

## OCCUPATIONAL STRESS AMONG SECONDARY SCHOOL TEACHERS IN RELATION TO WORK MOTIVATION

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### ABSTRACT

The purpose of the study is to explore the relationship between occupational stress and work motivation among secondary school teachers. A sample comprising of 100 Government Senior Secondary School teachers (50 male and 50 female) was randomly selected from the Government Senior Secondary Schools of Moga district of Punjab. The data was collected with the help of Occupational Stress Scale by Srivastava and Singh (1989) and Work Motivation Scale (1971) by Agarwal. There exists a significant negative relationship between occupational stress and work motivation of secondary school teachers. Results also showed that there is a significant difference in the occupational stress of rural and urban secondary school teachers. To help teachers to manage stress, authorities and policy makers should facilitate supportive and collaborative culture; should provide training for stress and time management and encourage the involvement of faculty in decision-making.

**Keywords:** Occupational Stress, Secondary School, Work Motivation, Teachers.

### INTRODUCTION

Education is the backbone of the country, and entire developmental process of nation depends upon the quality of education. In any organization, employees have important place for its development and success. An organization cannot succeed without enough level of work motivation of staff. Universities often attempts to motivate and satisfy their

employees to get benefit of their better performance. But it's not so easy for institutions to make their employees motivated to get their better performance. There are some variables, which existed and affect the motivation of employees and speed of performance; and Job stress is one of them. Job stress is an important factor which affects the mental and also physical health of employees. It affects the behavior and performance of employees badly in institution. It also affects the employee motivation and satisfaction of employees and lastly affects the performance and development of the organizations where they work. Education quality will be better by giving the proper time to teachers to prepare their lessons. Because non- teaching work consumes teachers' time in other tasks resulting in more occupational stress among teachers.

### **OCCUPATIONAL STRESS**

Occupational stress is stress related to one's job. A person's capacity to deal with stress at work is frequently hampered by unforeseen obligations and pressures that don't match their knowledge, abilities, or expectations. When employees feel unsupported by managers or coworkers or that they have little control over work procedures, occupational stress may increase. Occupational stress can affect health when the stressors of the workplace exceed the employee's ability to have some control over their situation or to cope in other ways. For example, workers are overburdened with workloads that remain high regardless of their effort: the workload is the stressor. Employees feel anxious and their heart rate speeds up because they cannot control their workloads that is stress. Stress increased blood pressure, insomnia, or chronic headaches: that is strain.

Beehr and Newman (1978) define occupational stress as “a state that results from individuals' interactions with their employment and is characterised by internal alterations that require them to diverge from their typical functioning.” Organizational dedication, as well as people's physical and mental health, are all directly impacted by work-related stress. According to the American Institute of Stress (AIS), long work hours, the perception of unjust treatment, a lack of job security, inadequate recognition or

compensation for a job well done, office politics, and most importantly increased demands to complete tasks without adequate authority or resources are some of the primary reasons of workplace stress. According to NIOSH (2008) following workplace stressors can result in stress:

- Organizational problems like poor interpersonal relationships and unfair management practices, as well as job demands like work overload, long hours, lack of task control, and role ambiguity,
- Financial and economic variables like an unsatisfactory income and raise, etc.
- Issues with training and career development, such as missed opportunities for advancement,
- A toxic work environment, including a lack of management commitment to core values, conflicting communication styles, etc.
- Insufficient staffing levels, shift work, time constraints, and a lack of social support at work.

## **WORK MOTIVATION**

The psychological energy that produces intricate systems of goal-directed thoughts and behaviours is motivation. These mechanisms govern the direction, intensity, and persistence of individual behaviour directed towards a particular goal and are based on both internal psychological pressures and exterior environmental/contextual forces (Kanfer, 2009; Kanfer et al., 2017). In the work domain, work motivation is “a set of energetic forces that originate within individuals, as well as in their environment, to initiate work-related behaviors and to determine their form, direction, intensity and duration” (Pinder, 2008). As mentioned, work motivation is derived from an interaction between individual differences and their environment e.g., cultural, societal, and work organizational (Latham and Pinder, 2005).

The process that awakens, energizes, guides, and sustains employee behaviour and performance is known as work motivation. Workplace motivation is a method of inspiring

people to complete their work and have devotion to their occupations by motivating them internally towards the activities that allow them to perform the chosen duties. Intrinsic work motivation is the motivation to perform an activity in order to experience the pleasure and satisfaction inherent in the activity espouse that work motivation involves employee compensation, working conditions, training recognition and appreciation Work motivation is strongly influenced by certain cultural characteristics. Comparing nations with similar economic development levels, collectivist nations typically exhibit higher levels of work motivation than do individualistic nations. As a country's long-term economic strength rises, work motivation declines.

