

Occupational Stress among Female Teachers in Relation to their Personality Pattern and Marital Status

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ABSTRACT

The purpose of this study was to identify individual factors (personality type and marital status) in order to understand why under nearly the same environmental conditions some female teachers suffer much greater levels of occupational stress than others. A sample of 121 female teachers was administered – Occupational Stress Index (OSI) constructed and standardised by Srivastava and Singh to measure the occupational stress and Dhar and Jain's Type A/B Behavioural Pattern Scale (ABBPS) to know the personality patterns. By applying A×B Factorial ANOVA followed by Scheffe Technique the study revealed: (i) the respondents of personality type A (having the characteristics of tenseness, impatience, restlessness, achievement orientation, domineering and workaholic) are found to have significantly more occupational stress than their type B (characterised by complacent, easy going, non-assertive, relaxed and patience) and not clear type personality pattern counterparts. Moreover, the not clear personality pattern respondents are found to be significantly more stressed than the respondents of type B personality pattern, (ii) the married and unmarried respondents do not differ significantly on the level of occupational stress, (iii) the personality pattern and marital status of the female teachers do not interact significantly to determine their occupational stress. As the personality type A are having the high level of occupational stress, it can be inferred that if they (the female teachers having the personality type A) are any how convinced/ motivated to control their this behavioural pattern, they may be able to come down to the moderate level of occupational stress and of course, that will contribute positively to the work performance.

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Introduction

Stress at work resulting from increasing complexities of work and its divergent demand has become a prominent feature of the modern organisations. Stress, as opined by Robinson (2007) is a pressure of adverse influences, circumstances, etc. that disturbs the natural physiological balance of the body. In other words, the condition that can result from being under this kind of pressure which manifests in physical, mental and emotional disturbance. Malow-Iroff and Johnson (2006) are of the view that stress is the individual's response to the life events (such as response to our biological temperament, interaction with others and the environmental conditions in which one is placed, etc.) and the events themselves are the stressors. They further hold that the low levels of stress can add excitement and challenge to life, prodding us to move ahead in the workplace and to engage in new activities. The stress caused by life events on the individual are not a problem until the individual finds he or she can no longer handle the situation competently and engages in poor coping skills. Symptoms of stress can include irritability, fear, depression, aggression and substance use. Thus, the stress reactions occur on an individual level and are determined by a combination of cognitive and situational influences.

Lazarus (1996) has termed 'cognitive appraisal' to the life events as stressful. A cognitive appraisal occurs when an individual interprets an event as harmful, threatening or challenging and determines whether he or she possesses the resources necessary to cope with the event. According to him, the appraisals of life events occur in a two step process. First, the individual engages in a primary appraisal to determine whether the event involves harm or involves future danger or is a challenge to be overcome. In the next step, the secondary appraisal, the individual evaluates his or her resources and determines how to cope with the event. The coping involves the strategies, skills and abilities that the individual possesses to handle the stress. Thus, for Lazarus, an individual's experience of stress is the balance between the primary and secondary appraisals: if a threat is perceived as high and the secondary appraisal determines that the challenge and the resources are low, then the stress experienced by that individual is likely to be high. According to Bridges (2003) individual approaching stressful events with a problem solving approach rather than an avoidance strategy, will cope better with the event. Additionally, individuals having learned a number of coping strategies to handle life's ups and downs are placed in the most optimal situation.

Some researchers have emphasised the role of job situations in their definitions of job occupational stress. Caplan et al. (1975) have accordingly defined occupational stress as any characteristic of job environment which possess a threat to the individual. Cooper and Marshal (1976) have expressed that by occupational stress is meant negative environmental factors or stressors associated with a particular job. But some other researchers have tried to define it in terms of interaction between worker and work environment. The definition proposed by Margolis et al. (1974) falls in this category. They defined stress as a condition of work interacting with worker's characteristics to disrupt his or her psychological or physiological homeostasis. Similarly, Beehr and Newman (1978) described job stress as a condition wherein job related factors interact with the worker to change (disrupt or enhance) his or her psychological conditions such that the person is forced to deviate from normal functioning.

