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Relationship between occupational stress and perceived organizational support among the higher secondary teachers

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ABSTRACT

The present study was designed to explore the relationship between occupational stress and perceived organizational support among higher secondary institutions of public and private sector. This study was a descriptive in nature. The study was also focused on the relation of demographic variables with occupational stress and perceived organizational support and these demographic variables were age, gender, marital status, income, nature of job, work experience, qualification and type of institution in which are teaching. The population of this study was higher secondary teachers of public and private sectors. The sample of the study was comprised of 100 male and female teachers from 10 private and 10 public higher secondary institutions. As a research tool Occupational Stress Inventory (OSI) and Perceived Organizational Support Inventory were used to collect the data. OSI has 28 items whereas POS Inventory has 9 items, which were filled out by higher secondary school teachers. After the data collection, data was analyzed by using multiple statistical techniques like mean, correlation; Cronbach's split half Reliability and ANOVA. Results of the study revealed that younger teachers express more occupational stress and low perceived organizational support, female teachers experiences more occupational stress and low perceived organizational support than male teachers, married teachers shows less stress and high perceived organizational support than unmarried ones, teachers having low monthly income expresses more occupational stress and low perceived organizational support than the teachers who have high monthly incomes, contract based teachers have high occupational stress and low perceived organizational support than the permanent based teachers, less work experience is a cause of high occupational stress and low perceived organizational support, whereas teachers those who are working in private sector experience less stress and high perceived organizational support.

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Introduction

Teaching, as a profession has an esteemed place among all professions. Teachers play a pivotal role in all the education system. The entire developed cultures of the world put great importance to their teachers and their profession. By the time, changes came within the societies and each and every culture are experiencing diversity but the status for the teachers remains the same as it was decades ago. However their due to new trends, globalization, and advent of information technology teachers' responsibilities became increasing day by day. Due to this increase, the teaching as a profession at any level becoming more demanding day by day. As it becomes a demanding occupation, it enhances the stress among teachers. Nowadays teaching became more like a managerial job, having multidimensional job responsibilities. A number of researchers have done on different professions with stress, and through them it is found out that the teaching is the more stressful job among all other professionals. Sometimes the effects of stress become adverse on teachers. So to avoid these types of effects there should be some positive steps have taken to minimize the stress. Among all, the most important step is to encourage the perceived organizational support, which low down the level of occupational stress. Each organization should develop these policies and procedures which promote organizational support. Because occupational stress is inversely related with perceived

organizational support, as occupational stress increases perceived organizational support decreases or vice versa.

Stress is defined as the emotional, physical and psychological strain caused by pressure receiving from outside world. Stress is something that makes a person uncomfortable and upset his emotional, physical, psychological and mental balance. Occupational stress is a type of stress that relates to workplace and caused due to the conditions that seems to be negative to an individual with work situation. This type of stress greatly affects an individual in terms of health and in terms of his behavior as well. Stress occur, occupational stress, when the requirements of an individual cannot meet up with the job or when the requirement of job cannot be fulfilled by an individual, he don't have enough capabilities. Occupational stress show when an individual experiences anxiety, tension, nervousness at the work place. In other words, occupational stress is a stress related to work. Stress, as a general, varies from age to age because by the time priorities become change and intensity of stress too. Stress greatly affects an individual in different aspects, as stress can effect on performance, behavior, psychological state and physical state of an individual. To what extend stress can effect on an individual greatly depends upon the intensity of a stress. Inverted U model clearly describes the effects of stress on individual's performance at work. It shows that the moderate level of stress is a positive stress that is useful

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for an individual to work. But if this stress remain continuous and become chronic then this stress can cause negative impact on health and on performance. Stress not only effects on an individual externally but internally too. Occupational stress can effect on nervous system, musculoskeletal system, respiratory system, cardiovascular and gastrointestinal system and on immune system as well.

Perceived organizational support is employee feelings and the extend to which he /she is being cared by his / her organization and members of the organization. Perceived organization support is one of the major job attitudes and one of the factors that satisfy the socio-emotional aspect of one's life. As perceived organizational support includes respect, care, material and non material benefits that an employee could enjoy at workplace.