## **REVIEW OF RELEVANT LITERATURE**

Gupta and Gehlawat (2013) found no significant difference in the work motivation of male and female teachers, teachers working in private schools possessed significantly higher work motivation than those working in government schools, less experienced teachers possessed significantly higher work motivation than the more experienced teachers. teachers graduate qualifications possessed significantly higher work motivation than the post-graduate qualifications.

Benedicta (2014) examined the organizational climate and occupational stress of higher secondary teachers and discovered that these teachers experience significant levels of occupational stress and require a better organizational climate.

Kongcharoen et al. (2020) observed that teachers of secondary schools have higher overall stress than teachers of primary schools for many reasons, such as financial issues and work obligations. Stress was found to be significantly positively associated with work motivation in secondary school teachers. The study revealed that demographic and work motivation factors influence teachers' stress.

Bhrihu (2021) showed that the majority of female teachers were under above normal stress levels whereas the majority of male teachers were in the average stress range. Teachers in semi-government and private schools were more stressed than their counterparts in government schools. Hence, it may be inferred that stress levels for male and female instructors working in public, semi-public, and private schools are essentially the same.

Ali and Kumar (2022) showed a moderate level of occupational stress in government school teachers and private school teachers and no significant difference in occupational stress between government school teachers and private school teachers. Thus, the study discovered that teachers at both public and private schools experienced the same amount of occupational stress.

## **NEED AND JUSTIFICATION OF THE STUDY**

Everyday stress is a part of life for everyone. The relative phenomenon of modern living is stress at work. Over the past century, there have been significant changes in the nature of employment, and those changes are currently occurring quickly. Nearly all vocations have been affected, from those of an artist to a surgeon, a commercial pilot to sales professional. Stress is a natural byproduct of change, and it poses a threat to one's physical health. The health of new organisations is subsequently impacted by the stress that organised workers experience at work. Stress is an inevitable aspect of both life and the workplace. It is the body's non-specific, nonspecific response to any demand placed upon it.

Occupational stress describes physical, mental and emotional wear and tear brought about by incongruence between the requirement of the job and the capabilities, resources and needs of the employee to cope with job demands. Occupational stress is pervasive and invasive. Stress has now become an area of concern for all types of occupations. In the private organizations due to long working hours and over workload on teachers and due other job responsibilities beyond the teaching the occupational stress increasing day by day. Motivation is another factor which is associated with teacher's life is work motivation. Work motivation is a process used to encourage and inspire commitment.

workers to perform their jobs thoroughly and well. To what extent the work motivation plays a significant role in reducing the occupational stress among private school teachers, the need of this study is felt. Thus, significant efforts will be taken by investigator to see the relationship between occupational stress and work motivation of secondary school teachers.

### **OBJECTIVES OF THE STUDY**

1. To find out the relationship between occupational stress and work motivation of teachers.
2. To study and compare the occupational stress of secondary school teachers with respect to locale.

### **HYPOTHESES OF THE STUDY**

1. There exists no significant relationship between occupational stress and work motivation of secondary school teachers.
2. There exists no significant difference in the mean scores of occupational stress of secondary school teachers with respect to locale.

### **DELIMITATIONS**

The present Study was delimited in the following areas:

- The study was delimited to Moga District of Punjab only.
- The study was delimited to Secondary Schools only.
- The study was delimited to 100 teachers only.

## SAMPLE

A sample of 100 Government Senior Secondary School teachers was randomly selected from the Government Schools of Moga district of Punjab. It was further equally divided between 50 Rural and 50 Urban area teachers.

## TOOLS USED

- Occupational Stress Scale (1989) Dr. A.K. Srivastav and Dr. A.P. Singh.
- Work Motivation Scale (1971) by Agarwal

## RESULTS AND DISCUSSION

### HYPOTHESIS 1

There will be no significant relationship between occupational stress and work motivation of secondary school teachers.

