of job stress of primary school teachers of Oriya medium schools

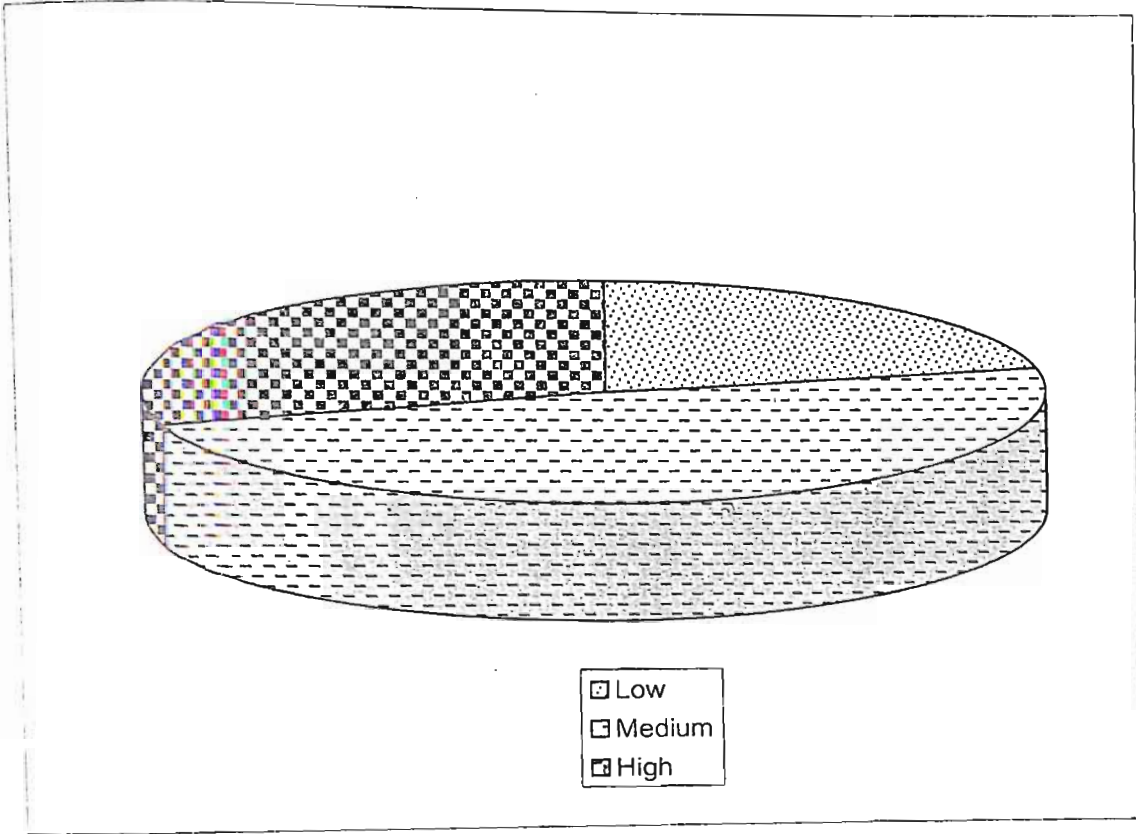


Fig. 6 Pie diagram represents the status of sources of job stress of primary school teachers of English and Oriya medium schools

regarding medium of instruction, lack of job security and poor remuneration of English medium schools.

It was also observed from the table 6 that, 50.00 per cent of the Oriya medium school teachers experienced medium job stress compared to 46.67 per cent of the English medium school teachers which may be due to fact that, although the sources of job stress of the respondents of both English and Oriya medium schools were same but Oriya medium school teachers experienced more medium stress in the areas of curriculum load, working environment, job security, professional recognition and personal demand compared to the English medium school teachers.

It was observed from the table 6 that, 26.67 per cent of Oriya school teachers experienced low job stress compared to 16.66 per cent of English medium school teachers which may be due to fact that, although the sources of job stress were same for all the respondents. But Oriya medium school respondents experienced low job stress in the area of job security, remuneration, medium of instruction, time demand, and work load.

## **5.5 COMPARISION OF THE SOURCES OF JOB STRESS BETWEEN THE MALE AND FEMALE PRIMARY SCHOOL TEACHERS WORKING IN ENGLISH AND ORIYA MEDIUM SCHOOLS**

This section presents a comparative view of the sources of job stress between the male and female teachers working in English and Oriya medium schools under the following sub-headings.

### 5.5.1 Stress Related to Medium of Instruction

It was observed from table 7 that, 36.67 per cent of male and 23.33 per cent of female teachers of English medium schools experienced high job stress compared to 6.67 per cent of male and 6.67 per cent of female teachers of Oriya medium schools in the area of medium of instruction. This may be due to the fact that, teaching the young children other than their mother tongue is an important and stressful task. These findings were on tune with the findings of Schecter *et al.* (1996). It was also noted that, 60.00 per cent of male and 40.00 per cent of female teachers of English medium schools experienced medium job stress compared to 50.00 per cent of male and 33.33 per cent of female teachers of Oriya medium school in the area of medium of instruction. This may be due to the fact that, both male and female teachers in English medium schools experienced stress related to vocabulary, making sentences, Grammer and pronunciation. It was also noted from the table that, Oriya medium male and female teachers experienced low stress compared to their counterparts in this area. This may be due to the fact that, the teachers of Oriya medium schools teach them in their mother tongue which is very easy for the teacher to teach in their native language.

### 5.5.2 Stress Related to Students

It was observed from the same table that, 50.00 per cent of female of Oriya medium school experienced high job stress compared to 6.67 per cent of male teachers of Oriya medium schools and 10.00 per cent of male and 13.33 per cent of female teachers of English medium schools in the area of stress related to students. It may be due to more of behavioural problems

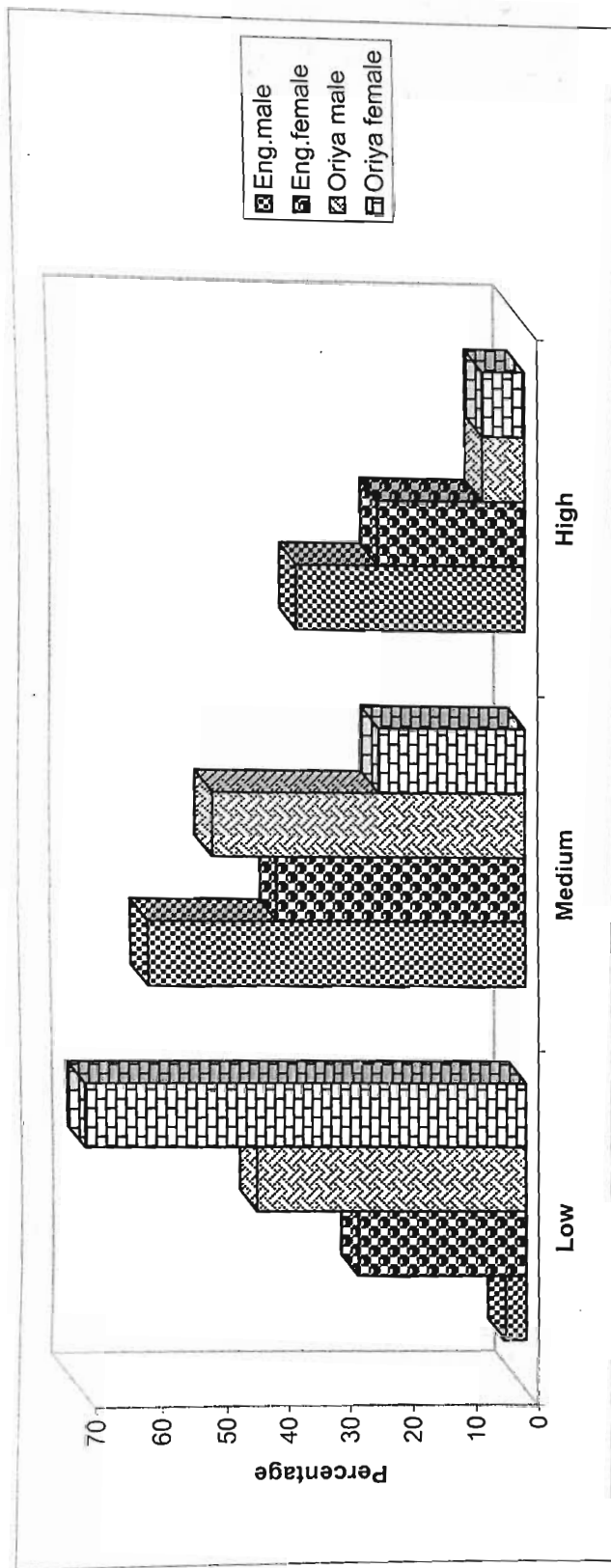


Fig. 7: Distribution of sources of job stress among male and female primary school teachers of English and Oriya medium schools - Related to medium of instruction

S.S.I.

Omija mamediam school — after  
finish the children in  
their native language

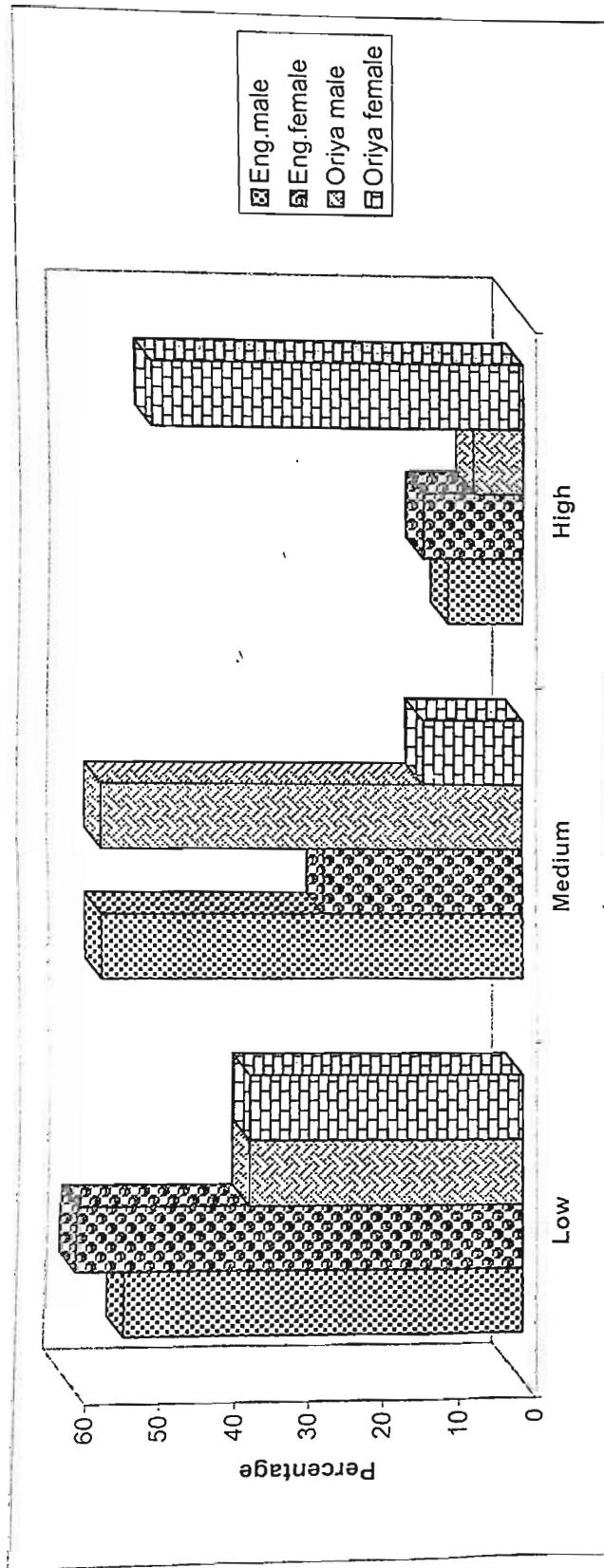


Fig.8: Distribution of sources of job stress among male and female primary school teachers of English and Oriya medium schools - Related to students

