

A Comparative Study of Occupational Stress Level among the Primary School Teachers

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Article Info.

E-ISSN: 2583-6528

Impact Factor (QJIF): 8.4

Peer Reviewed Journal

Available online:

www.alladvancejournal.com

Received: 25/March/2026

Accepted: 01/April/2026

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Abstract

Stress, in general, and Occupational stress specifically is also a fact of recent day life that seems to possess been on the increase. "Occupational Stress", an upsetting psychophysical condition, may be a common feature in today's world where a personal fails to address the strain in his/her job. Teacher stress might be a true phenomenon and is said to problems of recruitment, health and retention of teachers. The foremost purpose of the study was to hunt out and compare the work stress level among female and male elementary school teachers of District Muzaffarpur, Bihar India. The sample consisted of 100 elementary school teachers, 50 male and 50 female teachers. A. K. Srivastava and A. P. Singh's Occupational Stress Index was administered on selected sample for collection of information. The collected data was statistically analysed and interpreted by applying Mean, S.D and t test. The finding of the paper reveals that male and female elementary school teachers differ significantly on overall occupational stress level. It had been found that female elementary school teachers have more work anxiety level than their male counter parts.

Keywords: Stress, Occupational Stress, Primary School Teachers.

Introduction

Stress could be a state of mental or emotional strain or tension resulting from adverse or demanding circumstances. It's an awfully subjective phenomenon or experience. It's based widely upon the background experiences, temperament and environmental conditions. Stress may be a part of life and is generated by constantly changing situations that a person must face. A specific level of stress becomes unavoidable. Because of its complex nature stress has been studied for several years by researchers in psychology, sociology, medicine and even in management.

Certain stress is very important for the event of individual and even a chunk of stress can prompt the intense ailment causes. The challenge is a vital ingredient for healthy and productive work. Challenge is referred because the little bit of stress good for survival and growth and results to be positive. But when the challenge moves in fast pace with high impact and sharp pressure, lead towards negative impact of stress. Stress triggers your fight-or-flight response so as to fight the stressor or run removed from it typically, after the response occurs, your body should relax. An excessive amount of constant stress can have negative effects on your future health. The

concept of stress was first introduced within the Life-sciences by Hans Selye in 1936. It had been derived from the Latin word 'stringere'; it meant the experience of physical hardship, starvation, torture and pain. Hans Selye, 1974 defined stress as "the nonspecific response of the body to any demand placed upon it". Stephen Robbins (1999) defined stress as "a dynamic condition during which a personal is confronted with a chance, constraint or demand associated with what he / she desires and that the end result is appeared to be both uncertain and important." Work stress can occur when there's a discrepancy between the strain of the environment/workplace and an individual's ability to hold out and complete these demands. Work stress is characterized as stress that's created thanks to clashing demands in one's job. The measure of control employees have over their work process can impact how critical work pressure are going to be. While all work includes a component of stress, genuine work pressure is harmful in employees has emotional and physical responses to job demands that are hard to regulate. An assortment of things contribute to workplace stress, for instance, negative remaining task at hand, detachment, broad hours worked, toxic work environment, absence of independence,

troublesome relationships among co-workers or associates and management, the management tormenting, provocation and lack of opportunities to headway in one's expertise level.

In general, job stress arises from the working conditions/environment of a system. Rutter, Herzberg and Paice (2002) found that prime self-expectation, securing resource for research, insufficient development within the field, inadequate salary, manuscript preparation, role overload, conflicting job demands, slow progress on career advancement, frequent interruptions and long meetings are the causes of stress among academic staff. Within the overall area of occupational stress, teaching has been identified together of the foremost stressful occupations in many countries (Cooper, Sloan, and Williams, 1988).

Teachers Stress

Teacher stress is described as any characteristic of the varsity environment that poses a threat to the teacher (Sutton, 1984). Teacher stress is defined as experiences in teachers of unpleasant, negative emotions, like anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers (Kyriacou, 2001). The quantity of research on teacher stress has increased steadily, and has now become a significant research topic in many countries (Vandenberghe and Huberman, 1999; Kyriacou, 2001; Hanizah, 2003).

Causes of Stress for Teachers

- Excessive working hours
- Excessive workload
- Rising class sizes
- Poor management
- Workplace bullying
- Crumbling schools
- Pupil misbehavior

Occupational Stress

A several investigations had been undertaken to look at the prevalence, level and significant sources of work pressure among primary school teachers. The health of teacher could be seriously affected by stress. Additionally, aside from teachers themselves, work stress endured by them can likewise adversely influence their students and the learning environment.

