

## Stress and Challenges Faced by High School Teachers of Private and Government Schools of Delhi

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### Abstract

The aim of the present research was to understand the stress and challenges faced by high school teachers. For this purpose, a sample of 30 private high school teachers and 30 government high school teachers were selected using purposive sampling. It was hypothesized that the private school teachers are more stress prone as compared to government high school teachers. Occupational Role Stress (ORS) scale by Pareek (1983) and 5 semi-structured questions were used. Mixed method approach and ex post facto design was used in the present study. The results indicate that there is significant difference on the dimension of role stagnation, role expectation conflict and role isolation at 0.05 level of significance and a significant difference at 0.01 level of significance on the dimension of self-role distance, role ambiguity and resource inadequacy. Further the qualitative data was collected from the teachers in order to gain a deeper understanding of challenges and the stressors faced by them at their corresponding work settings.

**Keywords:** stress, purposive sampling, Ex post facto, role stagnation, role expectation conflict, role isolation, and resource inadequacy.

Today's life is full of challenges. Stress is omnipresent and an inevitable part of life. Stress is the failure of an organism to respond appropriately to physical or emotional threats, whether actual or imagined. It is a way of preparing and reacting to a tough situation with strength, focus, stamina and alertness (Kaur, 2011). One of the earliest definitions given by Seyle (1950) focused on the biological manifestations in the body. With greater understanding around the concept of stress later, Sarason, Johnson and Siegel (1978) defined it as discomforting responses to one's assessment of a situation or environment. In 1984, Lazarus described it as when an individual's coping resources are taxed and one struggles to cope. Robbins (2001) definition of stress is from organizational perspective and considers stress as an opportunity, constraint or demand.

Distress can be defined as a negative and unhealthy response to stimuli. It presents the prevalence of high levels of stress in a person that affects the efficiency and performance adversely, resulting in negative consequences on the lifestyle of individuals. ("Stressors | Introduction to Psychology", 2018)

When the human body encounters a stressful situation, the nervous system and various hormones get activated. Another brain area i.e. hypothalamus further signals the adrenal glands leads to increased amount of cortisol and adrenaline and which then releases them into the bloodstream. Such hormones in bloodstream results in increase in the heart rate, blood pressure, and breathing rate, metabolism. There is widening of blood vessels which led to increase in amount blood flow to the muscles, putting our muscles on high alert. The dilation of pupils enhance vision of individual. The liver releases some amount of the stored glucose to increase the energy level of the body and sweat is produced by the body to let it cool. All of these physical changes prepare an individual to respond

quickly and effectively handle the pressure of the moment. (Kaur, 2011)

The *symptoms of stress* can be identified as *Intellectual symptoms* include poor judgment, difficulty in making decisions, being in a confused state, unable to concentrate. *Behavioral symptoms* include insomnia, isolation, overreacting to problems or neglecting them. *Emotional symptoms* include depression, frustration, anger, irritation, anxiety. *Physical symptoms* include high blood pressure, sleep disturbances, fatigue and heart palpitations. (Ibrahim, 2016)

Nowadays, stress in organizations is considered a common phenomenon and can lead to many harmful consequences in the human lives. The impact of work related stress can extensively affect the emotional, physical and psycho-social health, of the

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(Ibrahim, 2016)

Teaching has been found out to be one of the most stressful jobs (Kaur, 2011). The work of a teacher is mentally and physically demanding. In addition to teaching, the teachers have been found to be spending a lot of time several other activities such as surveys, administrative work and duties in election times and so on. Teachers not only have the stress of dealing with students on a daily basis, they are expected to perform the duty of helping and educating students to become more productive citizens of the society. With policies, regulations, guidelines, and performance expectations all around, the teachers have excessively high levels of stress. The job of teaching has been very demanding that has no end. Teachers have been asked to take their work home because of which they continue working overnight and even on the weekends in order to be prepared for the next lecture. The conventional summer break that so many teachers

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once looked forward to have begun to vanish as well with most schools beginning to adopt block schedules that require nearly yearlong school. Few schools organize summer camps during the summer vacations for the students and schedule a duty for school teachers to be present for few hours during the camp. (Ibrahim, 2016)

In the present-day school system, the roles and responsibilities of a teacher are multitasked. It can be said that, teaching profession has now become one of the most stressful professions just like other stressful occupations in the world. (Kaur, 2011)

Workplace stress' or 'occupational stress' is identified as a medical hazard, which has serious physical and psychological implications on individuals' wellbeing. Hence it is important to study the concept. ("Workplace stress' or 'occupational stress' is identified as a medical hazard, which has serious physical and psychological implications on individuals' wellbeing". 2016)

"Occupational stress, in particular, is the inability to cope with the pressures in a job", stated by Rees (1997). It can be incurred that occupational stress is that which is experienced by teachers and other employees in the concerned organization. It is a source of stress that affects an individual's physical and mental health.