The theory of perceived organizational support on which whole study was based, is presented by Eisenberger, Rhoades, Shore & Shore. According to this theory there are three major antecedents of perceived organizational support. Major first antecedent is about organizational working situation and rewards given to the employees. Second major antecedent is the supervisors' support for the co-workers. Supervisor's support includes care, to what extend employer values his employee, how much feedback was given to the employees and all such like these comes under the supervisor's support that enhances the perceived organizational support among the employees. Last major antecedent is the procedural justice run in the processes of the organization. It refers that to what extend the organizational policies and procedures are fair to all employees.

Perceived organizational support greatly affects the employees in terms of employee's performance, it puts great impact on employee's absenteeism. Perceived organizational support also enhances the innovation within organization and commitment towards the job.

The present research was descriptive research in which scientific methodology was used to explore the research objectives and hypotheses. Moreover in order to logically describe the interconnections among the various independent and dependent variables of the study, a conceptual framework was proposed. A number of hypotheses related with occupational stress and perceived organizational support have been developed. In this study, the demographic variables are treated as independent variables that could influence on occupational stress and perceived organizational support, which were considered as dependent variables. These independent variables were interlinked and were highly interrelated. The major independent variables o the study are Occupational Stress and major dependent variable is Perceived Organizational Support. in this study and demographic variables were age, gender, marital status, and income, nature of job, qualification, work experience and type of institution were also act like independent variables.

Statement of the problem

The problem of the study was to explore the relationship between occupational stress and perceived organizational support among teachers working in the higher secondary institutions.

Research Objectives

1.To study the relationship between occupational stress and perceived organizational support.

2.To analyze the level of occupational stress and organizational support among teachers working in private and public sector higher secondary institutions.

3.To find out the difference in the level of occupational stress and perceived organizational support due to demographic variations among teachers, it include age, gender, marital status, experience, qualification, income, nature of job and type of institution.

Hypotheses

1.Occupational stress will inversely related with perceived organizational support.

2.Younger teachers will experience more occupational stress and low perceived organizational support than the older ones.

3.Women teachers will experience more occupational stress and low perceived organizational support than men teachers.

4.The level of occupational stress will higher in married teachers than unmarried ones.

5.Teachers with less monthly income will experience more occupational stress and low perceived organizational support than the teachers with higher monthly income.

6.Teachers working on contract basis will experience more occupational stress and low perceived organizational support than permanent teachers.

7.Teachers with less work experience will have higher occupational stress and low perceived organizational support than the teacher with more work experience.

8.Less qualified teachers will experience more occupational stress and low perceived organizational support than highly qualified teachers.

9.The teachers working in public sector colleges will experience more occupational stress and low perceived organizational support than the teachers working in private sector colleges.

Population

For this research the ideal population would be male and female teachers of public and private higher secondary institution of Islamabad and Rawalpindi. Due to limited time and resources, it was not possible to collect data from all higher secondary institutes of Islamabad and Rawalpindi. So therefore, for the convenience, only ten colleges were selected from Islamabad and Rawalpindi as well, for research purpose.

Sample

A random sample of 100 male and female teachers were collected from 10 public and private schools of Islamabad and Rawalpindi (5 from the public sector and five from the private sector), namely Beacon house, OPF College, Roots School System, Ideal Foundation, Army Public College, Sir Syed College, Federal Kinart College, F.G College for women F-7/2, Islamabad Model College for Boys G-10/4, Islamabad Model College for Girls Korang Town. Age of the respondents ranged from 20 years to 60 years age group, their income ranged from Rs. 10,000 to more than Rs. 50,000, their qualification ranged Bachelors to PhD, their work experience ranged from 1 year to 40 years, as far as the nature of job is concerned 48 number of teachers were permanent in their jobs and 52 number of teachers were on contract basis. In the sample of this study, 46 teachers were female whereas 54 teachers were male. Whereas, 60 teachers were married and 40 teachers were single in the sample of this study.