French et al. (1974) proposed the 'person-environment fit' perspective of occupational stress. According to this theory, poor fit or misfit between employee and his or her work and his or her environment results in stress along with psychological and health strains. The theory is based on the assumption that people vary in their needs, expectations and abilities just as jobs vary in their requirements, demands and incentives. When there is poor fit between the characteristics of the employee and of the job, person-environment fit theory predicts that the employee's well being will be affected. According to this theory, a good person-environment fit occurs when the supplies in the environment (money, support from superiors and achievement) are sufficient to satisfy motives of the employee.

In the recent years, there has been an increased use of role theory to describe and explain the stresses associated with membership in organisation. The concept of role is the key in understanding the integration of the individual in a system. Normally, performance of a role satisfies various needs of its occupant but sometimes it becomes a potential source of stress too for the role occupant. The problem a role occupant faces today is that of managing the complex structure of roles by achieving an integration of one's self with the system of other roles as well as integration of various roles a person may occupy. The role theory researchers identify two basic sources of role stress, i.e., role conflict and role ambiguity. Kahn et al. (1964) opines that role conflict arises when the various members

of the role set hold quite different or conflicting role expectations towards a focal person. They may impose pressures on that focal person towards different kinds of behaviour at a time. To the extent that these different role pressures (expectations) give rise to role forces within him or her, he or she will experience a psychological conflict. Actual degree of objective role conflict depends upon the configuration of role pressures actually exerted by role senders (members of the role set) on the role occupant.

Another pattern of inadequacy in role sending causing stress constitutes role ambiguity. Again, Kahn et al. (1964) held that each member of an organisation must have certain kinds of information at his or her disposal in order to perform his or her job adequately and smoothly. He or she must also know the potential consequences of his or her role performance and non-performance for himself or herself, his or her role sender and for the organisation in general. Non-availability of adequate information about the above mentioned job aspects causes 'role stress' to the focal employee. Actually role ambiguity is a direct function of the discrepancy between the information available to the employee and that which is required for adequate performance of his or her job role.

Sources of Occupational Stress

All the sources of occupational stress may be broadly classified into the following three categories:

Individual characteristics: These characteristics include personal characteristics such as beliefs and values (Bachkirova, 2005), aspiration and expectancy, need structure and attribution, coping skills, cognitive patterns (Kobasa, 1979), personality pattern and personality traits (Mittal, 1992; Sharma et al., 1998; Jepson and Forrest, 2006), anxiety (Spielberg, 1979; Sharma et al., 1998), locus of control (Srivastava and Krishna, 1992), job attributions (Gupta, 1999) and other factors such as age, sex (Sultana, 1995; Ahmad et al., 2003; Jepson and Forrest, 2006), health status, marital status (Gupta, 1982; Ahmad et al., 2003) and experience (Grebennikov and Wiggins, 2006; Jepson and Forrest, 2006).

Work setting variables: These variables include – job insecurity (Tytherleigh et al., 2005), job role (Ivancevich and Matteson, 1980), inter-role distance, role stagnation, role expectation conflict, role erosion, role overload (Hansen and Sullivan, 2003; Lazuras, 2006; Zhang, 2007), role isolation, self role distance, low salary and resource inadequacy (Hansen and Sullivan, 2003; Tytherleigh et al., 2005; Betoret, 2006).

Other variables: These variables include interpersonal relations at work (Payne, 1980; Tytherleigh et al., 2005; Lazuras, 2006), organisation structure and climate (Cooper, 1986; Ahmad et al., 2003; Lazuras, 2006) and quality of life (Daga, 1997).