The profession of teaching is seen as a very stressful occupation. There is increasing consciousness for education due to the increased competition in the students in order to achieve their target, that adds increased burden and on the teachers. Factors such as job insecurity and low salary package are some of the *sources of work place stress* among school teachers in metro cities especially for private school teachers (Bajaj and Mahakud, 2014). This results in low grade teaching, poor student- teacher relationship, poor moral teaching and low performance of students. Kyriacou (2001) stated that teaching manifests the experience of a teacher's stress through the unpleasant teaching, negative emotions such as anxiety, anger, tension, frustration or depression, that results from few aspects of their work stress. Some other problems in school sector are suggested by Kyriacou (2001; Austin, Shah and Muncer (2005); Adams (2001); Jenkins & Calhoun (1991) and Fimian (1987) that teaching is an extremely stressful situation for teachers. In addition to all this, the lack of resources for teaching, time constraints as well as, lack of feedback for teaching performance, issues such as salary, evaluation, lack of peer support, students' misbehaviour and quality of life at home have also been seen as major sources of stress experienced by the teachers.

Research conducted on secondary school teachers indicate that time pressures (Astin, 1993; Barnes, Thompson & Dey, 1998) and high self-expectations (Gmelch, Wilke & Lorrach 1986; Smith, Anderson & Lovrich, 1995) are some of the main sources of stress for teachers.

The study conducted by Ravichandran and Rajendran, (2007) on 200 higher secondary teachers (Males=82 and Females=118) that were taken from Government, funded and private schools age ranged 20-55 years and with 1-25 years of teaching experience have found out that the stress related to this occupation among secondary school teachers in Chennai city, India. The same findings have also been found in the study conducted by Manthei (1988) who has reported that female teachers experience more stress than male teachers because of job over load. Payne (1987) found that women teachers reported significantly more stress concerning inability to manage their time effectively. The studies conducted by Ravichandran & Rajendran (2007), Manthei, (1988) and Payne (1987), indicate that female teachers are more prone to stress as compared to male teachers in school settings, the cause of which might relate to the factors such as work overload, embarrassing behaviour and nature of the superiors and problems associated with other sources of work place.

It is because of the increased occupational complexities and economic pressure that occupational stress has become increasingly common in teaching. Failure of the schools to meet the social needs and the job demands of the teacher are a major source of distress among the teachers. The teachers should be aware of their roles and responsibilities, but they are overburdened with teaching work and other non-teaching work such as duty during elections and census counting (Kaur, 2011). Occupational stress arises from the working environment in which the individual is placed. School teachers face huge amounts of stress with students, colleagues and other staff members. In developing countries like India, the classrooms are overcrowded and the student – teacher ratio is very high. Teachers also face intensive verbal communications and prolonged standing, which affects their health. Thoits (2010) found that stresses on teachers are long lasting and it affects the mental and physical health of the teachers. The research conducted by Schwab and Iwanicki (1982) examined occupational stress among teachers, which led to a variety of negative outcomes like feeling of depersonalisation, emotional exhaustion and a sense of failure with an individual's accomplishment, this is referred to as a phase of burnout by various researchers. Burnout is one of the major reasons for teachers to leave their profession and it is a loss that results in added costs in hiring and training in the field of education (Niles & Anderson, 1993). Teachers are required to do a lot of non-teaching work because of which they are not able to teach students with full concentration and enthusiasm and

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and government schools.

## Hypothesis

The private high school teachers will be experiencing increased stress in organizational set up as compared to government high school teachers.

### **Method**

#### **Sample**

The present study was conducted on school teachers of class 10<sup>th</sup> to 12<sup>th</sup> from various government and private schools of Delhi. 30 teachers from private schools and 30 teachers from government schools irrespective of gender were selected purposefully.