Emotional: An emotionally competent teacher learns and applies skills to manage stress, improve self-esteem, confidence, personal change, decision making, leadership, assertion, comfort, and commitment, all of which improve teaching quality as well as health and well-being (Nelson *et al.* 2005). Unfortunately, many teachers are more likely to experience negative emotions than positive ones. Anxiety, for example, interferes with cognitive capacity for processing information, whereas positive emotions increase creative capacity for generating new ideas and ability to deal with difficulties (Frederickson 2001). This is why, in order to use and generate emotions to support well-being by overcoming stress, the ability to distinguish, comprehend, and control both positive and negative feelings is essential in the teaching profession.

Change in Behavior: Teachers have varied responses to stress. Some teachers develop confrontational strategies, others experience changes in behavior, emotional responses, or physical or physiological responses. Teachers confront classroom stress resulting from student discipline with strategies such as behavior modification, removing the student from class, scolding the child, etc. If confrontational strategies

do not work, teachers often experience personal changes in behavior to cope with the stress. Most behavior changes that occur as a result of stressors are very unhealthy to the teacher. These changes can include smoking, excessive alcohol consumption, unwanted outbursts of anger, sedentary lifestyle, and sleeping problems (Guglielmi & Tatrow 1998).

Health Problems: Chronic stress symptoms may develop if a teacher's day-to-day activities continue to be stressful. Fatigue, increased illness, and inability to concentrate are among the symptoms.

Students: Teacher-student relationships are the third most stressful factor for teachers. Teachers who are stressed can cause stress in their students and coworkers (Brown & Ralph, 1998). Teachers who are under stress may exhibit behavioural changes that affect and disrupt students' learning in their classrooms. If several teachers in a single school experience high levels of stress, the entire school may suffer as a result (Brown & Ralph).

Family Stress: Family stress has the most significant effect on apparent wellbeing status with primary teachers. One of the teachers imparted to us: "The pressure from the family to meet their money related necessities turns into the most challenging issue. Family members have their expanding desires and it is so frustrating to struggle to meet their needs with a meager salary. It is extremely upsetting and now and again we feel depleted and tired of our own life" (Excerpt from educator's meeting).

Colleagues/Management/Administrative/Principal:

Negative interpersonal relations and the nonappearance of help from associates or bosses can be noteworthy stressors for employees. Several global investigations have featured that teachers perceive the usage of the comprehensive model as having inadequate support resources, the policies were befuddled and that incorporation had been forced from the top, without adequate consultation. A few examinations have additionally featured teachers feel that they have an absence of control and dynamic powers because of the various leveled nature of bureaucratic structures at school which amasses power in the hands of a couple.

Physical/Physiological/Stress: Fatigue, tiredness, overwork, burnout, headaches, stomach aches, chest pains, sleepiness (Blasé, 1982), trembling hands, shortness of breath, dizziness, restlessness, cold sweats, ill health, confused thoughts or difficulty concentrating, loss of memory, loss of appetite, trouble falling asleep, and the ability to hold productive conversations with colleagues are some physical symptoms of stress. An increase in blood pressure, heart rate, and/or cortisol, an irregular heartbeat, and nervousness are some physiological symptoms of stress (Bacharach, Bauer, & Conley, 1986).

Coping With Stress: Exercise, social resources, avoidance, reading, hobbies, movement, and meditation are all common positive stress-reduction strategies used by teachers (Gulwadi, 2006). Teachers seek advice, discuss feelings, receive emotional support, sympathy and understanding, and talk about their feelings from family, friends, and colleagues. Teachers who have more support in their personal lives tend to be less stressed at work.

Objectives

The following study objectives have been established:

1. To assess the occupational stress level among male and female primary school teachers of district Muzaffarpur.
2. To assess the occupational stress level among female and male primary school teachers on overall occupational stress level.

Hypothesis (Ho Null Hypothesis)

1. There will be no significant occupational stress level among male and female primary school teachers of district Muzaffarpur.
2. There would be no significant difference in occupational stress level among female and male primary school teachers on overall occupational stress level.

Methodology

A Normative and descriptive survey type research will be conducted.

Population

Area of study refers to Muzaffarpur district Bihar.

Sources of data

The data is confined with primary and secondary data

Primary data

The primary data is collected using the A. K. Srivastava and A. P. Singh's Occupational Stress Index. The scale is divided into twelve (12) sub-scales: role over-load, role ambiguity, role conflict, unreasonable group and political pressure, responsibility for people, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, difficult working conditions, and unprofitability.

Secondary data

The secondary data have been mainly collected from the books, journals, magazines. Sample

Fifty (50) male and fifty (50) female primary school teachers were taken as sample for the study. The sample was collected randomly from different govt. run primary schools of district Muzaffarpur.

Statistical Treatment of Data

The collected data were analyzed with the help of various statistical measures such as Mean, SD and t-test.