General Consequence of Occupational Stress

Schuler (1980) submerged all the consequences of occupational stress under three general categories — physiological, psychological and behavioural symptoms. Physiological symptoms include increased heart and breathing rates, increased blood pressure, diabetes, peptic ulcer, headaches and heart attacks whereas psychological symptoms include job dissatisfaction, tension, anxiety, depression, irritation and boredom. Behavioural symptoms include low production (poor performance), absenteeism (from school) and burnout as well as changes in eating habits, increased smoking or consumption of alcohol and sleep disorders.

Positive Consequences of Occupational Stress

Stress is not always undesirable and harmful. It has a positive value as well. Hinkle (1973) has accordingly written that “to be alive is to be under stress.” Ketz de Vries (1984) has noted that each individual needs a moderate amount of stress to be alert and capable of functioning effectively in the organisation. Anderson (1976) observed that a moderate level of stress is essential for performance whereas low and high degree of stress cause deterioration in performance level. Hall and Lawler (1971) found that job pressures involving time financial responsibility and quality factors were related to positive organisational outcomes. Srivastava and Krishna (1992) have identified five role stressors having positive value viz., responsibility for persons, excessive responsibility (with authority), taking decisions that affect others, strenuous tasks that bring recognition and facilitate personal growth and perceiving oneself not fully competent.

Teachers and Occupational Stress

Teacher stress as opined by Kyriacou (2001) is the experience by a teacher of unpleasant, negative emotions such as anger, anxiety, tension, frustration or depression resulting from some aspect of their work as a teacher. There is a pervasive perception among teachers and those who study their behaviour that they suffer a good deal of occupational stress. Studies have found

approximately one third of teachers surveyed have reported their job as highly or extremely stressful (Kyriacou and Sutcliffe, 1978; Broiles, 1982; Borg and Falzon, 1989; Soloman and Feld, 1989; O' Connor and Clarke, 1990; Guglielmi and Tatrow, 1998; Pithers and Soden 1998). Furthermore, there is research evidence that work related stress among teachers has serious implications for their work performance, health and psychological status (Capel, 1987; Cooper, 1986; Pierce and Molloy, 1990). The health problem can take the form of coronary artery disease, alcoholism, fatigue, recurring headaches, insomnia, nervous tension (Cooper, 1986; Kyriacou and Prati, 1985), abdominal complaints, vulnerability to virus infection, respiratory disorders, muscular tension, gastrointestinal disorders and mental ill health (Kyriacou and Sutcliffe, 1978). Stress also has been associated with reduced immune functioning and resultant infectious diseases, peptic ulcers and hypertension (Lobel and Dunkel-Schetter, 1990). In addition, obesity and diabetes, as well as faulty lipoprotein metabolism and atherosclerosis have been associated with stress (Brindley and Rolland, 1989). Psychological factors linked to stress include high anxiety, depression, irritability at home, irritability in the classroom, hostility feeling of powerlessness and futility, propensity to depersonalise others, emotional exhaustion, lowered self-esteem and burnout (Farber, 1984; Capel, 1987; Pierce and Molloy, 1990). Health and psychological outcomes can lead to poorer teaching performance, poor job satisfaction, increased absenteeism, poor decision making and bad judgment (Eckles, 1987; Quick and Quick, 1984). This often leads to a breakdown in personal work and home relationships and perhaps, finally, to total emotional breakdown (Hendrickson and La Barca, 1979). Stress impacts greatly on teachers' retention. A study reported by Jarvis (2002) found that 37 per cent of the vacancies at secondary school level and 19 per cent of the vacancies at primary school level were due to ill-health (long absenteeism) as compared to 9 per cent of vacancies in nursing profession and 5 per cent of the vacancies in banking and the pharmaceutical industry. Recruitment also appears to be affected by representations of stress. Schools have the serious financial implications associated with recruiting and replacing burned-out teachers opted to leave the profession altogether.

The schools consisting of stressed teachers and the pupils enrolled in those schools may not get as effective professional services from the teachers as is expected otherwise. There is also

a chance that work stress may encourage absenteeism, early retirement and resignations of the teachers from the education system, and creating an unmanageable loss to the society and nation as a whole. Therefore, all those factors which influence occupational stress of teachers and its consequences must be studied thoroughly.