#### **Design**

A mixed method approach was followed. In the present study Ex post facto design has been used. The study was done using a survey method of research and participants were selected using purposive sampling method. The survey was collected online through Google forms. Consent was taken from the teachers to be a part of the research. Instructions were mentioned which were followed by the Organisational Role Stress Scale (ORS Scale), developed by Udai Pareek (1983). 5 semi structured questions were assessed to know the challenges faced by teachers.

#### **Measures**

For the data collection, Organisational Role Stress Scale (ORS Scale), developed by Udai Pareek (1983) and five semi structured questions were used to assess the organisational stress and challenges faced by government and private school teachers teaching class 10<sup>th</sup> – 12<sup>th</sup>.

ORS Scale is a 5-point scale. It has 50 items. There are 10 role stress dimensions. Inter role distance (IRD): conflict between one's organisational role and other roles, role stagnation (RS): stagnation feeling and lack of growth in the job; role expectation conflict (REC): conflicting demands from others in the organisation, role erosion (RE): reduction in responsibilities or a feeling of being under-utilised. Role overload (RO): excessive work demands and responsibilities. Role isolation (RI): feeling isolated from channels of information. Personal inadequacy (PI): feeling inadequate in knowledge, skill or preparation. Self-role distance (SRD): a conflict between own values and one's job requirements. Role ambiguity (RA): unclear feedback from others about responsibilities and performance. Resource inadequacy (RIIn): inadequate resources or information necessary to perform well in a role (Pareek, 2005). There were also five semi-structured questions to know about the challenges faced by the teachers.

#### **Results**

Before the collection of data, five semi structured questions were designed with the help of an expert. An online survey was designed using Google forms which included the organisational stress role (ORS) questionnaire developed by Udai Pareek in 1983. Consent from the participants to become a part of the study was taken. An email was sent to Mr Manish Sisodia, the deputy chief minister of Delhi in order to

circulate the link of the online form among the government high school teachers. The value of standard deviation was calculated on Microsoft excel and the other statistical values were calculated online using Vassar stats. Thematic analysis of the semi structured questionnaire was done in order to support the findings of the quantitative data.

Table 1 shows the statistical values of the two groups. The first dimension of the ORS was *inter role distance*. The value of mean was 5.82 and S.D was 3.01 for the private high school teachers and for the government high school teachers the mean was 4.61 and S.D was 4.24. The value of df was 58. There was no significant difference between the groups on this dimension.

The second dimension of the ORS was *role stagnation*. The value of mean was 6.73 and S.D was 3.03 for the private high school teachers and for the government high school teachers the mean was 4.63 and S.D was 4.81. The value of df was 58. It was observed that there was a statistical difference between the two groups on 0.05 level of significance only ( $t_{\text{obtained}}=1.96 > t_{\text{critical}}=1.67$ ). It was not significantly different on 0.01 level as  $t_{\text{critical}}$  was 2.39.

The third dimension of the ORS was *role expectation conflict*. The value of mean was 5.71 and S.D was 3.37 for the private high school teachers and for the government high school teachers the mean was 3.66 and S.D was 3.74. The value of df was 58. On this scale as well there was a statistical difference on 0.05 level of significance ( $t_{\text{obtained}}=2.17 > t_{\text{critical}}=1.67$ ). It was not significantly different on 0.01 level as  $t_{\text{critical}}$  was 2.39.

The fourth dimension of the ORS was *role erosion*. The value of mean was 6.14 and S.D was 3.66 for the private high school teachers and for the government high school teachers the mean was 4.80 and S.D was 3.67. On this scale also the value of df was 58. The difference between the two groups is not statistically significant on either of the significance levels.

The fifth dimension of the ORS was *role overload*. The value of mean was 5.84 and S.D was 3.66 for the private high school teachers and for the government high school teachers the mean was 4.60 and S.D was 4.82. The value of df was 58. On this scale also there was no significant difference between the private high school teachers and government high school teachers.

The sixth dimension of the ORS was *role isolation*. The value of mean was 6.1 and S.D was 3.30 for the private high school teachers and for the government high school teachers the mean was 4.1 and S.D was 3.33. The value of df was 58. The value of df was 58. On this scale the difference was on 0.05 level of significance ( $t_{\text{obtained}}=2.22 > t_{\text{critical}}=1.67$ ). It was not significantly different on 0.01 level as  $t_{\text{critical}}$  was 2.39.