of students and poor academic performance of the student as well as lack of discipline in class when compared to English medium schools. These findings were similar to the findings of Friesen *et al.* (1998), Freed and Henry (1994), Sundarajan and Nelliappan (1994) and Barth (1995).

It was observed from the table 7 that, 56.67 per cent of male and 26.67 per cent of female teachers of English medium schools experienced medium job stress compared to 56.67 per cent of male and 13.33 per cent of female teachers of Oriya medium schools in this area. This may be due to the fact that, there were more numbers of students in a classroom as well as students do not follow instructions properly. It was also noted from the table that, 60.00 per cent female teacher of English medium schools experienced low job stress compared to 53.33 per cent of male teachers of English medium schools and 36.67 per cent of male and 36.67 per cent of female teachers of Oriya medium schools. This may be due to fact that, they are not having problems related to students

### 5.5.3 Stress Related to Curriculum Load/Demand

It was observed from the table 7 that, 10.00 per cent of male and 10.00 per cent of female teachers of Oriya medium schools experienced high job stress compared to 6.67 per cent of male and 6.67 per cent of female teachers of English medium schools in the area related to curriculum. This may be due to fact that, Oriya medium school teachers had lengthy curriculum and they were forced to finish that curriculum in a short period of time. It was noted from the table that, 40.00 per cent of female teachers experienced medium job stress compared to the 10.00 per cent of male teachers of Oriya

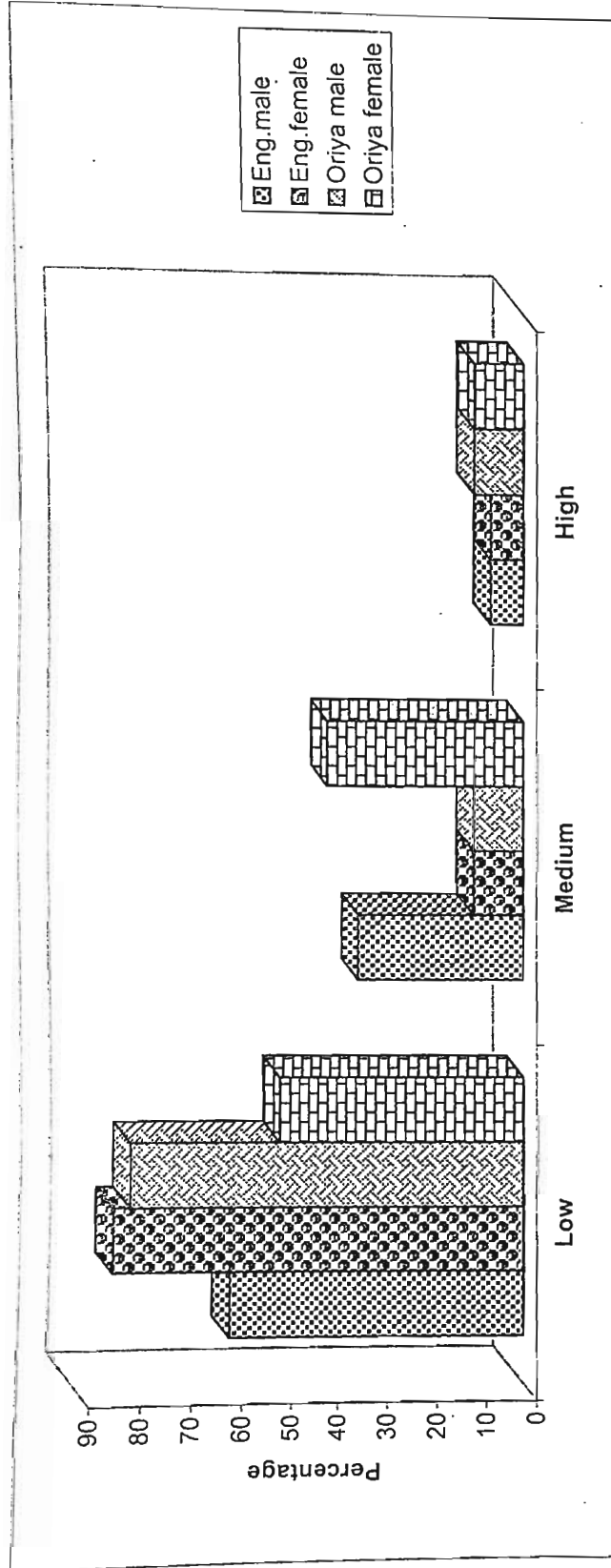


Fig.1: Distribution of sources of job stress among male and female primary school teachers of English and Oriya medium schools - Related to curriculum load

medium schools and 33.33 per cent of male and 10.00 per cent of female teachers of English medium schools. This may be due to the problems related to curriculum and its implications. These findings were supported by Tamboli (1986) and Biswas and Panda (1992). It was also observed from the table that, 83.33 per cent of female teachers of English medium schools experienced low job stress when compared to 60.00 per cent of male teachers of English medium schools and 80.00 per cent of male and 50.00 per cent of female teachers of Oriya medium schools. This may be due to fact that, there was no problem in implementation of the curriculum successfully and they were getting help from other staff members.

#### **5.5.4 Stress Related to Workload**

It was observed from the table 7 that, 10.00 per cent of male teachers of Oriya medium schools experienced high job stress compared to 6.67 per cent of female teachers of Oriya medium schools and 6.67 per cent of male and 6.67 per cent of female teachers of English medium schools in the area of stress related to work load. This may be due to lack of staff members and they were forced to handle more than one class at a time and as teachers of Government schools they were also experienced stress due to their involvement in census and election duties. These findings were similar with the findings of Dhadda (1990), Srivastava and Krishna (1992), Ganesan (1991), and Dany (1994). It was observed from the table that, 56.67 per cent of male teachers of English medium schools experienced medium job stress compared to the 50.00 per cent of female teachers of English medium schools and 43.37 per cent of male and 50.00 per cent of female teachers of Oriya medium schools

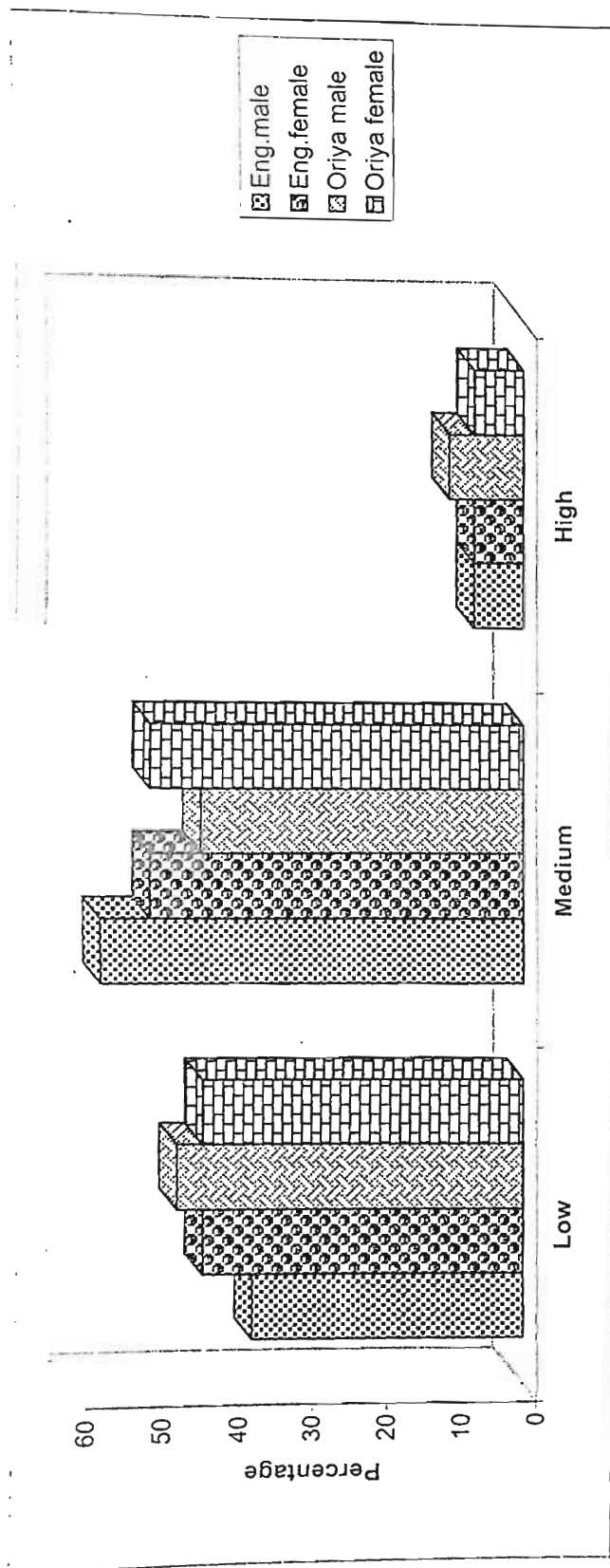


Fig.10 Distribution of sources of job stress among male and female primary school teachers of English and Oriya medium schools - Related to work load

in this area. This may be due to the fact that, they had to carry school work to home due to lot of school work sometimes.

It was also observed from the table 7 that, 46.67 per cent of male and 43.33 per cent of female teachers of Oriya medium schools experienced low job stress compared to 36.67 per cent of male and 43.33 per cent of female teachers of English medium schools in this area. This may be due to the fact that, the teachers do not have any extra administrative work other than their teaching work.