Instruments

Occupational stress inventory developed by Hanif (2004) is used in this research. OSI comprised of 28 items which is

pertaining 8 subscales which is helpful in measuring the occupational stress among teachers.

This inventory included sources of occupational stress like Time Management (TM), Work Related Stressors (WS), Professional Distress (PD), Discipline and Motivation (DM) and Professional Investment (PI) where as three subscales are comprised of manifestations like Emotional Manifestation (EM), Behavioral Manifestation (BM) and Fatigue Manifestation (FM).

The responses of the respondents were recorded on five points rating scale with the response categories of strongly agree, agree undecided, disagree, and strongly disagree. The scores assigned to these categories ranges from 5 to 1.

Perceived organizational support inventory used by Hekman et al (2009) is also used in this research. This inventory comprised of 9 items which is helpful in measuring the perceived organizational support among public and private higher secondary institution teachers.

The respondents gives their responses/ opinions and gave their degree of agreement and disagreement on seven points scale with the response categories of strongly agree, moderately agree, slightly agree, neither agree nor disagree, slightly disagree, moderately disagree and strongly disagree. The scores assigned to these categories ranged from 7 to 1.

Results

Reliability of Occupational Stress inventory was computed through split half method by dividing test into two parts, in the first part there were 14 items and reliability index was .732 and in the second part there were 14 items and reliability index was .789, whereas between forms reliability index was .754.

To calculate the Cronbach's Alpha Reliability of Perceived Organizational Support the same procedure was conducted as for the Occupational Stress. Again the whole perceived organizational support Inventory was divided into two parts. Reliability of first part, in first there were 5 numbers of items and its reliability was .681 and of second part having 4 numbers of items was .659. The correlation between forms for POS was .711.

Table no 1 shows the correlation of teacher's scores on occupational stress inventory with total and its subscales. The highest correlation among all is in between the OSI and PI (professional Investment) which is .694**. This table also describes the inter-scales correlation of occupational stress with others. The highest correlation exists between FI and EM (Fatigue Manifestation and Emotional Manifestation) that is .751**.

The table no 5 shows that interrelationship between occupational stress and perceived organizational support. From this table it is evident that POS is negatively correlated with occupational stress. Meaning that, thereby employees are stressed when they are not supported by their organizational management, coworkers or other staff members.

Table 3 shows the mean and SD score of public and private sector higher secondary teachers on Occupational Stress and Perceived Organizational Support for the variable "age". Result of this table indicates that the level of OS is higher among young teachers and level of POS is very low among them. So, it means that the level of OS decreases as the age increases whereas the level of POS increases by the increase in age. As this table expresses that the level of POS is higher among the age range 41-60 years, which is the highest age range.

Table no 4 describes the finding of the variable gender from this table it can be seen that the level of Occupational Stress of women is higher as compared to the level of OS of men. Whereas the level of POS is concerned it is higher in men when compared with women. So it shows that as the level of OS increases, the level of POS decreases among higher secondary teachers.

Table 5 above table shows that the level of OS among unmarried higher secondary teachers is higher according to calculated mean score. Whereas the level of POS among unmarried teachers is lower. So it means that the level of OS is lower and the level of POS is higher among married teachers. So as the level of OS increases the level of POS decreases or vice versa.

The table no 6 explains the mean score and standard deviation score of OS and POS among higher secondary teachers on the variable income. Result shows that the level of stress decreases by the increase in income. Teachers having income within the range of Rs. 10,000-30,000 exhibit more OS and low POS, as it's the lowest range of monthly income. Whereas, the teachers having higher monthly income exhibit more POS.

Table 7 shows that the level of OS among school teachers those are doing their jobs on contract basis are more prone to OS and having least level of POS. whereas the teachers working as a permanent employee experiences low level of OS and higher level of POS.

Table 8 shows the teachers scores of Occupational Stress and Perceived Organizational Support on the variable Work Experience. According to this table, the mean score is lowest among those who have more work experience than others. And those who have less job experience i.e. 1-10 years experience more OS and less POS. so it means that by the increase in work experience the Occupational Stress decreases.