The seventh dimension of the ORS was *personal inadequacy*. The value of mean was 5.17 and S.D was 3.77 for the private high school teachers and for the government high school teachers the mean was 3.57 and S.D was 3.57. This dimension witnessed no significant difference between the two groups of teachers coming from different types of schools. The eighth dimension of the ORS was *self-role distance*. The value of mean was 6.44 and S.D was 3.53 for the private high school teachers and for the government high school teachers the mean was 4.3 and S.D was 3.12. The value of df was 58. On this scale the difference between the two groups of teachers is significant on 0.05 (t-obtained=2.44>t-critical=1.67) as well as 0.01 level of significance (t-obtained=2.44>t-critical=2.39).

**Table 1: Statistical values of the two groups**

S.No	Dimension	Private High School teachers		Government Highschool teachers		t <sub>ob</sub>	df	t <sub>cri</sub> at α 0.05	t <sub>cri</sub> at α 0.01
		M	S.D	M	S.D				
1	Inter Role Distance	5.82	3.01	4.64	4.24	1.23	58	1.67	2.39
2	Role Stagnation	6.73	3.03	4.63	4.81	1.96*	58	1.67	2.39
3	Role Expectation Conflict	5.71	3.36	3.66	3.74	2.17*	58	1.67	2.39
4	Role Erosion	6.14	3.66	4.80	3.67	1.41	58	1.67	2.39
5	Role Overload	5.84	3.66	4.60	4.82	1.12	58	1.67	2.39
6	Role Isolation	6.1	3.30	4.1	3.33	2.22*	58	1.67	2.39
7	Personal Inadequacy	5.17	3.77	3.57	3.57	1.59	58	1.67	2.39
8	Self-Role Distance	6.44	3.53	4.3	3.12	2.44**	58	1.67	2.39
9	Role Ambiguity	5.75	3.85	3.23	3.64	2.59**	58	1.67	2.39
10	Resource Inadequacy	3.99	3.89	6.50	3.53	-2.64**	58	1.67	2.39

\* Significant at 0.05, \*\* Significant at 0.01.

3.77 for the private high school teachers and for the government high school teachers the mean was 3.57 and S.D was 3.57. This dimension witnessed no significant difference between the two groups of teachers coming from different types of schools.

The eighth dimension of the ORS was *self-role distance*. The value of mean was 6.44 and S.D was 3.53 for the private high school teachers and for the government high school teachers the mean was 4.3

The tenth dimension of the ORS was *resource inadequacy*. The value of mean was 3.99 and S.D was 3.89 for the private high school teachers and for the government high school teachers the mean was 6.50 and S.D was 3.53. The value of df was 58. On this scale also the difference between teachers from private high school and government high school is significant on 0.05 and 0.01 level of significance (t-obtained=-2.64>t-critical=1.67; t-obtained=-2.64>t-critical=2.39).

**Table 2: Infrastructural challenges faced by teachers**

Theme	Content	Percentage response	
		Private School Teachers	Government School Teachers
Sanitation and basic necessities	Security	13	25
	Ventilation	22	12
	Toilet	35	25
	Drinking water	26	37
Teacher related	Staffroom/classroom	22 (4)	-
	Access to technology	-	25
	Attitude of supervisor	-	12
	Training to use computers	26	25

and S.D was 3.12. The value of df was 58. On this scale the difference between the two groups of teachers is significant on 0.05 (t-obtained=2.44>t-critical=1.67) as well as 0.01 level of significance (t-obtained=2.44>t-critical=2.39).

The ninth dimension of the ORS was *role ambiguity*. The value of mean was 5.75 and S.D was 3.85 for the private high school teachers and for the government high school teachers the mean was 3.23 and S.D was 3.64. The value of df was 58. On this scale also the difference is statistically significant on 0.05 (t-

For the theme of sanitation and basic necessities, several contents were extracted. Security was reported as an issue by 13 % of the private high school teachers and by 25% of the government high school teachers. Ventilation as an issue was reported by 22% of the private high school teachers and by 12 % of the government high school teachers. 26% of the private high school teachers and 37% of the government high school teachers reported lack of clean drinking water as a concern. The other theme was teacher related and the content extracted was of

Staffroom and classroom that were reported by 22% and 4% of the private high school teachers of the government high school teachers. The other theme was related to examinations from which the