**Table 1. Showing the Coefficient of Correlation between Occupational Stress and Work Motivation of Secondary School Teachers**

S. No.	Group of Variables	N	'r'	Result	Level of Significance 0.05 and 0.01 Level
1.	Occupational Stress	100	-0.359	Negative Correlation	**Significant
2.	Work Motivation	100			

\*\*Significant at 0.05 and 0.01 level of significance

Critical Value of 'r' at 0.05 level = 0.195

Critical value of 'r' at 0.01 level = 0.254

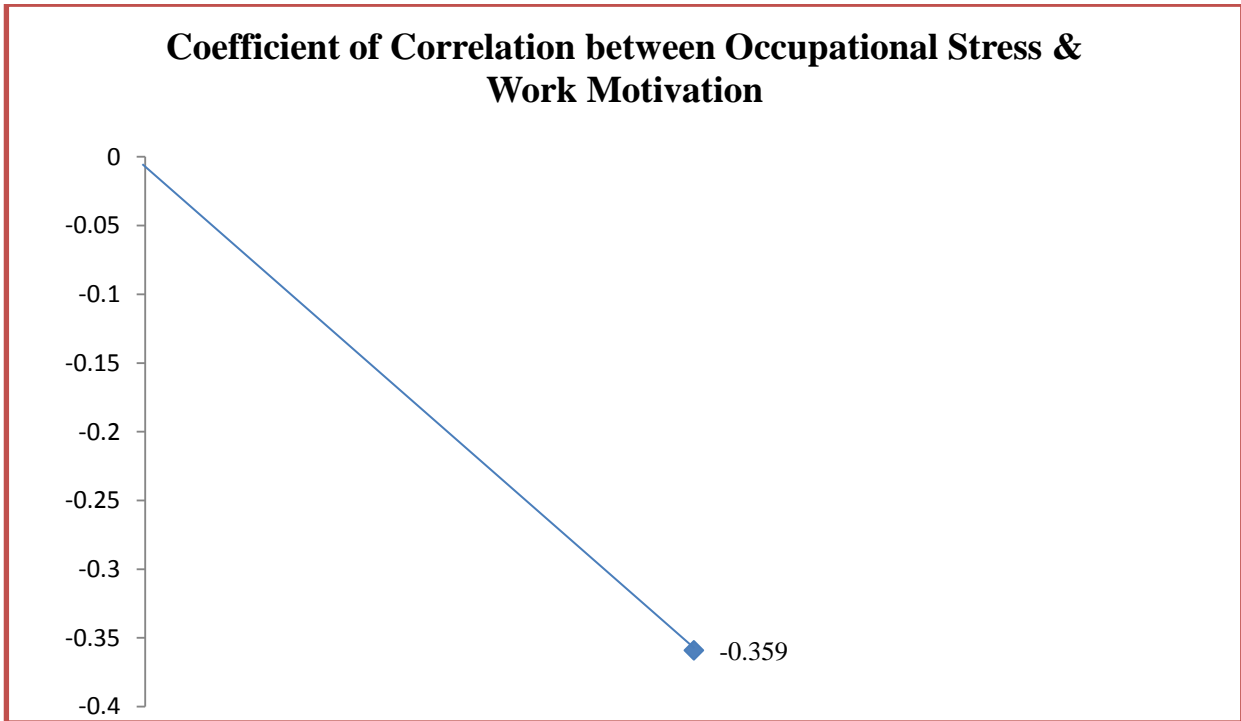
**Table 1.** Represents the coefficient of correlation between occupational stress and work motivation of secondary school teachers. The calculated value of 'r' is -0.359 which shows negative correlation. By referring the table of coefficient of correlation, the tabulated values are 0.195 at 0.05 level and 0.254 at 0.01 level of significance. The tabulated values 0.195 and 0.254 are lesser than the calculated value -0.359 at both the levels of significance. Hence the coefficient of correlation is significant at 0.05 level and 0.01 level of significance. Thus it indicates that there is significant relationship between occupational stress and work motivation of secondary school teachers.

Hence, the hypothesis 1. "There will be no significant relationship between occupational stress and work motivation of secondary school teachers." is not accepted.

So we infer that there is negative relationship between occupational stress and work motivation of secondary school students. One variable affects the other. Both the variables are inversely proportional to each other. If the work motivation of secondary school teachers is better, then their occupational stress will be low and vice versa.



**Figure 1. Showing the Coefficient of Correlation between Occupational Stress and Work Motivation of Secondary School Teachers**



**Fig : 1**

## **HYPOTHESIS 2**

There will be no significant difference in the mean scores of occupational stress of secondary school teachers with respect to locale.