#### **5.5.5 Stress Related to Working Environment**

It was observed from the table 7 that, 26.67 per cent of male teachers of Oriya medium schools experienced high job stress compared to 10.00 per cent of female teacher of Oriya medium schools and 6.67 per cent of male and 6.67 per cent of female teachers of English medium male schools in the area of working environment. This may be due to poor working environment which included inadequate physical facilities and over crowded classrooms as well as unhygienic conditions of the working environment. These findings were similar with the findings of Fielding and Andrews (1982). Biswas and Panda (1992), and Dean and Carol (1989).

It was also observed from the table 7 that, 63.33 per cent of female teachers of Oriya medium schools experienced medium job stress compared to 43.33 per cent of male teachers of Oriya medium schools and 46.67 per cent of male and 30.00 per cent of female teachers of English medium schools in this area. This may be due to the unpleasant environment, and lack of

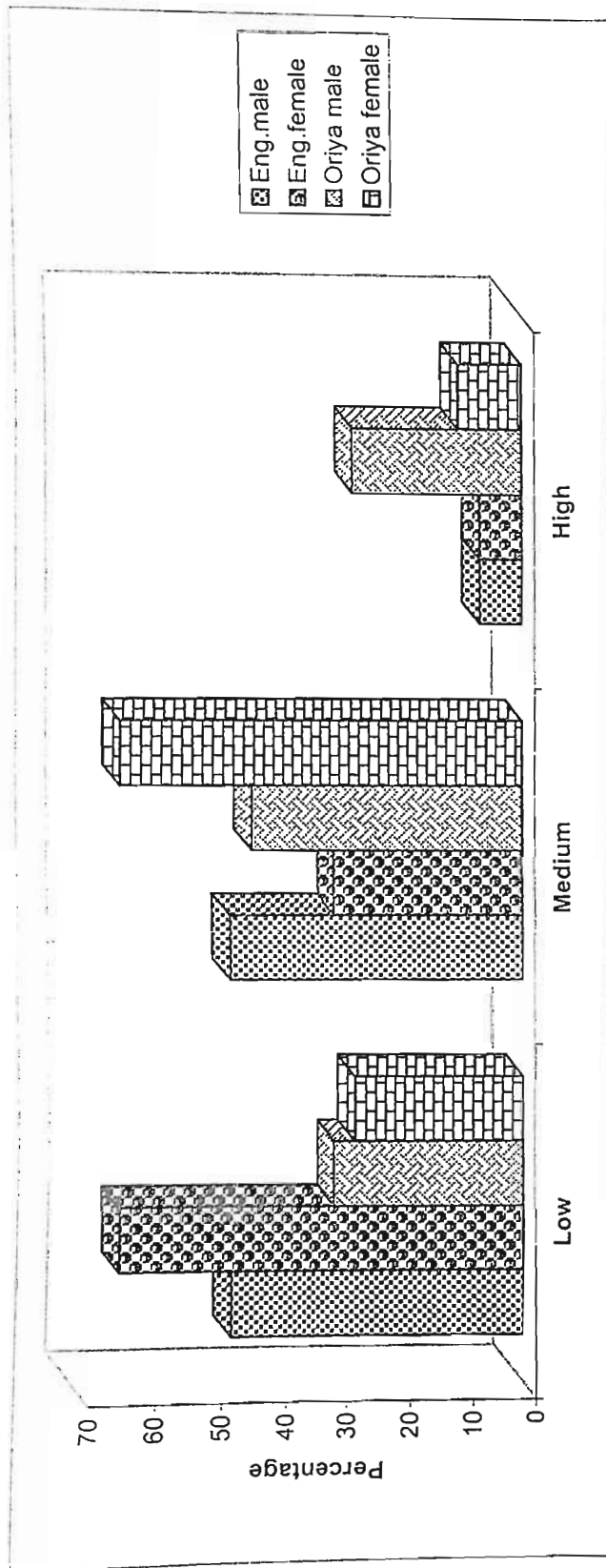


Fig.11 Distribution of sources of job stress among male and female primary school teachers of English and Oriya medium schools - Related to working environment

library facilities. These findings were similar with the findings of Tamboli (1986).

It was also observed from the table that, the proportion of English medium male (46.67%) and female (63.33%) teachers were more in low job stress when compared to Oriya medium male (30.00%) and female (26.67%) teachers in this area. This may be due to the fact that, English medium school had better working environment than Oriya medium schools.

#### 5.5.6 Stress Related to Time Demand

It was observed from the table 7 that, the proportion of Oriya medium female teachers (16.67%) was more in high job stress compared to Oriya medium male teachers (6.67%) and English medium male (6.67%) and female (6.67%) teachers in the area related to time demand. This may be due to the fact that, the respondents were not able to manage their time for teaching, conducting exams and evaluation of papers. These findings were supported by the findings of Capel (1990) and Ganesan (1991).

It was also observed from Table 7 that, the proportion of English medium male teachers (60.00%) was more in medium job stress when compared to English medium female teachers (50.00%) and Oriya medium male (33.33%) and female (30.00%) teachers in this area. This may be due to the fact that, English medium male teachers had a tight schedule of time when compared to others. It was observed from the table that, the proportion of Oriya medium male (60.00%) and female (53.33%) teachers were more in low job stress when compared to Oriya medium male (33.33%) and female

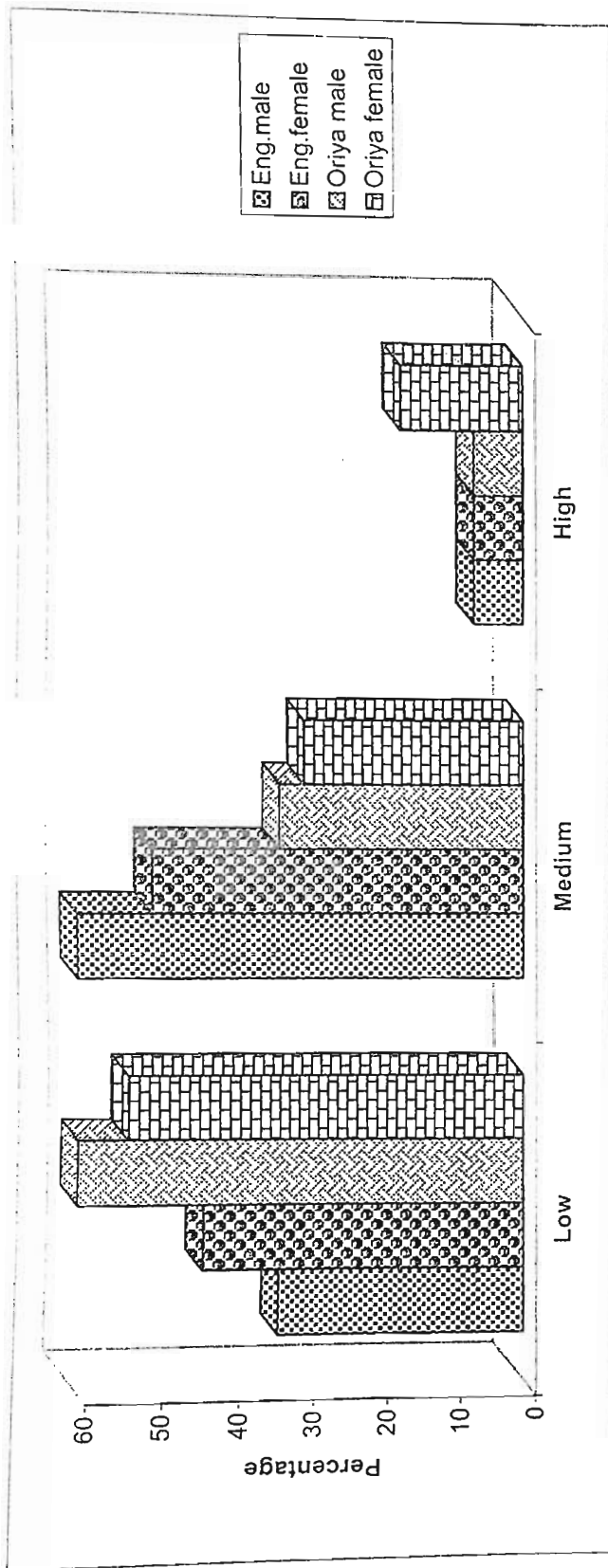


Fig.12. Distribution of sources of job stress among male and female primary school teachers of English and Oriya medium schools - Related to time demand

(43.33%) teachers. This may be due to the fact that, Oriya medium school teachers had a flexible time schedule of programme when compared to English medium school teachers.

### 5.5.7 Stress Related to Remuneration

It was observed from the table 7 that, the proportion of the English medium male (6.67%) and female (6.67%) teachers were more in high job stress when compared to the Oriya medium male and female teachers in this remuneration area. This may be due to inadequate pay which was not enough to meet their demands, which lead to job dissatisfaction and caused stress. These findings were similar with the findings of Manthei and Gilmore (1996).

It was observed from the table 7 that, the proportion of the English medium male (56.67%) and female (53.33%) teachers were more in medium job stress when compared to the Oriya medium male (13.33%) and female (16.67%) teachers related to remuneration. This may be due to the irregular payment because English medium schools were mostly private in nature. These findings were supported by the findings of Sundarajan and Nellaippan (1994).

It was observed from the table, that the proportion of Oriya medium male (86.67%) and female (83.33%) teachers were more in low job stress when compared to English medium male (36.67%) and female (40.00%) teachers in this area. This may be due to the fact that, they were getting their salaries regularly and the pay was adequate. These findings were similar with the findings of Manthei and Gilmore (1996).