**Table 3: Stressful events and situations faced by teachers**

Theme	Content	Percentage response	
		Private School Teachers	Government School Teachers
Teacher related	Teacher absenteeism/ extra work/ politics	4/ 2	12
Student related	Indiscipline / bad conduct/ poor performance	17/13/9	13
Examination	Extra effort for weak students /paper checking/ result declaration	13/9/4	-
School related	Functions / indiscipline/duty allocation	17/4	-
Authority/policy related	Duty allocation/hierarchy	13/4	12
	Lack of appreciation/ No detention policy/ Leave application	-	37/ 12/12

respectively. Access to technology and attitude of supervisor was a concern for 25% and 12% of the

content extracted was extra effort for weak students, paper checking and result declaration which was

**Table 4: Challenges faced by teachers**

Theme	Content	Percentage response	
		Private School Teachers	Government School Teachers
Student related	Indiscipline / results/ weak students/ low attendance	27/9/37/9	38
Authority/ policy related	Corruption/ partiality/	13/4	25
	Communication	9	-
	Salary/work schedule/ clerical work	9/4/9	-
	Lack of motivation	13	-
	Non co-ed school	-	13
Interpersonal relationship	Colleagues	9	13
	Parents	13	-

government high school teachers respectively. Training to use computers was a concern for 26% of the private high school teachers and 25% of the government high school teachers.

For the theme of teacher related event and situations, the content extracted were teacher absenteeism and additional work, that was reported by 4% and 2% of the private high school teachers, and internal politics as a concern was reported by 12% of the government high school teachers. Student related issue was the other theme and the content extracted was bad conduct and poor performance that were reported by 13% and 9% of the private high school teachers respectively. Indiscipline as a concern was reported by 17% of the private high school teachers and 13%

reported by 13%, 9% and 4% of the private high school teachers respectively. The other theme was related to school and the content extracted were functions and busting of crackers that were reported by 17 % and 4% of the private high school teachers respectively. Authority / policy related was the other them and the content extracted were duty allocation and hierarchy that were reported by 13% and 4 % of the private high school teachers respectively. Duty allocation was reported as a concern by 12% of the government high school teachers. Lack of appreciation, no detention policy and leave application was reported by 37%, 12% and 12% of the government high school teachers respectively.

Among the challenges faced, the themes that emerged were student related, authority/ policy related and were reported by 13% of the private high school teachers.

**Table 5: Strategies used by teachers to overcome stress and challenges**

Theme	Content	Percentage response	
		Private School Teachers	Government School Teachers
Work related	Prioritising	9	12
	Time management	9	-
	Communication	26	-
	Social support	17	-
Self- related	Positive attitude	4	-
	Mediation	9	-
	Diverting their mind	13	25
Miscellaneous	No stress	-	38

interpersonal relationship. Among the student related issues, the content that emerged were results, dealing with weak students and low attendance that were reported by 9%, 37% and 9% of the private high school teachers respectively. Indiscipline as a concern

One of the themes that emerged was work related in which the content extracted were time management, communication and social support that were reported by 9%, 26% and 17% of the private high school teachers. Prioritising work as a strategy was reported

**Table 6 :Suggestions by teachers to higher authorities**

Theme	Content	Percentage response	
		Private School Teachers	Government School Teachers
Structural changes	Removal of clerical jobs	21	-
	Training	9	25
	Suggestions from employees	4	13
	Frequent meetings	13	-
	Strict rules	4	-
	Regular salary	13	-
	More resources	9	13
	Policy changes	9	-
Social support	Workshops with colleagues	9	25
	Communication	9	-
	Counselling sessions for teachers	4	-

was reported by 27% of the private high school teachers and 38% of the government high school teachers. From the theme of authority and policy related challenges , the content extracted was of corruption that was reported by 13% of the private high school teachers and 25% of the government high school teachers. Partiality, communication, salary, work schedule , clerical work and lack of motivation were reported by 4%,9%, 9%, 4% ,9% and 13% of the private high school teachers. Non co-ed school for an issue reported by 13% of the government high school teachers. The other theme was interpersonal relationship under which the contents inferred were related to colleagues that was reported by 9% of the private high school teachers and 13% of the government high school teachers and parents that

by 9% of the private high school teachers and 12% of the government high school teachers. The other theme was related to self in which the content extracted was positive attitude and meditation that was reported by 4% and 9% of the private high school teachers respectively. Diverting the mind was reported as a strategy by 13% of the private high school teachers and 25% of the government high school teachers. 38% of the government high school teachers reported that they don't feel stressed. The themes that emerged were structural changes and social support. The content extracted in structural changes were removal of clerical jobs, frequent meetings, strict rules, regular salary and policy changes that were reported as a suggestion by 21%, 13%,4%,13% and 9% of the private high school

teachers. Training, suggestion from employees and access to more resources was reported by 9%, 4% and 9% of the private high school teachers respectively and 25%, 13% and 13% by the government high school teachers respectively. The other theme that emerged was of social support in which the content extracted was workshop of colleagues that was reported by 9% of the private high school teachers and 25% of the government high school teachers. Communication and counselling session for teachers was suggested by 9% and 4% of the private high school teachers respectively.