Analysis and Interpretation of Data

The analysis and interpretation of data was arranged in a tabular form in the following manner:

Table 1: Mean comparison of female and male primary school teachers on sub-scale-I (Role overload)

Group	N	Mean	S.D	t-value	df	Level of significance
Female primary school teacher	50	24.7	2.26	17	98	Significance level at 0.01
Male primary school teacher	50	17.9	1.53			

Table-Table no-1, The researcher found the mean value on this sub-scale (Role overload) of female have 24.7 and the SD have 2.26 similarly; the mean value of male have 17.9 and the SD have 1.53. The calculated “t” value have 17. It is significant at 0.01 levels. That’s why the above null hypothesis is rejected and research hypothesis is accepted. It indicates that there is a significant difference between the male and female on this sub-scale.

Table 2: Mean comparison of female and male primary school teachers on sub-scale – II (Role ambiguity)

Group	N	Mean	S.D	t-value	Df	Level of significance
Female primary school teacher	50	13.93	0.58	10.44	98	Significance level at 0.01
Male primary school teacher	50	10.56	2.1			

Table-2, The researcher found the mean value on this sub-scale (Role ambiguity) of female have 13.93 and the SD have 0.58 similarly; the mean value of male have 10.56 and the SD have 2.1. The calculated “t” value has 10.44. It is significant

at 0.01 levels. That’s why the above null hypothesis is rejected and research hypothesis is accepted. It indicates that there is a significant difference between the male and female on this sub-scale.

Table 3: Mean comparison of female and male primary school teachers on sub-scale – III (Role conflict)

Group	N	Mean	S.D	t-value	df	Level of significance
Female primary school teacher	50	14.84	1.48	5.06	98	Significance level at 0.01
Male primary school teacher	50	13.22	1.68			

Table-3, The researcher found the mean value on this sub-scale (Role conflict) of female have 14.84 and the SD have 1.48 similarly; the mean value of male have 13.22 and the SD have 1.68. The calculated “t” value has 5.06. It is significant at 0.01 levels. That’s why the above null hypothesis is rejected and research hypothesis is accepted. It indicates that there is a significant difference between the male and female on this sub-scale.

Table 4: Mean comparison of female and male primary school teachers on sub-scale – IV (Unreasonable group and political pressure)

Group	N	Mean	S.D	t-value	df	Level of significance
Female primary school teacher	50	13.4	1.35	13.12	98	Significance level at 0.01
Male primary school teacher	50	9.2	1.68			

Table-4, the researcher found the mean value on this sub-scale (Unreasonable group and political pressure) of female have 13.4 and the SD have 1.35 similarly; the mean value of male has 9.2 and the SD have 1.68. The calculated “t” value has 13.12. It is significant at 0.01 levels. That’s why the above null hypothesis is rejected and research hypothesis is accepted. It indicates that there is a significant difference between the male and female on this sub-scale.

Table 5: Mean comparison of female and male primary school teachers on sub-scale – V (Responsibility for persons)

Group	N	Mean	S.D	t-value	df	Level of significance
Female primary school teacher	50	11.06	0.3	3.2	98	Significance level at 0.01
Male primary school teacher	50	11.7	1.5			

Table-5 the researcher found the mean value on this sub-scale (Responsibility for persons) of female have 11.06 and the SD have 0.3 similarly; the mean value of male has 11.7 and the SD have 1.5. The calculated “t” value has 3.2. It is significant at 0.01 levels. That’s why the above null hypothesis is rejected and research hypothesis is accepted. It indicates that there is a significant difference between the male and female on this sub-scale.

Table 6: Mean comparison of female and male primary school teachers on sub-scale – VI (Under participation)

Group	N	Mean	S.D	t-value	df	Level of significance
Female primary school teacher	50	11.06	0.8	10.9	98	Significance level at 0.01
Male primary school teacher	50	13.46	1.32			

Table 6 the researcher found the mean value on this sub-scale (Under participation) of female have 11.06 and the SD have 0.8 similarly; the mean value of male has 13.46 and the SD have 1.32. The calculated “t” value has 10.9. It is significant at 0.01 levels. That’s why the above null hypothesis is rejected and research hypothesis is accepted. It indicates that there is a significant difference between the male and female on this sub-scale.

Table 7: Mean comparison of female and male primary school teachers on sub-scale–VII (Powerlessness)

Group	N	Mean	S.D	t-value	df	Level of significance
Female primary school teacher	50	11.28	1.41	19.5	98	Significance level at 0.01
Male primary school teacher	50	9.14	1.89			

Table-7 the researcher found the mean value on this sub-scale (Powerlessness) of female have 11.28 and the SD have 1.41 similarly; the mean value of male has 9.14 and the SD have 1.89. The calculated “t” value has 19.5. It is significant at 0.01 levels. That’s why the above null hypothesis is rejected and research hypothesis is accepted. It indicates that there is a significant difference between the male and female on this sub-scale.