Now-a-days when India is progressing by leaps and bounds, her economy is booming, she has acquired nuclear power and is on the verge of becoming a developed nation; she can not afford to neglect the talent of her women workforce which is increasing very fast. The working women have to shoulder two different type of responsibilities—one at their home taking care of their husband, children and family as a whole while on the other hand they have to be dedicated for their work. Thus, their varied interpersonal relations, work related stress and different roles played at home may cause ill to their mental as well as physical well-being. Though the women in India are working in every sphere of life but the profession in which they have attained more success than the other professions is teaching. It would have been better to undertake the research study by taking individual and environmental factors, but due to delimitation with respect to time and resources, the present research has been undertaken to identify individual factors namely personality patterns and marital status in order to understand why under nearly the same environmental conditions some women teachers suffer much greater levels of stress than others. It is in this specific context that the present study was undertaken to provide empirical answers to the above raised question.

Objectives of the Study

For the present study, the personality type and marital status of the female teachers have been taken as independent variables to see the effect of these variables on the occupational stress of the female teachers.

Keeping in view the above-mentioned variables, the investigator started the work with the following objectives:

1. To study the difference in the level of occupational stress among female teachers in relation to their personality type and marital status.
2. To find out the difference in the level of occupational stress among female teachers in relation to the interaction of the two variables.

Hypotheses

Corresponding to the objectives of the present research, the following null hypotheses were framed for empirical verifications:

H₀₁: There will be no significant difference in the level of occupational stress among female teachers in relation to their personality type

H₀₂: There will be no significant difference in the level of occupational stress among female teachers in relation to their marital status.

H₀₃: Personality type and marital status do not interact significantly to determine occupational stress of female teachers.

Population and Sample of the Study

The population of the study constitutes the female secondary school teachers of the five eastern U.P. districts namely Azamgarh, Ballia, Ghazipur, Jaunpur and Mau. The full research work was carried out by taking the sample of not only women teachers but also of the women doctors, nurses, police and social workers. The research paper was restricted to teachers only as per the objective of the study. Keeping in view, the objectives of the study, the sample of 121 female teachers is selected through purposive sampling technique as per the justification mentioned in the following lines:

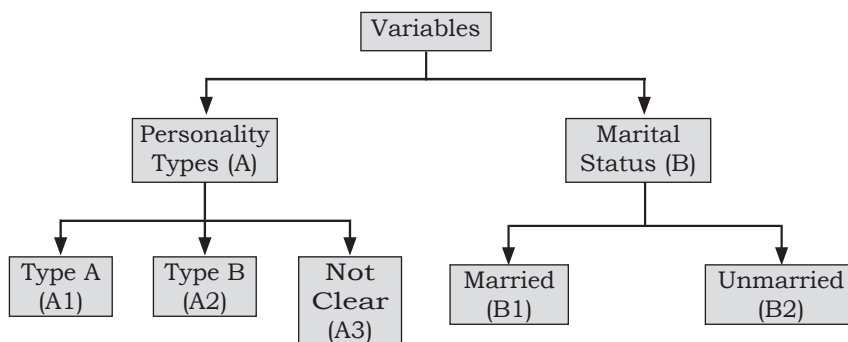
- The selected districts had the sufficient number of the working women (from 5 different occupations namely teacher, doctors, nurses, police and social workers).
- The selected districts were in approachable distance from the place where the researchers were posted (district Azamgarh). This was done keeping in view the feasibility of the data collection because many times the selected unit has to be contacted twice/thrice especially in the case of above mentioned occupations.
- To ensure the homogeneity of the sample with respect to socio-cultural background, the sample has to be restricted in one common region.
- This region (Eastern U.P.) has the mixed population regarding the work culture and the working women may have the stress problem in their work occupation.
- There were 70 districts in the State U.P. at the time when the research work was carried out divided into 18 zones; 30 districts falls in Eastern U.P. region spreading in 8 zones.