### Discussion

The aim of the present study was to assess the stress levels and challenges faced by high school teachers. The sample size of the study was 30 private high school teachers and 30 government high school teachers. Organisational Role Stress Scale (ORS Scale), developed by Udai Pareek (1983) and five semi structured questions were used to assess the organisational stress and challenges faced by the high school teachers. ORS Scale is a 5 point scale, indicating how true a particular statement is for the role. It has 50 items. There are 10 role stress dimensions.

Table 1 shows the statistical values of the two groups. By looking at mean values of the private high school teachers and government high school teachers, it can be inferred that both of the groups face the same amount of stress related to this dimension. It can also be seen in table 1 that there is no significant difference between the two groups. In a study conducted by Smith and Peters (2000), it was inferred that family problems or worries distracted the respondents from their work. It can be inferred from table which reports that 17% of the private high school teachers reported school functions to be a stressful event for them. A participant reported '*clash of family functions*' as stressful as they are not able to attend the family functions because of school work.

In role stagnation one feels lack of growth in job and being stuck at a particular position since long due to less opportunities for learning and growth. By looking at the mean values of the private high school teachers and government high school teachers, it can be inferred that private high school teachers are more stressed on this dimension as compared to government high school teachers. It was observed that there was a statistical difference between the two groups on 0.05 level of significance (see Table 1). A participant reported that their '*growth also depends on their colleagues*'. Srivastava and Krishna (1992) compared the mental health and job involvement of employees in the public and private sector organization. They found that employees of private sector organizations were significantly more involved in their jobs as compared to the public sector organizations. Mehta (2012) investigated the level of job satisfaction among teachers to understand whether the perceived job satisfaction among the

teachers was influenced by the agency of the organisation i.e. private vs. government and the gender (male vs. female). The results indicated that there was a significant difference in the level of job satisfaction of private and government school teachers.

*Role expectation conflict* implies conflicting expectations on the individuals from others in the organization, by looking at the mean values of the private high school teachers and government high school teachers, it can be inferred that private high school teachers are more stressed on this dimension as compared to government high school teachers. It was observed that there was a statistical difference between the two groups on 0.05 level of significance (see Table 1). 9% of the private high school teachers reported *clerical work* to be a major stressful event. Many participants reported *lack of motivation* as a factor contributing to stress. (See table 4). The study conducted by Mehta and Bajaj (2014) reported that the organizational role stress and burnout are mainly due to job turnover, high performance expectations, additional work and contractual packages in the private sector and these factors are responsible for organizational role stress and burnout among the private high school teachers. The participants of the study conducted by George, Louw & Badenhorst (2008) reported that the extrinsic factors such as quality of school management and administration, level of teacher salary, and quality of classroom supplies are some of the factors that are considered as important for the teacher's work satisfaction in the private school setting. The private school teachers are not given enough training related to operating the computer, but the authorities demand that the teachers should be proficient enough to deal with the latest technology. 26% of the private high school teachers reported that '*they aren't given proper training to use computers*' (See table 2).

*Role erosion* implies feeling that one's potential is not fully utilized. By looking at the mean values of the private high school teachers and government high school teachers, it can be inferred that private high school teachers are more stressed on this dimension as compared to government high school teachers. The difference between the two groups is not statistically significant on either of the significance levels (see Table 1). The private school teachers have a lot of clerical work that disturbs their regular teaching schedule. Chaudhary (1990) in his study found determinants of role stress among bank officers. The results indicated that role erosion and resource inadequacy act as the dominant stressors while role ambiguity and role expectation conflict are remote contributors to role stress in the sample population.

*Role overload* means too much to do and too many responsibilities and to do everything well. By looking at the mean values of both the groups, it can be inferred that both the groups face almost similar amount of stress. The difference between the two groups is not statistically significant on either of the

significance levels (see Table 1). Gulab and Mehta (2016), conducted a study which suggested that there is no single factor which affects the occupational stress, job satisfaction and work motivation in the teaching sector. Other factors like role stagnation, role overload, role ambiguity, material and psychological incentives, occupational stress and work motivation affect the teachers. Teachers in Private schools of both urban & rural schools were found to be overburden.