Table no 9 shows the level of OS and the level of POS on the basis of qualification by measuring the mean and SD of higher secondary teachers. The results that are gained from above computation is that teachers having middle level of education which is masters (according to the OSI), experiences highest level of OS. However in POS there is a slight difference between the values of each educational level. But the teachers having education till masters show more POS than others.

Table 10 described that the level of OS and POS among private sector institutions teachers, it describe that teachers of private sector are less stress and feel more supported from their organization as compared to the teachers of public sector.

Discussion

The study was conducted on a sample of 100 teachers working in the higher secondary institutions of Rawalpindi and Islamabad. The study was mainly based to address the research objectives. First objective was to study the relationship between occupational stress and perceived organizational support, second objective was to analyze the level of occupational stress and perceived organization support among higher secondary teachers and last and final objective was to find out the differences between the level of occupational stress and perceived organization support among higher secondary teachers due to demographic variations. To fulfill these objectives and various hypotheses were formulated and various statistical analysis were carried out.

In order to explore relationship between major research variables as well as for the research instruments coefficient of

correlations were calculated. A result of the research instrument indicates that both test were significantly correlated and positively correlated with all of their subscales. The highest correlation in occupational stress inventory was found in between the OSI and PI (.694**), whereas the highest correlation among subscales of OSI was found in between EM and FM (.751**). Item total correlation was also calculated. After the application of item total correlation it was found out that there was positive correlation among the all 28 items of OSI

Likewise in POS Inventory, the highest correlation was found in between the S2 and POS Inventory (.729**), whereas the highest correlation among the POS Inventory subscales was found in between the S1 and S2 (.637**). On perceived organizational support inventory Item total correlation was also calculated. After this it was found out that there was positive correlation among the all 9 items of POS inventory.

Cronbach's Split Half Reliability was also computed on occupational stress inventory and perceived organizational support Inventory. The result of this research technique was that the whole data of OSI and POS Inventory was divided into two equal parts and the reliability of first part of OSI is .732 and for second part is .789. The items of perceived organizational support Inventory were also divided into two, the reliability of first part of POS Inventory is .681 and for second part is .659. Whereas the correlation between the forms was also computed for both, OSI and POS Inventory that were .754 and .711. As far as the relationship of occupational stress and organizational support is concerned, both constructs are negatively correlated with each others.

Findings

From the whole study following findings were drawn;

1. Study found that occupational stress is inversely related with perceived organizational support. As stress increases perceived organizational support decreases or vice versa.
2. Younger teachers experiences more occupational stress (86.17) and low perceived organizational support (40.98) than the teachers of older ages, (73.89) POS (45.74).
3. Female teachers experiences more occupational stress (83.28) and low perceived organizational support (39.83) than the male teacher, they show less occupational stress (79.91) and high perceived organizational support (45.80) so, through this the one of the research hypothesis approved .
4. Unmarried teachers experience more occupational stress (84.50) and low perceived organizational support (42.40) than the married ones.
5. The level of occupational stress (86.12) is higher among teachers who have less monthly income and shows low perceived organizational support (40.50) than the teachers who have high income shows more perceived organizational support (47.15) and low occupational stress (72.63).
6. Next finding is about the level of occupational stress and perceived organizational support due to nature of job. So the teachers working on contract basis shows high occupational stress (84.29) and less perceived organizational support (42.15) than the teachers working on permanent basis.
7. The another hypothesis, as the teachers having less work experience are more prone to occupational stress (83.86) and low perceived organizational support (41.48) than the teachers who are having middle or high work experience.
8. According to the data analysis the teachers having qualification equivalent to masters expresses more occupational stress and high perceived organizational support, but there is a

very slight difference of the level of perceived organizational support among teachers having qualification of bachelors, masters or higher.

9. In institution type, the comparison was done between public and private sector higher secondary schools, and the result describes that the teachers working in private sector experiences less occupational stress and more perceived organizational support than the teachers working in public sector high secondary institutions .