- 15 per cent of the districts, i.e., 4.5 or 5 were selected from Azamgarh zone (Azamgarh, Ballia and Mau) and Varansi zone (Ghazipur and Jaunpur).
- Per district sample size is 24 except the district Azamgarh where it is 25.

Design of the Study

In the research design of this study, the occupational stress of the female teachers has served as criterion or dependent variable whereas their personality type and marital status as predictive or independent variables. As far as the nature of the design of the present study is concerned, it is an exploratory one.

The diagrammatic view of the variables involved in the study is given below in the following figure:



Tools Used

For the purpose of data collection, the following standardised tools were used:

1. To measure the occupational stress the investigators used the Hindi version of Occupational Stress Index (OSI) constructed and standardised by Srivastava and Singh (2003). It is a 46 items scale out of which 28 items are true keyed while 18 items are false keyed. The scale has the 12 dimensions (role overload, role ambiguity, role conflict, unreasonable group and political pressure, responsibility for persons, under participation, powerlessness, poor peer relations, intrinsic impoverishment, low status, strenuous working conditions and unprofitability). The authors claimed that the split half (odd-even) reliability and Cronbach's alpha coefficient for the scale were found to be 0.94 and 0.90 respectively and the scale is highly valid as it is

highly correlated with Job Involvement Scale, Work Motivation Scale and Job Satisfaction Scale.

2. In order to know the personality patterns, the investigators used Hindi version of Type A/B Behavioural Pattern Scale (ABBPS) constructed and standardised by Dhar and Jain (2001). It is divided in two parts — Form A and Form B. Form A contains 17 items from six dimensions (tenseness, impatience, restlessness, achievement orientation, domineering and workaholic) and form B 18 items from five dimensions (complacent, easy going, non-assertive, relaxed and patience). The authors claimed the reliability coefficient of the scale as 0.54 whereas, the validity of the scale was found to be 0.73. In this way the scale is highly reliable and valid.

Statistical Techniques

The following statistical techniques were used for the treatment of the data:

1. Frequencies, Percentages, Mean and SD
2. Test of significance between two percentages
3. Factorial Analysis of Variance (Factorial ANOVA): to analyse the independent and interactive effects of the independent variable(s) on the dependent variable(s).
4. Scheffe Technique: to locate the level(s) of the independent variable(s) at which the significant difference occurs

Analysis and Interpretation:

The number of respondents in the three types of personality patterns and two levels of marital status along with the different possible combinations of these two variables with their mean occupational stress scores are presented in the Table 1.

From Table 1 it is clear that the mean occupational stress scores of the female teachers having personality pattern as type A is found to be 179.45 whereas this figure is 129.64 and 146.91 for the female teachers having type B and type C behavioural patterns respectively. The variations in these figures are on expected lines as the personality pattern A itself has the characteristics of being tensed, impatient, restlessness, achievement orientated, domineering and workaholic. Resulting in the low level of occupational stress in the female teachers having this type of behavioural pattern has also been clearly justified as the personality type B has the characteristics of being complacent, easy going, non-assertive,

Table 1
Mean occupational stress scores

Group	N	M	SD
Type A (A1)	51	179.45	28.95
Type B (A2)	47	129.64	37.55
Type C/Not Clear (A3)	23	146.91	33.12
Married (B1)	78	158.45	42.33
Unmarried (B2)	43	145.70	34.66
A1 B1	35	185.97	28.06
A1 B2	16	165.19	26.30
A2 B1	31	129.90	38.49
A2 B2	16	129.13	36.88
A3 B1	12	151.92	36.30
A3 B2	11	141.45	30.01

relaxed and patient. This becomes more justified when the difference among these figures is subjected to test of significance (Tables 3 and 4). The mean occupational stress scores of married and unmarried female teachers are found to be 158.45 and 145.70 respectively. The married female teachers are found to be more occupationally stressed than their unmarried counterparts may be due to the fact that married female teachers shoulder the responsibility of caring not only their own selves but their husband, children and even the larger responsibility in the case of joint family also resulting in more stress in their workplaces though this difference is found to be insignificant (Table 3).