The study conducted by Om (2016) proved that teachers with high workload were more stressed. Stress researchers have associated work role conflict, work overload, job dissatisfaction, job insecurity, interpersonal strains and other work stresses with classic symptoms of stress such as headaches, tension, heartburn and generalised fatigue (Quick and Quick, 1984). In their study, Axelrod and Gavin (1977) noted that work overload produces a great amount of anxiety and irritation among the focal employees. Martin (1984) in his investigation concluded that role overload predicated chronic and acute mental problems. Pithers and Fogarty (1995) found role overload to be one of the pervasive and major occupational work stressors for teachers.

*Role isolation* means when one feels isolated from others in the organisation. By looking at the mean values of the private high school teachers and government high school teachers, it can be inferred that private high school teachers are more stressed on this dimension as compared to government high school teachers. On this scale as well there was a statistical difference at 0.05 level of significance. Role isolation is the feeling that certain roles are psychologically nearer to a person than others. The gap between desired and existing linkage indicates the amount of distance between two roles (Pestonjee and Azeem, 2001).

Researchers assessed the stress levels of 30 executives from the public and private sector, using an ORS scale (Ahmad, Bharadwaj, and Narula; 1985). The study revealed significant differences between the public and private sector employees in three dimensions of role stress (role isolation, role ambiguity, and self-role distance). It can be seen from table 5 that 9% of the private high school teachers have reported that they face *communication issues* with their management and 4% of them report *partiality* by higher authorities to be a stressful issue for them. It was suggested by the private high school participants that higher authorities should take *suggestions from the teachers*.

*Personal inadequacy* means inability to perform the tasks assigned in a particular job. By looking at the mean values of the private high school teachers and government high school teachers, it can be inferred that private high school teachers are more stressed on this dimension as compared to government high school teachers. The difference between the two

groups is not statistically significant on either of the significance levels (see Table 1).

Feeling of personal inadequacy are not common among the professors compared to other ranks (Pestonjee and Azeem, 2001). Teaching is found to be highly stressed experience for the teachers however, the lack of adequate time to deal effectively with the students, adequate teaching resources, as well as, lack of feedback for teaching performance, salary issues, unclear methods of evaluation, lack of peer support, students' misbehaviour and indiscipline and dealing with colleagues, and home life quality have also been stated as few of the sources of stress faced by teachers (Fimian, 1987). It was reported by a participant that their 'authorities just assign the work and don't clarify what exactly needs to be done. This creates a confusion in my mind as to what needs to be done and if I perform my duties well, then I don't get appreciation for that'. Communication was also reported as a situation that triggers stress. (See table 4). Participants from both the group suggested that the teachers should be provided with more resources by the management in order to teach well and training to use the modern methods and regular salary should be given to the employees. Akinboye, Akinboye and Adeyemo (2002) illustrated that job stress as a harmful expressive and physical reaction that occurs when the work or job load is incompatible with the resources and requirements of the worker.

Self-role distance is a conflict between one's personal values or interests and one's job requirements. By looking at the mean values of the private high school teachers and government high school teachers, it can be inferred that private high school teachers are more stressed on this dimension as compared to government high school teachers. On this scale the difference between the two groups of teachers is significant on 0.05 as well as 0.01 level of significance. The results indicate that the private high school teachers often go through such a conflict which triggers stress. A study conducted by Bano and Malik (2014) revealed a significant impact of self-role distance as a stressor on life satisfaction. They also found no significant difference between male and female teachers in terms of self-role distance. Ramasundaram and Rao (2008) in their study revealed that married women were subjected to more role conflict than the unmarried or single women.

*Role ambiguity* means unclear feedback from others about one's responsibilities and performance. By looking at the mean values of the private high school teachers and government high school teachers, it can be inferred that private high school teachers are more stressed on this dimension as compared to government high school teachers. On this scale the difference between the two groups of teachers is significant on 0.05 as well as 0.01 level of significance, which indicates that the private high school teachers are not given regular feedback about

their performance and responsibility. Yousif (2000) in his study concluded that, the main reasons of occupational stress were role ambiguity and role conflict. Role conflict creates expectations that may be hard to reconcile or satisfying others whereas role ambiguity arises when role expectations are not clearly understood. Simply, the employees were not clear about what the organization is expecting from them to do at work. Slas&Klen(2001), identified the pressure of time to be the cause of stress at work place.