Table 8: Mean comparison of female and male primary school teachers on sub-scale–VIII (Poor peer relationships)

Group	N	Mean	S.D	t-value	df	Level of significance
Female primary school teacher	50	11.6	1.71	5.86	98	Significance level at 0.01
Male primary school teacher	50	14.6	2.43			

Table-8 the researcher found the mean value on this sub-scale (Poor peer relationships) of female have 11.6 and the SD have 1.71 similarly; the mean value of male has 14.6 and the SD have 2.43. The calculated “t” value has 5.86. It is significant at 0.01 levels. That’s why the above null hypothesis is rejected and research hypothesis is accepted. It indicates that there is a significant difference between the male and female on this sub-scale.

Table 9: Mean comparison of female and male primary school teachers on sub-scale–IX (Intrinsic impoverishment)

Group	N	Mean	S.D	t-value	Df	Level of significance
Female primary school teacher	50	12.44	1.5	9	98	Significance level at 0.01
Male primary school teacher	50	9.74	1.44			

Table-9 the researcher found the mean value on this sub-scale (Intrinsic impoverishment) of female have 12.44 and the SD have 1.5 similarly; the mean value of male has 9.74 and the SD have 1.44. The calculated “t” value has 9. It is significant at 0.01 levels. That’s why the above null hypothesis is rejected and research hypothesis is accepted. It indicates that there is a significant difference between the male and female on this sub-scale.

Table 10: Mean comparison of female and male Primary school teachers on sub-scale–X (Low status)

Group	N	Mean	S.D	t-value	Df	Level of significance
Female primary school teacher	50	12.74	1.47	22.48	98	Significance level at 0.01
Male primary school teacher	50	5.32	1.92			

Table-10, The researcher found the mean value on this sub-scale (Low status) of female have 12.74 and the SD have 1.47 similarly; the mean value of male has 5.32 and the SD have 1.92. The calculated “t” value has 22.48. It is significant at 0.01 levels. That’s why the above null hypothesis is rejected and research hypothesis is accepted. It indicates that there is a significant difference between the male and female on this sub-scale.

Table 11: Mean comparison of female and male primary school teachers on sub-scale–XI (Strenuous working conditions) (N = 50) in each group

Group	N	Mean	S.D	t-value	df	Level of significance
Female primary school teacher	50	14.24	1.01	13.68	98	Significance level at 0.01
Male primary school teacher	50	10.82	1.38			

Table-11 the researcher found the mean value on this sub-scale (strenuous working conditions) of female have 14.24 and the SD have 1.01 similarly; the mean value of male have 10.82 and the SD have 1.38. The calculated “t” value has 13.68. It is significant at 0.01 levels. That’s why the above null hypothesis is rejected and research hypothesis is accepted. It indicates that there is a significant difference between the male and female on this sub-scale.

Table 12: Mean comparison of female and male primary school teachers on sub-scale – XII (Unprofitability) (N = 50) in each group.

Group	N	Mean	S.D	t-value	df	Level of significance
Female primary school teacher	50	8.92	1.43	14	98	Significance level at 0.01
Male primary school teacher	50	4.44	1.80			

Table-12 the researcher found the mean value on this sub-scale (Unprofitability) of female have 8.92 and the SD have 1.43 similarly; the mean value of male has 4.44 and the SD have 1.80. The calculated “t” value has 14. It is significant at 0.01 levels. That’s why the above null hypothesis is rejected and research hypothesis is accepted. It indicates that there is a significant difference between the male and female on this sub-scale.

Table 13: Mean comparison of female and male primary school teachers on overall occupational stress level in each group

Group	N	Mean	S.D	t-value	df	Level of significance
Female primary school teacher	50	163.7	4.9	23.8	98	Significance level at 0.01
Male primary school teacher	50	132.3	8			

Table-13 the researcher found the mean value on this sub-scale (overall occupational stress level) of female have 163.7 and the SD have 4.9 similarly; the mean value of male has 132.3 and the SD have 8. The calculated “t” value has 23.8. It is significant at 0.01 levels. That’s why the above null hypothesis is rejected and research hypothesis is accepted. It indicates that there is a significant difference between the male and female on this sub-scale.

Conclusion

The following conclusions were drawn:
The first hypothesis was rejected, and the results show that male primary school teachers have lower stress levels, and female and male primary school teachers differ significantly

on the following sub-scales: role overload, role ambiguity, role conflict, unreasonable group and political pressure, responsibility for people, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, difficult working conditions, and unprofitability. The female and male primary school teachers differ significantly on overall occupational stress level. Female primary school teachers have been more stress levels than male primary school teachers.

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