

Study of Occupational Stress of Male and Female Teachers in Reference to the Organizational Climate of Secondary Schools

Preeti Tyagi¹ and Dr. Shelly²

¹Research Scholar (Ph.D.), Department of Education, IIMT University, Ganga Nagar, Meerut, Uttar Pradesh, INDIA

²Associate Professor, Department of Education, IIMT University, Ganga Nagar, Meerut, Uttar Pradesh, INDIA

¹Corresponding Author: preetikavyatyagi@gmail.com



www.sjmars.com || Vol. 5 No. 1 (2026): February Issue

Date of Submission: 10-02-2026

Date of Acceptance: 17-02-2026

Date of Publication: 26-02-2026

ABSTRACT

Teacher stress has become a major bane in 21-st century schools as it is a direct factor that affects the quality of professional performance and well-being of teachers. The current research will focus on investigating the extent of job stress in teachers in the secondary school and investigate how occupational stress correlates with organizational climate, considering gender difference. The descriptive survey method was used, and the respondent teachers in the government and the privates' schools of the secondary schools were used as respondents to collect data. The data collection tools were Organizational Climate Scale Teachers (OCST) and Teacher Occupational Stress Scale (TOSS). Analysis of data was done using statistical methods like mean, standard deviation, t-test and correlation coefficient of Pearson. The outcomes showed that no significant gender difference was found in regards to occupational stress and the female teachers are characterized by a higher degree of stress. In addition, the occupational stress had a negative relationship with the organizational climate which made statistical significance showing that a good and healthy school climate minimizes the stress levels of teachers. The results are based on the relevance of establishing a healthy school organizational environment that will help teachers feel better and increase the efficiency of the educational system as a whole.

Keywords- Occupational Stress; Organizational Climate; Secondary School Teachers; Gender Differences; Teacher Well-being; School Environment; Educational Psychology.

I. INTRODUCTION

The teachers are the ones who influence intellectual, emotional and social growth of students and this is the reason why they take up the centre stage in any education system. Teachers are the main determinants of the quality of education in a society since they not only pass the knowledge but also act as a facilitator of learning, mentor and role model. However, over the past few years, the profession of a teacher has been identified as a very challenging one, with an array of responsibilities, role overload, time pressure, and emotional engagement. These occupational requirements in most cases subject teachers to elevated levels of work pressure, which may significantly impact negatively on their psychological health, performance, and their professional devotion.

According to Beehr (1978) ^[1], 'Occupational stress is the psychological and physiological outcomes of the feeling of being subjected by job-related demands, whose magnitude is beyond the capacity of a person to handle well'. "Other issues related to occupational stress in the educational setting include overwork, student misbehaviour, and the support given by administration, resources, role ambiguities and pressure as given by parents and management", stated by Kyriacou (2001) ^[2]. It is the expectation of teachers to play several roles at the same time such as instructional planning, classroom management, evaluation, administrative functions, and extracurricular activities. Such multiplicity has a tendency to establish a constant state of tension and weariness which translates to emotional fatigue, anxiety, frustration and even burnout.

According to Skaalvik (2014) ^[3], “There is always research evidence that teachers report to have greater occupational stress than many other occupational groups”. Long-term stress exposure negatively impacts not only the mental health of teachers but also their instructional performance and the relations they have with the students and their co-workers. Lazarus and Folkman (1984) ^[4] established that stress does not simply occur due to external pressures but arises as a product of the interplay of the person and the environment. This suggests that the factors organizational factors are very important in either enhancing or reducing occupational stress. Organizational climate is apparently one of the most important organizational factors that affect the work experiences of teachers. According to Moran and Volkwein (1992) ^[5], “Organizational climate is the collective picture of the employee about policies, practices, leadership behaviour, interpersonal relationship, and the general working situation of an organization”. Organizational climate is the emotional, psychological climate in a school which is formed by the leadership style, style of communication, decision making processes and support systems in an educational institution. According to Tschannen-Moran and Woolfolk Hoy (2001) ^[6], “Positive organizational climate also means trust, cooperation, recognition and free communication and negative climate implies authoritarian leadership, discouragement, discord and lack of personal relationships”.

According to a number of scholars, organizational climate is important as a determinant of job-related attitudes and behaviours of teachers. According to Mullins (2005) ^[7], “organizational climate is a comparatively long-term feature of the internal environment that affects the motivation and performance of the employees”. Climate in schools has a great influence on the teacher morale, job satisfaction, professional commitment and psychological wellbeing. Positive climate builds a sense of belonging and professional identity, although, the negative climate may create a state of alienation, dissatisfaction and emotional strains.