*Resource inadequacy* means lack of resources or information necessary to perform well in a role. By looking at the mean values of the government high school teachers and private high school teachers, it can be inferred that private high school teachers are less stressed on this dimension as compared to government high school teachers. On this scale the difference between the two groups of teachers is significant on 0.05 as well as 0.01 level of significance. According to the study conducted by Srivastav (2007), stress and burnout are the result of the inadequate external resources. It evident from the researches as well as from various sources resources in public schools are far less than the private schools such as advanced technologies e.g. Internet and variety of teaching methods which make the more prone to stress. Private school teachers have access to computers but they don't get enough training to use the computer. It was reported by government high school teachers that because of the problem of *corruption* in government schools, the teachers are not able to avail the facilities they can (see table 4). In a study conducted to compare the teaching qualities between private and public schools' teachers, Liaqut (2009) found that private schools' teachers were more competent and had better teaching qualities than public school teachers, and the private school teachers prepared their lesson plans well.

In order to understand the challenges faced by private and government high school teachers, 5 semi structured questions were designed with the help of an expert. It can be seen from table 2 that sanitation and basic necessities are the infrastructural challenges that are faced by high school teachers. Lack of drinking water and toilets was reported to be the biggest infrastructural challenge. Diseases related to sanitation, hygiene and inadequate water are huge burden in the developing countries. It is estimated that 88% of diarrhoeal disease is caused by unsafe water supply and inadequate sanitation and hygiene (WHO, 2004)

From table 3 and 4, it can be inferred that high school teachers faced a lot of problems in dealing with the students who are indiscipline. In the study conducted by Nsubuga (2003), it was reported that students in schools that located in regions that are economically poorly endowed are found to be more indiscipline. Teachers should demonstrate an unbiased attitude to every student in order to stay away from

the different problems of students. The biasness of the teachers creates an unrest among the students which leads them towards indiscipline and lack of respect towards the specific teacher (Haider, Khan & Munir, 2012). The government high school teachers reported that the authorities did not appreciate their work, hence they were not motivated to teach with enthusiasm. Also, the no detention policy states that it is mandatory for the schools to promote the students till class 8, this causes a lot of stress among the teachers because they are forced to promote the weak students. With this arises another problem of dealing with weak students. Teachers need to modify their ways for teaching and are required to focus more on the weak students.

Capel (1986) in his study recommended the integration of specific methods to reduce role ambiguity and role conflict. Table 5 shows the strategies that are used by private and government high school teachers to overcome stressful situations and challenges. Most of the private high school teachers mentioned that they communicate their problems and talk it out with their colleagues and seniors. Few of them suggested that they prioritise their work and few on them seek social support. Seeking social support reduces depersonalization. The findings of a study revealed that feelings of personal achievement were positively related to positive appraisal and 1 problem solving (Austin, Shah and Muncer, 2005).

Table 6 shows the suggestions that teachers want to give to the higher authorities. Most of the private high school teachers suggested that clerical jobs should be used and frequent meetings should be organised in order discuss the issues that teachers face. Salaries should be given regularly to the teachers. The government high school teachers suggested that they should be trained in order to learn new styles of teaching and stay updated with the technology. Private high school teachers also suggested that counselling sessions should be organised for the teachers. Hodge, Jumps and Taylor (1994) recommended that schools should provide guidance and counselling support for the teachers and students; introduce procedures for the teachers to give positive feedback on their work and achievements; provide several opportunities for skill-sharing and talent portrayal; and promote lifelong learning in the practical stress-reduction strategies (e.g. time management and relaxation).

### **Conclusion**

The hypothesis of the study, the private high school teachers are more stress prone in organizational set up as compared to government high school teachers is satisfied. The private school teachers were found to be more stressed than government teachers. The domains of stressors and challenges were found to be different for public and private school teachers.

### **Recommendations**

It is recommended that schools could consider adopting certain strategies that facilitate teacher effectiveness like providing guidance, counselling sessions and organising workshops, providing positive feedback for achievements and appreciating their work. The classrooms should be well ventilated and teachers should have a better role in decision making. Better communication with colleagues should be encouraged and training should be provided to the teachers in order to deal with the changes in technology. A complain / suggestion box should be placed for the teachers. The educational institutions should organize several activities that can reduce the organizational role stress among teachers.

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