Table 2 presents the degree of the level of occupational stress into three categories – high, average and low. The categories (of the levels) of occupational stress are made on the basis of $M \pm 1SD$ as follows:

High Level > $M + 1SD$

$M + 1SD$ = Middle Level = $M - 1SD$

$M - 1SD$ > Low Level

From Table 2 it is clear that 26 per cent of the respondents are found to be highly stressed whereas 53 per cent have average level of occupational stress. Only 21 per cent of the respondents are found to have low level of occupational stress. Among the Type A personality pattern (having the characteristics of tenseness, impatience, restlessness, achievement orientation, domineering and workaholic) the percentage of highly stressed female teachers is found to be significantly more (39 per cent) as compared to their low stressed counterparts of Type B (characterised by complacent,

Table 2
Degree of the level of occupational stress (OS) among the respondents

Level of OS	Total Teachers	Personality Type A (A1)	Personality Type B (A2)	Personality Type C (A3)	Married (B1)	Un-married (B2)	Groups compared	C.R.
High	31 (26%)	20 (39%)	08 (17%)	03 (13%)	23 (30%)	08 (19%)	A1 & A2	3.46**
							A1 & A3	4.19**
Average	64 (53%)	31 (61%)	17 (36%)	16 (70%)	37 (47%)	27 (64%)	B1 & B2	1.81
							A1 & A2	3.54**
Low	26 (21%)	00 (00%)	22 (47%)	04 (17%)	18 (23%)	08 (19%)	A1 & A3	-1.34
							A1 & A2	-7.84**
							B1 and B2	-4.31**
							B1 and B2	0.69

The values in the brackets show the corresponding percentages and **= $p < 0.01$

easy going, non-assertive, relaxed and patience) (17 per cent) and Type C (13%), i.e., the female teachers not having clear personality pattern of type A or type B. Moreover, the percentage of highly stressed married female teachers is found to be 30 per cent as compared to their unmarried female teacher counterparts (19 per cent) which differ non-significantly.

In order to verify the hypotheses, ANOVA in AxB factorial design was applied and results were presented in Table 3:

Table 3
Summary of ANOVA

Sources of variation	Sum of squares	df	Mean square	F-ratio
Personality type (A)	46400.19	2	23200.10	21.26***
Marital status (B)	2848.19	1	2848.19	2.61
AxB	2154.95	2	1077.48	0.99
Error	125503.51	115	1091.34	--
Total	3059522.00	121	--	--

***= $p < 0.001$

From the observation of Table 3, it is clear that only the main effect of personality type (difference among the three levels of personality types, i.e., Type A, Type B and Type C) is found to be significant whereas the other main effect, i.e., of marital status (difference between married and unmarried female teachers) and the interaction are found to be insignificant.

In order to locate the difference in levels of occupational stress of the female teachers with respect to their personality pattern the Scheffe technique was applied and the results are presented in Table 4.

Table 4
F-ratio for different levels of personality

Types of personality	N	M	F-ratio
Type-A	51	179.45	55.61***
Type-B	47	129.64	
Type-A	51	179.45	15.38**
Not clear	23	146.91	
Type-B	47	129.64	4.22'
Not clear	23	146.91	

*= $p < 0.05$, **= $p < 0.01$, ***= $p < 0.001$

From the above Table it is clear that type-A personality respondents are found to be significantly more stressed than the type-B respondents and the respondents who don't have clear type-A or type-B personality. Similarly, the comparison between the mean occupational stress scores of the respondents of type-B personality with not clear personality, it is found that the later are significantly more stressed then the former one.

The mean occupational stress scores of the married and unmarried female teachers are found to differ non-significantly as well as the interaction of personality type with the marital status was also found to be non-significant as has been already stated.