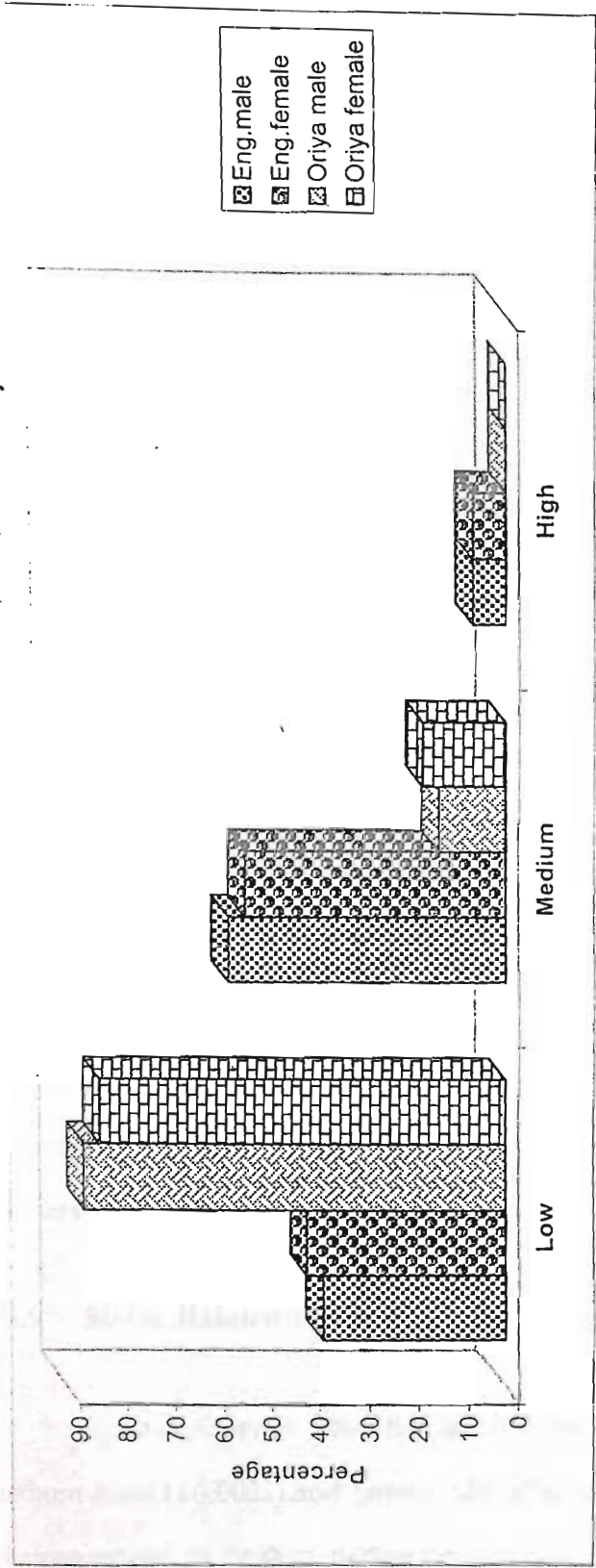


Fig. 13 Distribution of sources of job stress among male and female primary school teachers of English and Oriya medium schools - Related to remuneration

### **5.5.8 Stress Related to Job Security**

It was observed from table 7 that, the proportion of the English medium male (70.00%) and female (23.33%) teacher were more in high job stress when compared to Oriya medium male and female teachers in the area of job security. This may be due to the fact that, English medium schools were basically private in nature and the English medium teachers mainly male teachers were very much worried about their job security compared to the Oriya medium school teachers. These findings were supported by the findings of Sundarajan and Nellaippan (1999).

It was also observed from the table 7 that, the proportion of Oriya medium male (63.33%) teachers was more in medium job stress when compared to Oriya medium female (30.00%) teachers and English medium male (10.00%) and female (26.67%) teachers in this aspect. This may be due to the fact that, they were no other benefits except monthly salary. It was also observed from the table that, 36.67 per cent of male and 70.00 per cent female of Oriya medium school experienced low job stress compared to 20.00 per cent of male and 50 per cent of female teachers of English medium schools in this area. This may be due to the fact that, the Oriya medium school teachers have job guarantee compared to English medium school teachers.

### **5.5.9 Stress Related to Professional Recognition**

It was observed from the table 7 that, the proportion of the Oriya medium male (30.00%) and female (20.00%) were more with high job stress when compared to English medium male (16.67%) and female (6.67%) teachers

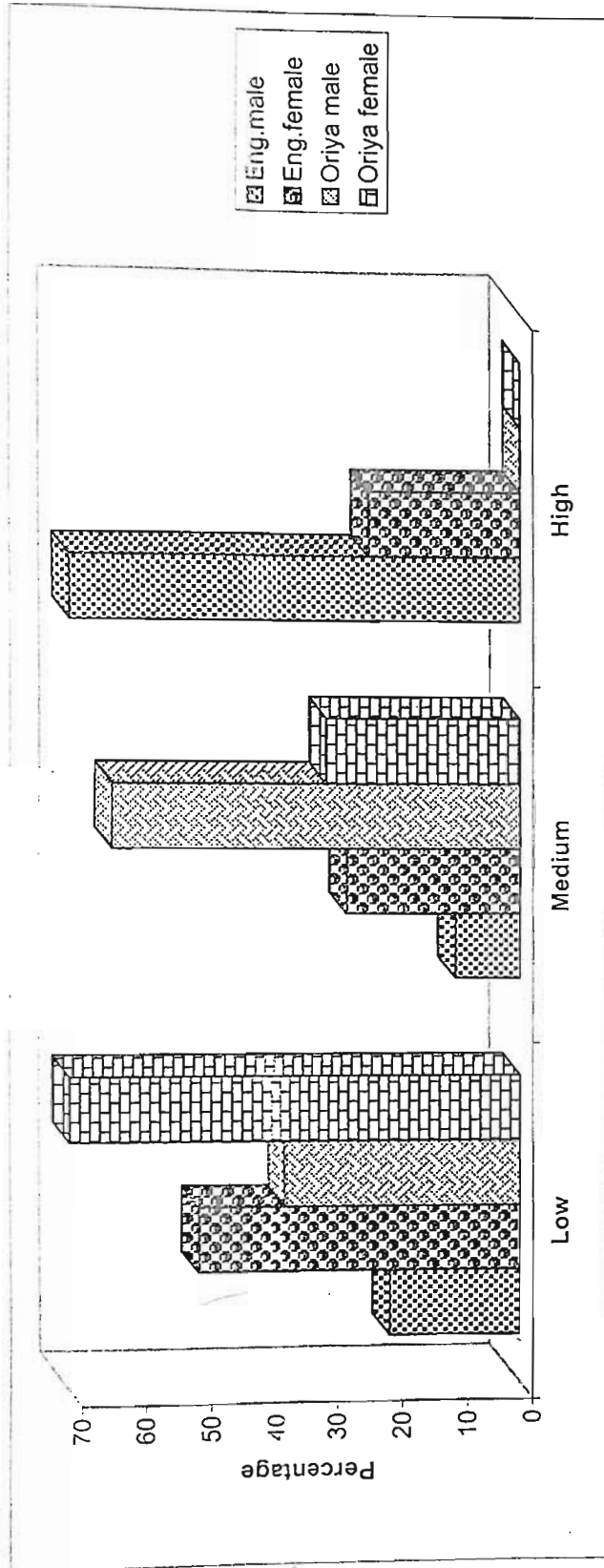


Fig.14 Distribution of sources of job stress among male and female primary school teachers of English and Oriya medium schools - Related to job security

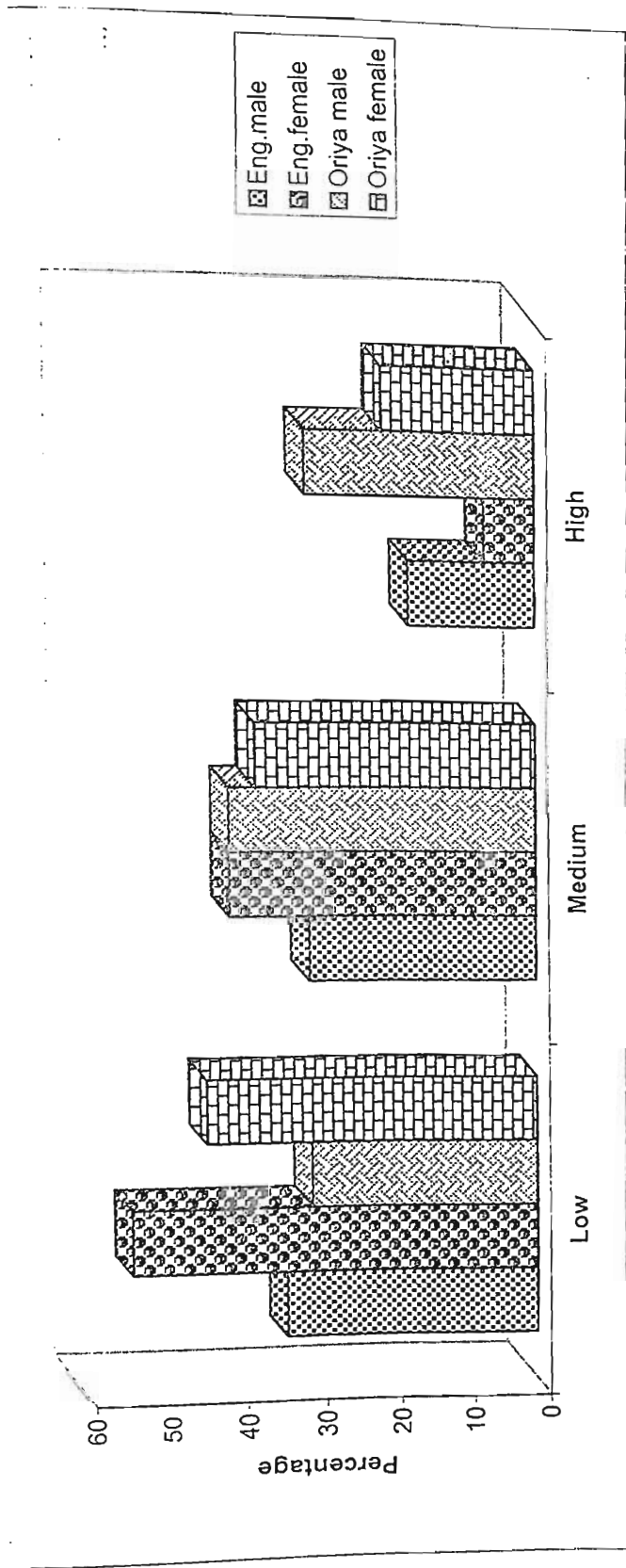


Fig.15 Distribution of sources of job stress among male and female primary school teachers of English and Oriya medium schools - Related to professional recognition

in the area of professional recognition. This may be due to lack of encouragement from their higher authorities and lack of personal accomplishment. These findings were supported by the findings of Hubert and Allan (1984), Das (1990) and Gupta (1995).

It was also observed from the table 7 that, the proportion of Oriya medium male (40.00%) and female (36.67%) teachers were more in medium job stress when compared to the English medium male (30.00%) and female (40.00%) teachers in this area. This may be due to the fact that, authorities did not contribute much.

It was also observed from the table 7 that, the proportion of English medium male (33.33%) and female (53.33%) were more in low job stress when compared to the Oriya medium male (30.00%) and female (43.33%) teachers in this aspect. This may be due to the fact that, the English medium schools teachers had proper professional recognition when compared to the Oriya medium school teachers.