Recommendations

Findings of the study explored that occupational stress is inversely related with perceived organizational support, so organizational management should adopt those strategies which improve and enhance the perceived organizational support towards their employees, and through this the occupational stress among employees must be minimized. This step improves the quality of work and life of each and every employee.

The level of occupational stress was higher in the private sector higher secondary teachers so private high secondary schools may take necessary steps against stress and helps to reduce the occupational stress among teacher and schools should facilitate the teachers by giving them opportunities like stress management trainings and seminars.

Each organization whether it is a public or private should enhance their organizational support towards employees by developing supportive work environment, positive attitude by providing benefits and facilities to their employees.

Nowadays income is a leading factor causing stress. To reduce the occupational stress organization should fill up the gaps that are present among different groups and levels of teachers. This step also enhances the level organizational support among teachers.

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Table 1
Correlations of OSI with its subscales (N = 100)

Subscales	TM	DM	PI	EM	FM	BM	WS	PD	Total stress
TM									
DM	.195								
PI	.231	.455**							
EM	-.001	.142	.452**						
FM	-.042	.226*	.339**	.751**					
BM	-.047	.129	.219*	.374**	.459**				
WS	.378**	.116	.154	.053	.033	-.177			
PD	.198*	.295**	.453**	.365**	.404**	.099	.152		
Total Stress	.419**	.547**	.694**	.645**	.660**	.564**	.317**	.655**	

Table 2
Relationship between occupational Stress and Perceived organizational Support

	Stress	Support
Stress		
Perceived Organizational Support		-.370

Table 3
Comparison of Mean and SD of the Higher Secondary Teacher's Scores on OS and POS for the Variable Age

	Age					
	20-30yrs N=46		31-40yrs N=35		41-50yrs N=19	
	M	SD	M	SD	M	SD
TM	18.37	3.389	17.60	3.516	16.95	3.045
DM	8.89	2.885	7.63	3.030	7.37	3.320
PI	8.59	2.391	7.57	2.800	6.84	2.089
EM	8.52	2.345	7.80	2.968	7.32	2.689
FM	5.61	1.706	5.31	1.922	5.16	1.979
BM	12.46	6.473	10.51	4.435	9.42	4.799
WS	10.22	2.843	10.54	2.466	9.84	2.986
PD	13.52	3.430	12.40	4.698	11.00	3.815
Stress	86.17	13.070	79.37	16.157	73.89	10.333
POS	40.98	9.889	44.31	10.813	45.74	8.556

Table 4
Comparison of Mean and SD of the higher secondary Teachers Scores on OS and POS for the Variable Gender

	Gender			
	Male		Female	
	N= 54		N= 46	
	M	SD	M	SD
TM	17.89	3.585	17.76	3.171
DM	7.91	3.042	8.46	3.103
PI	7.78	2.500	8.04	2.650
EM	7.83	2.409	8.28	2.934
FM	5.15	1.774	5.74	1.855
BM	10.78	4.955	11.70	6.317
WS	10.65	2.388	9.80	3.045
PD	11.93	3.990	13.30	4.015
Stress	79.91	14.586	83.28	14.289
POS	45.80	9.400	39.83	10.018

Table 5
Comparison of Mean and SD of the higher secondary Teacher's Scores on OS and POS for the Variable Marital Status

	Marital Status			
	Unmarried		Married	
	N= 40		N= 60	
	M	SD	M	SD
TM	18.75	3.643	17.22	3.081
DM	8.75	3.086	7.77	3.016
PI	8.15	2.167	7.73	2.797
EM	8.45	2.501	7.77	2.746
FM	5.43	1.852	5.42	1.825
BM	11.85	6.750	10.77	4.717
WS	10.22	3.059	10.28	2.512
PD	12.90	3.754	12.48	4.272
Stress	84.50	14.218	79.43	14.407
POS	42.40	10.924	43.48	9.570

Table 6
Comparison of Mean and SD of the higher secondary Teacher's Scores on OS and POS for the Variable Income