Results and Discussions

The hypothesis, " H_{01} : There will be no significant difference in the level of occupational stress among female teachers in relation to their personality type," is rejected as the main effect of personality type (difference among the three levels of personality types, i.e., Type A, Type B and Type C) on the occupational stress of the respondents is found to be significant (Table 3). The respondents having type A personality pattern are significantly more stressed followed by the respondents of not clear and type-B personality patterns. Moreover, the not clear personality pattern respondents are significantly more stressed than the respondents of type B personality pattern (Table 4). This result is corroborated by the research findings of Ram and Abhiyankar (1986) who reported that type A behaviour was higher and statistically significant in professional women, Mittal (1992) who found positive and significant association of

type A behaviour with total role stress, Sharma et al. (1998) who reported that type A subjects (nurses) were significantly higher on occupational stress whereas Jepson and Forrest (2006) also reported positive and significant relationship between type A behaviour and perceived stress.

The hypothesis, "H₀₂: There will be no significant difference in the level of occupational stress among female teachers in relation to their marital status," stands accepted as the main effect of marital status (difference between married and unmarried female teachers) on the occupational stress of the respondents is found to be insignificant (Table 3). Both the married and unmarried female teachers are found to have equal level of occupational stress. This result is surprising one and contradicts the findings of Gupta (1982) who revealed the significant association between marital adjustment and occupational stress, Apte (1984) who found that the presence of conflict in marriage was accompanied by stress in females, Duxbury and Higgins (2002) who reported that women with children faced greatest stress level trying to balance work and home life and Ahmad et al. (2003) who also reported that married teachers enjoyed greater level of job satisfaction than their unmarried counterpart.

From Table 3 it is also clear that the interactional effect of both the variables, i.e., of personality type and marital status (A×B) is also found to be insignificant effect on the occupational stress of the respondents. This shows that the personality type and marital status do not interact significantly in determining the occupational stress of the female teachers. Thus, the hypothesis, "H₀₃: personality type and marital status do not interact significantly to determine occupational stress of female teachers," stands accepted.

As the personality type A are having the high level of occupational stress, it can be inferred that if they (the female teachers having the personality type A) are any how convinced/motivated to control their behavioural pattern, they may be able to come down to the moderate level of occupational stress and of course, that will contribute positively to the work performance. The following strategies may be adopted and prove to be helpful regarding this:

- Such type of female teachers may be given any assignment well in advance so that they may be able to complete the assignment without taking tension.
- As the teachers of type A personality pattern are characterised by impatience, their work requirements may be fulfilled well in time to avoid any type of work stress on such persons.

- They may be given such task in which they can work with relaxed mood and not feel restlessness.
- These type of female teachers are achievement oriented, so it is better to give them chance and work in which they can prove their worth.
- They can be engaged in some type of supervisory work as these type of female teachers try to dominate over others.
- Furthermore, these type of persons have the tendency of doing something all the time, they may be given the responsibility of organising curricular and co-curricular activities, so that such tendency may be fulfilled in an easy going way.

Conclusion

The main thrust of this paper was to identify individual factors (personality type and marital status) in order to understand why under nearly the same environmental conditions some female teachers suffer much greater levels of occupational stress than the others. The high level of stress caused by the individual factor, i.e., the personality type A in teaching profession irrespective of the other influencing factors has serious implications for the healthy functioning of the individual teachers, schools and the entire educational system. The stress can take variety of forms and have many different sources. Depending upon the particular sources of stress within a given school or classroom several approaches may be effective in reducing work related stress. Formal assessment, i.e., identifying the individual factor is an important step because without an accurate and objective understanding of the principal types and sources of stress within a given system it is difficult to design the focused and effective stress reduction programme.

While teachers must strive towards excellence, providing them the hygienic environment to succeed is an essential component of their growth and development as professionals. As a blueprint for moving forward, this paper has proposed strategies for helping those teachers who suffer more from the stress at work. The administrators, planners, and policy makers should ensure that the implementation on those strategies is taking place in the schools in order to foster sustainable teacher commitment.

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