#### **5.5.10 Stress Related to Administrative Problems**

It was observed from the table 7 that, the proportion of the English medium male (10.00%) and female (10.00%) teachers were more in high job stress when compared to Oriya medium male (10.00%) and female (6.67%) teachers in the area of administrative problems. This may be due to the changes of responsibilities and also there were no clear cut policies and procedures due to role ambiguity and lack of administrative support. These findings were similar to the findings of Gallary *et al.* (1981) and Manso-Pinto (1989).

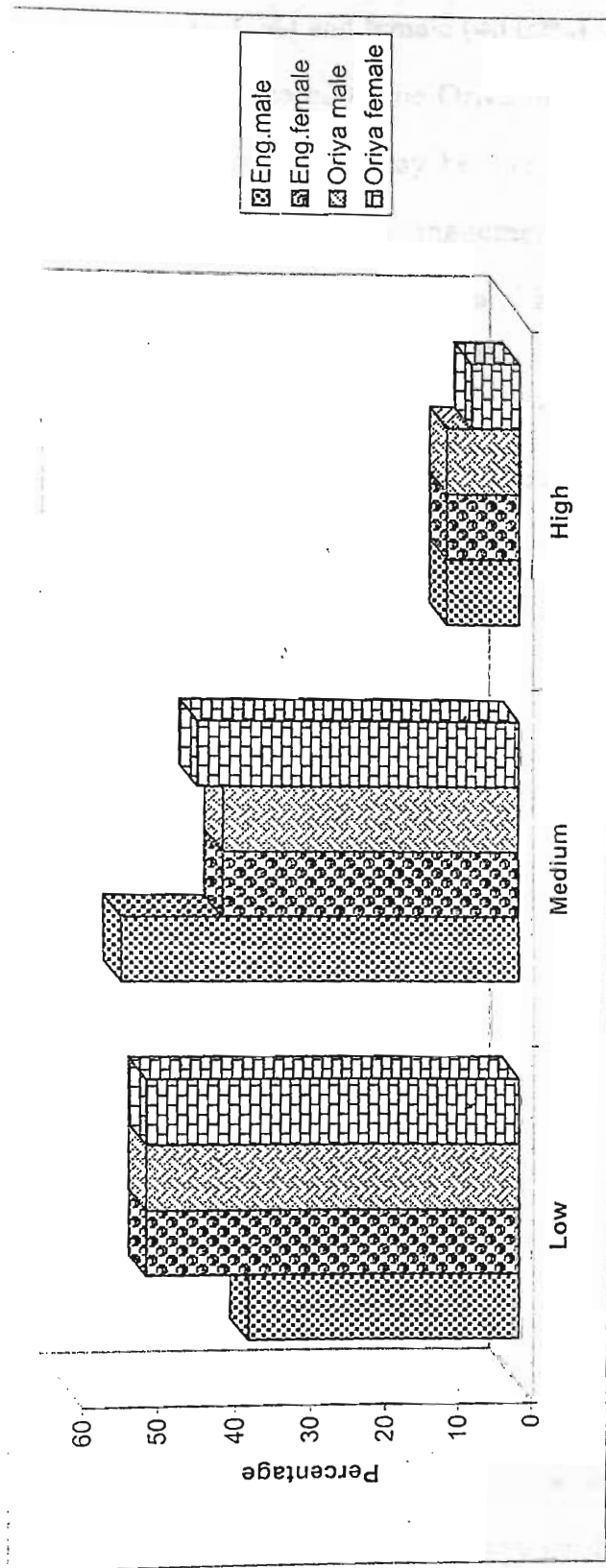


Fig. 16 Distribution of sources of job stress among male and female primary school teachers of English and Oriya medium schools - Related to administrative problems

It was observed from the table 7 that, the proportion of the English medium male (53.33%) and female (40.00%) teachers were more in medium job stress when compared to the Oriya medium male (40.00%) and female (43.33%) in this area. This may be due to the difficulties associated with classroom instructional and management demands. These findings were supported by the findings of Payne and Furuham (1987).

It was also observed from the table 7 that, Oriya medium male (50.00%) and female (50.00%) teachers experienced low job stress compared to English medium male (36.67%) and female (50.00%) teachers in this area. This may be due to the fact that, Oriya medium school teachers had less administrative problems when compared to English medium schools.

#### **5.5.11 Stress Related to Staff Relationship**

It was observed from the table 7 that, 26.67 per cent of male and 10.00 per cent of female teachers of English medium schools experienced high job stress when compared to 10.00 per cent of male and 6.67 per cent of female teachers of Oriya medium schools in this area of staff relationships. This may be due to lack of co-operation and interaction among colleagues. These findings were similar with the findings of Friesen *et al.* (1988), and Barth (1995).

It was also clear from the table 7 that the proportion of English medium female (63.33%) teachers was more in medium job stress compared to English medium male (23.33%) teachers and Oriya medium male (23.33%)

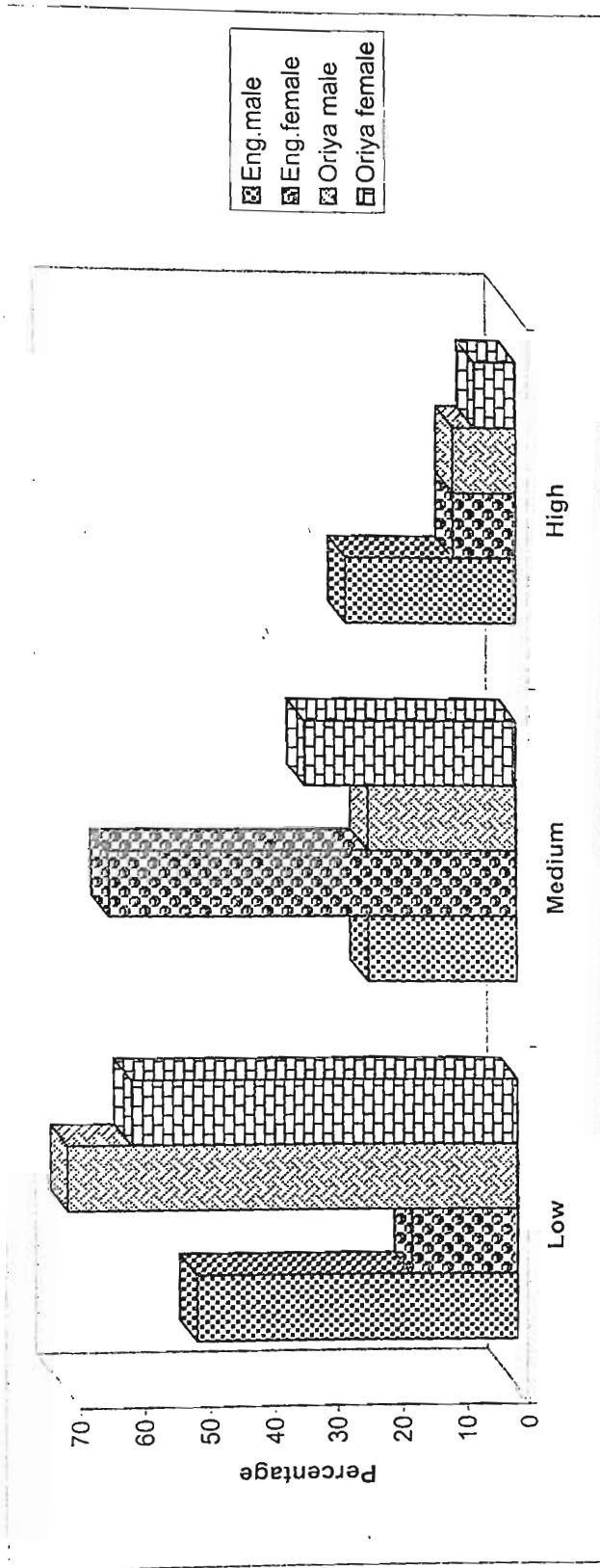


Fig. 17 Distribution of sources of job stress among male and female primary school teachers of English and Oriya medium schools - Related to staff relationships

and female (33.33%) teachers in this area. This may be due to problems with colleagues and difficulties with dealing with sub-ordinate sometimes.

It was also observed from the table that, 70.00 per cent of male and 60.00 per cent of female teachers of Oriya medium schools experienced low job stress compared to 50.00 per cent of male and 16.67 per cent of female teachers of English medium schools in this aspect. This may be due to the fact that, they had good cooperation from the staffs and colleagues.

#### **5.5.12 Stress Related to Parent and Community**

It was observed from the table 7 that, the proportion of the Oriya medium male (10.00%) teachers was more in high job stress when compared to the Oriya medium female teachers (6.67%) and English medium female (6.67%) and male (6.67%) teachers in the area of community and parents. This may be due to the high parental expectation and also due to parent and societal interaction. These findings were similar with the findings of Fricson *et al.* (1988), Sahu and Mishra (1995) and Edwards and Rothbard (1999).

It was also clear from the table 7 that, 56.67 per cent of male teachers of English medium schools experienced medium job stress compared to 30.00 per cent of female teachers of English medium school and 36.67 per cent of male and 50.00 per cent of female teachers of Oriya medium schools in this aspect. This may be due to fact that, the English medium male teachers experienced continuous interaction from the parents and also they had to deal with the public.