	Income					
	Rs. 10,000-30,000		Rs. 31,000-50,000		Rs. 51, 000-more	
	N= 50		N= 23		N= 27	
	M	SD	M	SD	M	SD
TM	18.44	3.085	16.78	4.067	17.39	3.153
DM	8.80	2.548	8.57	3.603	6.63	3.040
PI	8.64	2.431	7.87	2.564	6.56	2.309
EM	8.66	2.246	8.52	2.921	6.48	2.592
FM	5.62	1.563	5.91	1.998	4.63	1.944
BM	12.28	6.108	10.65	5.416	9.67	4.455
WS	10.16	2.923	10.26	1.936	10.44	3.004
PD	13.52	3.315	13.13	3.794	10.63	4.892
Stress	86.12	11.424	81.70	16.227	72.63	14.366
POS	40.50	10.708	43.78	8.544	47.15	8.921

Table 7
Comparison of Mean and SD of the Higher Secondary Teacher's Scores on OS and POS for the Variable Nature of Job

	Nature of Job			
	Contract N= 52		Permanent N= 48	
	M	SD	M	SD
TM	18.87	3.144	16.71	3.307
DM	8.62	2.843	7.67	3.251
PI	8.48	2.461	7.27	2.541
EM	8.29	2.600	7.77	2.723
FM	5.33	1.768	5.52	1.902
BM	11.94	6.086	10.40	4.988
WS	10.35	2.889	10.17	2.571
PD	12.42	4.002	12.90	4.147
Total	84.29	13.666	78.40	14.843
POS	42.15	10.854	44.02	9.213

Table 8
Comparison of Mean and SD of the Higher Secondary Teacher's Scores on OS and POS for the Variable Work Experience

	Work Experience					
	1-10 years N=64		11-20 years' N= 30		21-more years N=6	
	M	SD	M	SD	M	SD
TM	17.95	3.574	17.97	2.977	15.83	3.061
DM	8.58	3.106	7.53	2.921	6.83	2.927
PI	8.20	2.533	7.43	2.750	7.00	1.265
EM	8.19	2.736	7.57	2.609	8.83	1.941
FM	5.50	1.902	5.03	1.712	6.50	1.049
BM	11.89	6.226	9.83	4.120	10.67	4.367
WS	10.28	2.809	10.47	2.543	9.00	2.898
PD	13.27	3.721	11.37	4.605	12.50	3.728
Total	83.86	14.814	77.20	14.018	77.17	6.306
POS	41.48	9.987	46.50	10.099	42.50	8.093

Table 9
Comparison of Mean and SD of the Higher Secondary Teacher's Scores on OS and POS for the Variable Qualification

	Qualification					
	Bachelors N= 21		Masters N=68		M. Phil N=11	
	M	SD	M	SD	M	SD
TM	17.76	4.182	17.84	3.165	17.91	3.380
DM	8.71	3.349	8.24	2.978	6.64	2.838
PI	8.14	2.414	7.85	2.475	7.73	3.467
EM	7.19	1.662	8.49	2.888	6.91	2.071
FM	4.71	1.678	5.66	1.882	5.27	1.481
BM	12.95	8.459	10.76	4.598	10.55	4.344
WS	9.71	3.319	10.31	2.499	11.00	2.933
PD	11.90	3.448	12.76	3.959	13.36	5.697
Total	81.10	15.690	81.91	13.887	79.36	16.842
POS	41.81	11.453	43.46	9.577	42.91	11.282

Table 10
Comparison of Mean and SD of the higher secondary Teacher's Scores on OS and POS for the Variable Institution Type

Institution type				
	Public		Private	
	N=43		N=57	
	N=43		N=57	
	M	SD	M	SD
POS	41.28	8.929	44.39	10.773
TM	17.80	3.533	18.00	3.290
DM	7.81	3.459	8.42	2.738
PI	7.56	2.323	8.16	2.718
EM	8.02	2.632	8.05	2.702
FM	5.42	1.955	5.42	1.742
BM	10.28	4.431	10.89	6.310
WS	9.95	2.618	10.49	2.810
PD	15.93	3.930	10.88	3.915
Stress	82.58	14.736	80.12	14.373
POS	41.28	8.929	44.39	10.773