**Table 2. Showing the Mean, SD, SE<sub>D</sub> and ‘t’-ratio of Occupational Stress of 50 Rural and 50 Urban Secondary School Teachers**

Group	N	Mean	SD	SE <sub>D</sub>	‘t’-value	Level of Significance 0.05 and 0.01 level
Rural	50	140.28	8.55	1.79	3.29	**Significant
Urban	50	146.17	9.36			

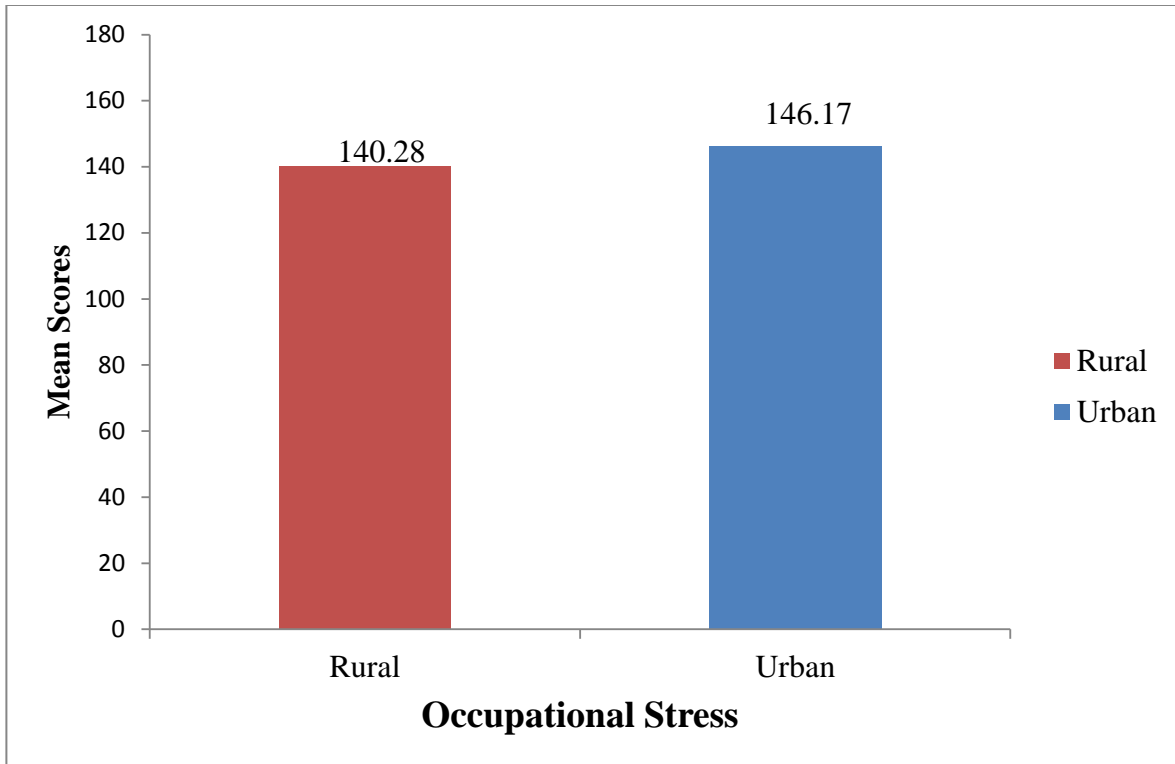
\*\*Significant at 0.05 and 0.01 level of significance

Critical Value of ‘t’ at 0.05 level = 1.98

Critical value of ‘t’ at 0.01 level = 2.63

Table 2. shows the Mean, SD, SE<sub>D</sub> and ‘t’-value of occupational stress of 50 rural and 50 urban secondary school teachers. The mean score of occupational stress of 50 rural secondary school teachers is 140.28 and SD is 8.55. The mean score of occupational stress of 50 urban secondary school teachers is 146.17 and SD is 9.36. The SE<sub>D</sub> for the two means is 1.79. The ‘t’-value of occupational stress of 50 rural and 50 urban secondary school teachers is 3.29. After consulting the table of ‘t’-value the tabulated values are 1.98 at 0.05 level and 2.63 at 0.01 level of significance. The tabulated values 1.98 and 2.63 are lesser than calculated value 3.29 at 0.05 level and 0.01 level of significance. Hence, there is significant difference in the occupational stress of rural and urban secondary school teachers. Hence the hypothesis 2, “There will be no significant difference in the mean scores of occupational stress of secondary school teachers with respect to locale.” is not accepted.

**Figure 2. Showing Mean Score Difference between Occupational Stress of 50 Rural and 50 Urban Secondary School Teachers**



**Fig : 2**

## **CONCLUSION**

From the results it is concluded that there exists a significant negative relationship between occupational stress and work motivation of the secondary school teachers. Both the variables are inversely proportional to each others. It is found that there exists significant difference in the occupational stress of rural-urban secondary school teachers. Thus, it is suggested that If the secondary school teachers have good work motivation, there occupational stress will be low and vice-versa.

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