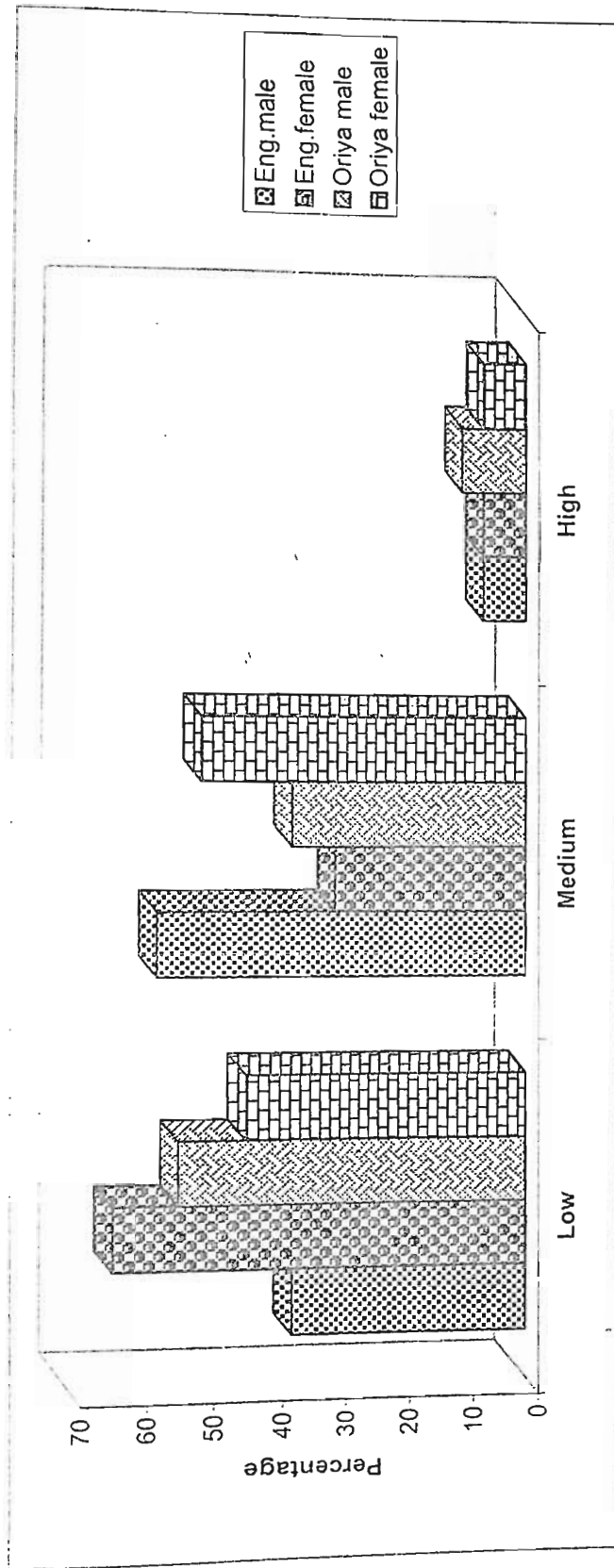


Fig. 18 Distribution of sources of job stress among male and female primary school teachers of English and Oriya medium schools - Related to parent and community

It was evident from the table 7 that, the proportion of the English medium female teachers (63.33%) was more in low job stress when compared to the English medium male teachers (36.67%) and Oriya medium male (53.33%) and female (43.33%) teachers in the area of community and parents.

#### **5.5.13 Stress Related to Personal Demand**

It was observed from the table 7 that, the proportion of the English medium female teachers (16.67%) was more in high job stress when compared to the English medium male (6.67%) teachers and Oriya medium male (6.67%) and female (13.33%) teachers in the area of personal demand. This may be due to inability to complete the work due to personal problems. This findings were similar with the findings of Singh and Kaur (1976), Vanderven and Marion (1982) and Stzion (1984).

It was also clear from the table 7 that, 50.00 per cent of English medium male teachers experienced medium job stress compared to 43.33 per cent of female teachers of English medium schools and 36.67 per cent of male and 46.67 per cent of female teachers of Oriya medium schools in this area. This may be due to lack of interact at work and failure to meet the targets in English medium schools. It was clear from the table that the proportion of the Oriya medium male teachers (56.67%) was more in low job stress when compared to Oriya medium teachers (40.00%) and English medium male (43.33%) and female (40.00%) teachers in this aspect. This may be due to the facts that, they are interested in their work and not having more personal problems.

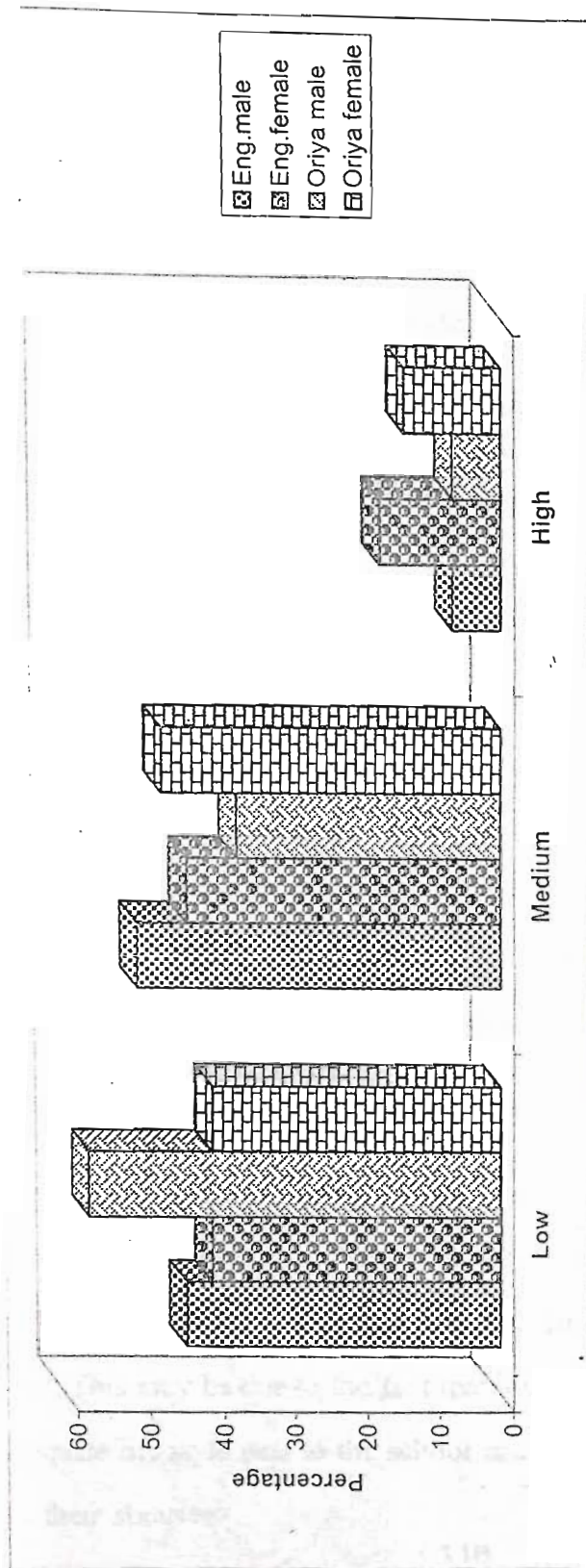


Fig. 19 Distribution of sources of job stress among male and female primary school teachers of English and Oriya medium schools - Related to personal demand

#### 5.5.14 Stress Related to Personal Stress

It was observed from the table 7 that, 23.33 per cent of female teachers of Oriya medium schools experienced more high job stress compared to 6.67 per cent of male teachers of Oriya medium schools and 6.67 per cent of male and 6.67 per cent of female teachers of English medium schools in this aspect. This may be due to the additional work at home related to childcare and health problems of family members. These findings were similar with the findings of Sahu and Misra (1945) and Sahu (1995) and Edwards and Rothband (1999).

It was also evident from the table 7 that, proportion of the English medium male teachers (70.00%) was more in medium job stress when compared to English medium female teachers (33.33%) and Oriya medium male (33.33%) and female (66.67%) teachers. This may be due to the fact that, despite of their tough schedule English medium school teachers actively participated in daily household works and maximum of them having marital conflicts which is the sources of stress for them.

It was also evident from table 7 that, 60.00 per cent of male teachers of Oriya medium schools experienced low job stress compared to 10.00 per cent of female teachers of Oriya medium schools and 23.33 per cent of male and 50.00 per cent of female teachers of English medium schools in this aspect. This may be due to the fact that, Oriya medium male teachers having a adequate life style near to the school and a stable and peaceful relationships with their spouses.

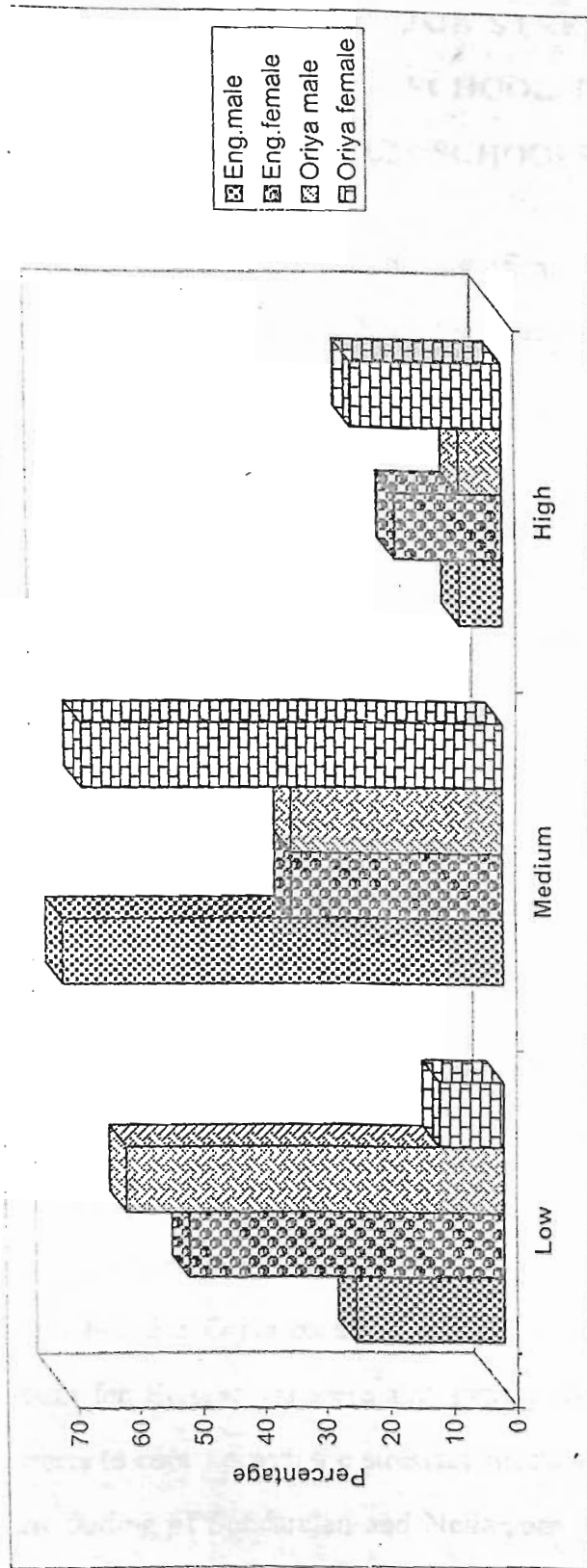


Fig. 20 Distribution of sources of job stress among male and female primary school teachers of English and Oriya medium schools - Related to personal stress

## 5.6 RESULTS OF STATISTICAL TESTS COMPUTED BETWEEN THE SOURCES OF JOB STRESS AMONG MALE AND FEMALE PRIMARY SCHOOL TEACHERS OF ENGLISH AND ORIYA MEDIUM SCHOOLS

This section deals with the significant difference of job stress among male and female primary school teachers of English and Oriya medium schools.

It was observed from the table 8 that, there was a significant difference in the sources of job stress between male and female primary school teachers working in English medium schools. This may be due to the fact that male teachers were more conscious about their job security and remuneration in English medium schools when compared to the female teachers, because maximum English medium schools were private in nature in this area. These findings were similar with the findings of Ushasree *et al.* (1995), Manthei and Gilmore (1996).

It was observed from the table 9 that, there was no significant difference in the sources of job stress between male and female primary school teachers working in Oriya medium schools. This may be due to the fact that, male teachers were not conscious about their job security in Oriya medium schools because Oriya medium schools were Government schools. Oriya medium female teachers were also getting social support from their family members to cope up with the stressful situations. These findings were similar to the finding of Sundarajan and Nellaippan (1994).

It was also observed from Table 10 that, there was a significant difference in the sources of job stress between the male teachers of English medium and Oriya medium primary schools. This may be due to the fact that, the teachers of English medium schools were worried about the job security and remuneration compared to the male teachers of Oriya medium schools because English medium schools were private in nature. While Oriya medium schools were Government schools. These findings were supported by the findings of Sundarajan and Nelliappan (1994), Manthei and Gilmore (1996).

It was also observed from the Table 11 that there was no significant difference in the sources of job stress between the female teaches of English medium schools and Oriya medium schools. This may be due to the fact that, the female teachers were not so much worried about their job security and remuneration compared to their counterparts of English medium schools because in our society men were considered as the bread winners of the family and women were considered as substitutes. Another reason for not showing any difference in sources of job stress may be due to the fact that, female teachers of English medium schools performed same responsibilities and functions like Oriya medium female teachers.

It was observed from the table 12 that, there was no significant difference in the sources of job stress between the primary school teachers in English and Oriya medium schools. It may be due to the fact that, although in certain aspects English medium school teachers experienced more stress when compared to Oriya medium school teachers. But in overall cases the sources of stress for both medium schools were same. Both may be treated as on par with others with regard to sources of job stress.

## 5.7 ASSOCIATION BETWEEN SOURCES OF JOB STRESS AND SELECTED VARIABLES OF ENGLISH AND ORIYA MEDIUM PRIMARY SCHOOL TEACHERS

This section present the association between sources of job stress and selected variables of English and Oriya medium primary school teachers.

It was clear from the table 12 that, there was no significant association between sources of job stress among primary school teachers of English and Oriya medium schools and selected variables like age, marital status, family type, family size, income of the family and educational qualification of the respondents. These findings were similar to the findings of Holley *et al.* (1987), Mishra *et al.* (1993) and Ushasree *et al.* (1995).

Only teaching experience and training received by the teachers had negative association with the sources of job stress. This may be due to the fact that, experience and training received by the teachers helped them to perform their work effectively and efficiently and thus reduced their stress simultaneously. These findings were similar to the finding of Mishra (1992), and Ryhal and Singh (1996).

## 5.8 COPING STRATEGIES ADOPTED BY PRIMARY SCHOOL TEACHERS

Based on the findings of Table 14 it was noted that, majority (57.5%) of the respondents were actively involved in their works, other type of coping strategies used by respondents were exercises (35.84%). Taking good and

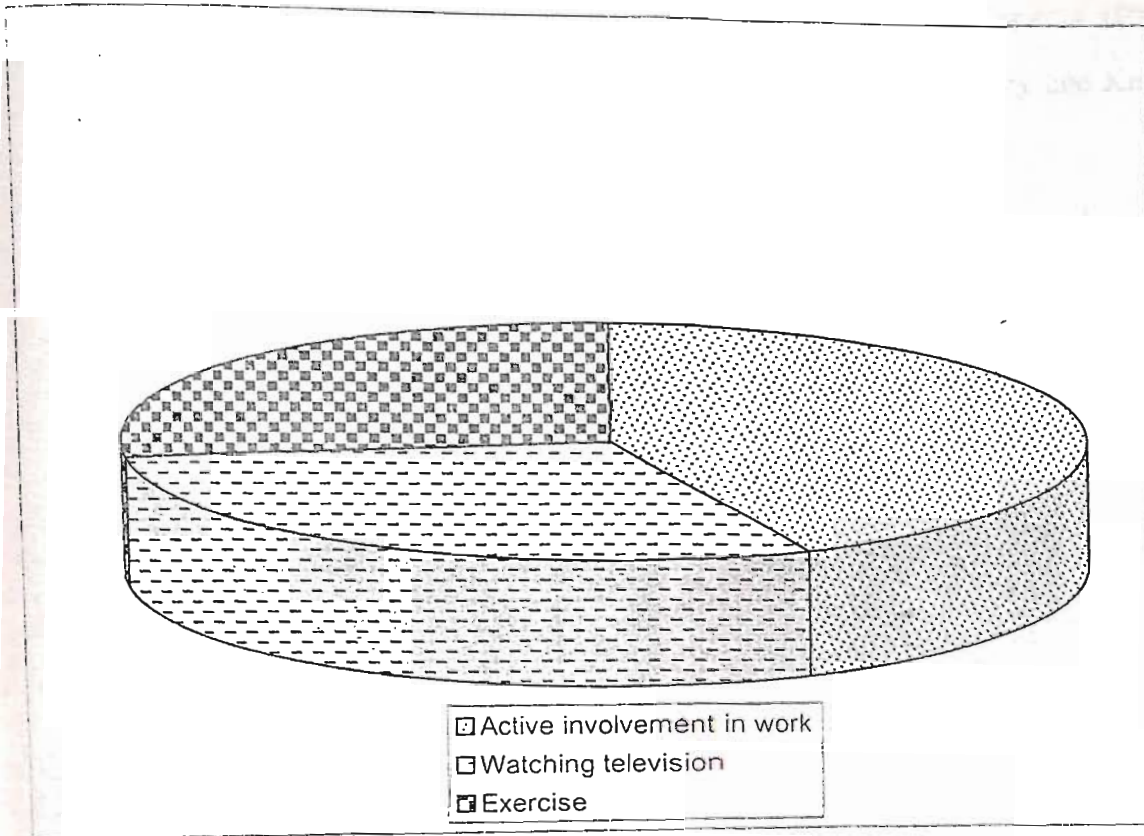


Fig. 2: Pie diagram representing the coping strategies adopted by the primary school teachers of English and Oriya medium schools

balanced diet (35%). Having adequate sleep (35%), watching television (38.23%). Talking to friends and neighbours (35%), discussing problems with friends and spouses (34.17%), listening to the music (29.17%) planning ahead (20.83%), recreation and sports (20.83%), Yoga and meditation (16.67%), these findings were similar to the findings of Russel *et al.* (1987), Gupta *et al.* (1990), Kariacow (1987), Richard (1992), Annapurna (1995), Ghadiary and Kumar (1989), Holmes and McGilley (1987), and Filho *et al.* (1998).

**SUMMARY  
AND  
CONCLUSIONS**

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

Education is an important form of human capital that improves productivity health, and nutrition of the people of a country. Primary school education is the foundation of all educational systems, primary school education corresponds to education of all the children of 6-12 or 14 years of age. Primary school education provides an opportunity to exercise the mental moral, aesthetics, and constructive power of an educational leader through good instruction for the development of the future generation. So the role of the educational leaders or teachers is not limited only teaching. He/she provide a stimulating learning environment as well as help in transmitting the culture. So the success or failure of any primary educational programme depends upon the job performance of the teachers. The medium of the instruction also very important while teaching the students. Primary school education is also viewed as a foundation stage to acquire language skills in terms of reading, writing and other communication skills. Ramamurthi Committee in 1996 recommended promotion of the regional language or mother tongue as well as link language as medium of instruction at territory level so that it does not act as a deterrent against the teachers and students joining higher educational institution from all over the India.

Teaching is a demanding profession which requires a constant giving of oneself at the mental emotional and physical level. Teachers work is not only

only limited on teaching but teachers are expected to perform the role of a leaders, manager, disciplinarian, guide, counsellor and parent substitute. They are working constantly on an environment of anxiety, judgement, management and evaluation. The continuation of these factors create a sense of frustration on teachers. Lastly a persistant feeling of frustration leads a condition of stress to the teachers.

## OBJECTIVES OF THE STUDY

Objectives are very important to determine the outcome of any study.

So objectives of this study are as follows:

### General Objective

To study the sources of job stress among primary school teachers of English and Oriya medium schools in Western Orissa (Bargarh district).

### Specific objectives

1. To study the sources of job stress of male and female teachers of English medium schools.
2. To study the sources of job stress of male and female teachers of Oriya medium schools.
3. To compare the job stress of male and female teachers of English and Oriya medium schools.
4. To study the coping strategies adopted by primary school teachers.

To study the above objectives of present study exploratory research design was adopted. The total sample size comprised of 120 Primary teachers. Out of which 60 teachers working in English medium schools and 60 teachers working in Oriya medium schools. The data regarding the sources of job stress was collected by using an interview schedule developed for the purpose of this study. The data was analysed by calculating the frequencies, percentages, mean, standard deviation, Z-test and correlation.

The major inferences drawn from the above study are as follows:

1. Analysis of profile of the primary school teachers of English medium and Oriya medium schools revealed that majority of the respondents belonged to early middle age group. Out of which majority of them were married and belonged to the nuclear families. Majority of the respondents completed Intermediate, and majority of the respondents were from medium category with respect of income, teaching experience and training received.
2. Majority of the respondents of English medium schools experienced high job stress in the areas of medium of instruction, remuneration, job security, administrative problems, staff relationships and personal demand when compared to the respondents of Oriya medium schools.
3. Majority of the respondents of Oriya medium schools experienced high job stress in the areas of the students, work load, working environment, curriculum load, professional recognition, parent and

community, time demand and personal stress compared to the respondents of English medium schools.

4. Majority of the respondents of English medium school experienced medium job stress in the area of medium of instruction, time demand, personal demand, personal stress, students. Staff relationships, administrative problems and remuneration compared to the respondents of Oriya medium schools.
5. Majority of the respondents of Oriya medium schools experienced medium job stress in the areas of working environment, work load, professional recognition, job security, and curriculum load, compared to the respondents of Oriya medium schools.
6. Majority of the respondents of English medium schools experienced low job stress in the areas of parent and community, professional recognition students, curriculum load, personal stress and working environment compared to Oriya medium schools respondents.
7. Majority of the respondents of Oriya medium schools experienced low job stress in the areas of personal demand, staff relationships, administrative problems, job security, remuneration, medium of instruction, work load and time demand compared to English medium respondents.
8. Majority of the female respondents experienced high job stress in the areas of time demand. Personal demand, students and personal stress compared to the male teachers of both medium schools.

9. Majority of the male teachers experienced high job stress in the areas of medium of instruction, curriculum load, work load, working environment, remuneration, professional recognition, administrative problems, staff relationships and parent and community compared to the female teachers of both medium schools.
10. Majority of the female respondents experienced medium job stress in the areas of personal demand, staff relationships, professional recognition, curriculum load, work load and working environment compared to the male teachers of both medium schools.
11. Majority of the male respondents experienced medium job stress in the areas of personal stress, medium of instruction, students, time demand, remuneration, job security, administrative problems and parent and community compared to the female teachers of both medium schools.
12. Majority of the male respondents experienced low job stress in the areas of work load, curriculum load, working environment, time demand, personal demand and personal stress compared to the female teachers of both medium schools.
13. Majority of the female teachers experienced low job stress in the areas of remuneration, job security, professional recognition, administrative problems. Staff relationships, parent and community, medium of instruction and students compared to the male teachers of both medium schools.

14. Although a significant difference was found in the sources of job stress between the male and female teachers of English medium schools and between the male teachers of Oriya medium schools and English medium schools. But in overall cases no significant difference was found in the sources of job stress among the primary school teachers of English and Oriya medium schools.
15. A significant association was observed between the sources of job stress and selected variables like the type and nature of training received and the teaching experience.
16. No significant association was found between the sources of job stress and selected variables like age, marital status, family type, family size, income and educational qualifications.
17. Majority of the respondents of English and Oriya medium schools adopted coping strategies which include active involvement in work, working together for a common goal, time management, seeking social support, and watching television and listening to music in order to cope up with their job stress.

#### **IMPLICATIONS OF THE STUDY**

1. Based on the results of the study it was observed that, majority of the Oriya medium school teachers experienced low job stress in Bargarh district of Orissa. So by introducing Oriya as medium of instruction the Government of Orissa will achieve the goal of

compulsory primary school education to all children below 14 years of age in that area.

2. Medium of instruction is very important to teach the young children. It was observed from the study that English medium school teachers experienced high job stress. So this fact will help the teachers of English medium schools to put more effort and to improve the quality of Primary school education.
3. The findings of this study will be helpful for Establishment of guidance centre at the Board of Secondary school education as well as at D.P.E.P. (District Primary Education Programme) centre can reduce the amount of stress of the teachers and therefore improve their efficiency in their teaching in primary schools.
4. A post of school psychologist need to be created by the State Government of Orissa in every schools to deal with the teaching and learning problems of teachers and students.
5. This study on job stress of teachers working in Primary school of Bargarh district of Western Orissa will help the teachers to developed Cordial relationships with the children when the teachers are free from their stress.
6. The study also helps the researchers, policy makers and programme planner to improve the status of teachers in the society by giving

awards for their efficient teaching by State Government in connection with Teacher's day celebration.

7. The findings of the present study will help in understanding the causes of stress of every teachers. So that they can perform their roles better and work efficiently and to reduce the school drop out rate in Bargarh, district of Orissa State.

### SUGGESTION FOR FUTURE RESEARCH

1. The same study could be conducted on a large sample so that generalisation could be made.
2. A study of similar nature could be taken up for upper primary school teachers, secondary school teachers and Junior college teachers.
3. A similar study could be taken up in rural, urban and semi urban areas.
4. A similar study could be taken between their regional language schools with link language schools in different areas.

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THE BRITISH COLUMBIA  
IN 1858

THE BRITISH COLUMBIA  
IN 1858

APPENDICES

1858

1858

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES  
COLLEGE OF HOME SCIENCE, HYDERABAD

QUESTIONNAIRE

Topic : SOURCES OF JOB STRESS AMONG PRIMARY SCHOOL TEACHERS OF  
ENGLISH AND ORIYA MEDIUM SCHOOLS IN WESTERN ORISSA (BARGARH  
DISTRICT)

PART - A

1. Name :
2. Age :
3. Marital status : Unmarried/Married
4. Family Type : Nuclear/Joint
5. Number of Family Members :
6. Monthly income of the family :
  - a) Income of the respondents :
  - b) Income of other family members :Total monthly income :
7. Educational Qualifications : H.S.C.  
Intermediate  
Graduate  
Post-Graduate
8. Place of working :
9. Year of Teaching experience :
10. Type of training undergone :

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S.No.	Type of Training	Area of Training	Place of Training	Duration (Weeks, Months)
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TEACHER TRAINING:

1. C.T.
2. B.Ed.
3. M.Ed.
4. Diploma

II. Orientation Courses/  
Induction

III. In Service:

- 1.
- 2.
- 3.

PART-B

Instructions: Below are a series of statements about the sources of job stress among (Primary Teachers, please tick ( ) under the right option that reflects best degree of that particular statement in your situation.

SOURCES OF JOB STRESS:

STATEMENTS	Very stressful	Less stressful	Not at all stressful
1. Related to medium of instruction:			
a. Teaching the children other than their mother tongue.			
b. Preparation of syllabus according to child linguistic ability			
c. Translating the curriculum into mother tongue			
d. Teaching bi-lingual student			
e. Teaching grammar to the students			
f. Teaching the student about pronunciation			
g. Teaching the student about formation of sentences			
h. Teaching the student about vocabulary development			
i. Teaching the student regarding First language (Oriya/Eng.)			
j. Teaching the student regarding Second Language (English/Oriya)			
k. Teaching the students regarding writing procedure			
l. Any other			

Contd..

STATEMENTS	Very stressful	Less stressful	Not at all stressful
<b>II. RELATED TO STUDENTS:</b>			
a. Individual students who continuously misbehave			
b. Students with impolite and distruptive behaviour			
c. Difficulty in maintaining class disciline with problamatic students			
d. Lack of interest in studies			
e. Poor academic performance of students			
f. More number of students with behaviour problems			
g. Late submission of assignment			
h. Do not follow instructions properly			
i. Any other			
<b>III. CURRICULUM LOAD/ CURRICULUM DEMANDS:</b>			
a. Improper direction in curriculum change			
b. Problems in curriculum			
c. Problems in implementing change			
d. Demands on teachers to cope up with the rapid changes in society			
e. Frequent changes in curriculum			
f. Lengthy curriculum			

Contd..

STATEMENTS	Very stressful	Less stressful	Not at all stressful
g. Curriculum beyond the learning capacity of the children			
h. Too much curriculum to finish in short period of time			
i. Any other			
IV. WORK LOAD:			
a. Other than class work administrative work.			
b. Carry over school work to home as school work is excessive			
c. Division of work due to census, elections etc.			
d. Excessive work load due to shortage of staff.			
e. Any other.			
V. WORKING ENVIRONMENT:			
a. Unpleasant Environment.			
b. Class rooms are small.			
c. Over crowded class room due to large number of students.			
d. Lack of proper ventilation.			
e. Lack of sufficient laboratory play/furniture equipment.			
f. Lack of Library facilities.			
g. Lack of funds to improve to conduct programmes/purchase equipment.			
h. Environmental consitions such as noise and pollution.			

Contd..

STATEMENTS	Very stressful	Less stressful	Not at all stressful
i. Unhygienic conditions of class rooms, bathrooms and school environment.			
j. Any other.			
VI. TIME DEMAND:			
a. Lack of sufficient time for setting question paper, evaluation of papers.			
b. Excessive time demands for organisational duties.			
c. Lack of time to assist individual students who are slow in learning.			
d. Right schedule.			
e. Any other.			
VII. RENUMERATION:			
a. Salary does not cover the cost of living.			
b. Salary is not commensurate with the amount of training required as teacher.			
c. Salaries are not paid regularly			
d. Salaries are not received on time each month			
e. Any other			
VIII. JOB SECURITY			
a. Lack of job security			
b. Job permanance is not guaranteed			
c. Fixed salary without any increments			

Contd..

STATEMENTS	Very stressful	Less stressful	Not at all stressful
d. Except monthly salary there is no other benefits			
e. Any other			
IX. PROFESSIONAL RECOGNITION:			
a. Lack of encouragement from higher authorities			
b. Authorities ignorance to involve the teachers in decision making (Syllabus, activities etc.)			
c. Lack of recognition of contributions of teacher and/or organisational			
d. Authorities are not concerned about talents and skills of teachers			
e. Any other			
X. ADMINISTRATION PROBLEMS:			
a. Absence of clear-cut policies and procedures/role ambiguity			
b. Lack of job promotions			
c. Frequent Transfers			
d. Numerous meetings			
e. Change in responsibilities at work			
f. Poor quality of supervision			
g. Poor training for teachers in various subjects			
h. Problems in sanctioning leave			
i. Any other			

Contd..

STATEMENTS	Very stressful	Less stressful	Not at all stressful
<b>XI. STAFF RELATIONSHIPS</b>			
a. Problems with superiors at work			
b. Difficulties in dealing with subordinates			
c. Misunderstandings with colleagues			
d. Interruption while doing work			
e. No cooperation from colleagues			
f. Problems with Colleagues			
g. Any other			
<b>XII. COMMUNITY/PARENTS:</b>			
a. Continuous criticism on education system of the school by the public and parents			
b. Continuous criticism from parents			
c. Lack of respect in the society for schools and teachers			
d. High expectations from the parents and public			
e. Parents feel that students performance is the responsibility of teachers alone			
f. Any other			
<b>XIII. PERSONAL DEMANDS</b>			
a. Inability to complete the work			
b. Worried about unfinished work			
c. Lack of interest at work			

Contd..

STATEMENTS	Very stressful	Less stressful	Not at all stressful
d. Failure to meet target			
e. Lack of aptitude for teaching one/or some subjects			
f. Poor communication skills in the class			
g. Problems of travelling from home to school			
h. Any other			
XV. PERSONAL STRESS			
a. Marital problems			
b. Shifting of house due to transfers			
c. Transfer of job of partner			
d. Conflicts within the family			
e. Poor personal health			
f. Health problems of family members			
g. Social responsibility			
h. Child care arrangement			
i. Carrying out daily household chores			
j. Supervision of children's studies			
k. Getting children ready to school			
l. Attending parent teacher meetings every second Saturday of the month			
m. Any other			

PART C  
COPING STRESS

Given below are the list of items for coping stress. To what extent you are following these techniques Tick ( )

S.No.	Items	Daily	Occasionally	Never
1.	Excercise			
2.	Yoga/Meditation			
3.	Taking good balance diet			
4.	Planning ahead			
5.	Adopting a hobby			
6.	Having adequate sleep			
7.	Using stress antidotes			
8.	Recreational sports (Carroms, chess, etc.)			
9.	Reading			
10.	Watching T.V.			
11.	Listening to Music			
12.	Listening to audio tapes developed by hypnotists			
13.	Holding conversations with friends, neighbours etc.			
14.	Professional counselling			
15.	Medical care			
16.	Studying subject and material			
17.	Attending spiritual discourses			
18.	Discussing the problem with friends and spouces			
19.	Active involvement in work			
20.	Efficient time management			
21.	Working together for a common goal			

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