According to Johnson et al. (2012) ^[8], “The connection between organizational climate and occupational stress has been a popular topic in the research on education. Research has revealed that teachers that are in schools that have positive climates have lower stress and high professional fulfilment rates”. On the contrary, unsupportive administrative policies, insufficient autonomy, and inadequate interconnections among teachers lead to high and significant stress and emotional burnout among teachers. This information brings out the fact that occupational stress is not only a personal issue but it is rooted in organizational frameworks and management.

The other notable dimension of the literature of occupational stress is gender. Social roles, expectations, emotional labour, and work-life differences usually make male and female teachers to respond to workplace demands differently. Particularly, female teachers are likely to have dual roles of professional and family life, thus aggravating their stress levels, Griffith (2006) ^[9]. Empirical researches indicate that females have high emotional exhaustion and role conflict than males, stated by Antoniou et al. (2006) ^[10]. This gender disparity in the experience of stress requires a comparative study to be done in a systematic manner to gauge the interaction of organizational factors with gender in influencing occupational stress.

The problem of teacher stress has gained more topicality in the Indian educational setting because of the intensive changes in policies of education, the curriculum reform, accountability and the infiltration of technologies. The teachers are supposed to keep changing their pedagogical practices with new changes as they are being expected to conform to the expectations of administration and the society. Meanwhile, the working conditions are often unfavourable due to the limited resource, overcrowding classes and bureaucratic constraints, especially in the government and semi-government schools. These issues indicate the urgency of suggesting organizational climate as an important variable that contributes to occupational stress among teachers.

Although there is an increase in the literature on teacher stress and organizational climate, there is still need to have contextualised empirical studies particularly, at secondary school level. The secondary education is a very significant phase of academic and psychological growth of the learners, and the teachers working in this field experience special problems, like the pressure on the examinations, the misbehaviour problems with teenagers, and the complexity of the curriculum. The knowledge on the role of the organizational climate in influencing occupational stress among secondary school teachers may be beneficial to the education administrators, policymakers, and school leaders.

Moreover, a more detailed analysis of differences between the genders in the occupational stress through the prism of organizational climate provides a better insight into teacher well-being. This kind of analysis is likely to outline the vulnerable groups and provide tailored interventions that will be used to reduce stress and enhance the organization. On a pragmatic note, the supportive leadership, participative decision making, positive interpersonal relations as ways of improving organizational climate can be a useful method of facilitating teacher wellbeing and institutional performance.

Considering such factors, the current paper aims to explore the degree of occupational stress amongst male and female secondary school teachers and the connection between this factor and organizational climate. The points of emphasis enable the research to add to the current pool of educational studies and offer empirical information, which can be utilized in changing policy and policies within organizations. Finally, the interaction between organizational climate and occupational stress needs to be learned in order to build healthier educational facilities, which can help teachers to develop professionally and achieve psychological health.

II. REVIEW OF LITERATURE

Occupational stress is an educational phenomenon, which has been of considerable interest in the research by education experts because of its consequences towards teacher well-being, instructional quality, and institutional efficacy. It is well known that teaching is a high-emotion labour intensive profession whereby individuals are in constant interpersonal contact and cognitively challenging. Consequently, teachers are exposed to stressors that are often associated with the instruction process and organization nature. Among the scholars, the focus on explaining occupational stress has been on the level that it is not only a psychological reaction of an individual, but a phenomenon that is inherent in the organizational environment that teachers are working in.

2.1 Occupational Stress in Teaching

Typically, occupational stress is said to be a phenomenon that has developed because of the contact of individuals with the work environment and manifests itself by physiological and psychological responses that interfere with normal functioning. Occupational stress and burnout in the teaching sector have been attributed to various phenomena involving heavy workload, time limitations, and large student bodies, misbehaviour of students, role conflict and lack of professional honorship. Administrative demands, and performance evaluation stressors, family parental, and school expectations are usually additive to these stressors.

The major reasons that make teachers experience stress, which were poor working conditions, insufficient resources and the school management. Their results indicated that those teachers who have a low perception of having control over their working environment tend to encounter emotional exhaustion and job dissatisfaction. On the same note, Travers and Cooper (1996) ^[11] also found that long term effects of occupational stress include anxiety, irritability, disturbed sleep as well as lack of professional commitment. Not only do these psychological effects impact on the personal wellbeing of teachers but they also have negative effects on the performance of teachers in classes and their relationships with the students.

The fact that occupational stress is prevalent in the teaching profession has been established in continued studies in recent times. Job demands and perceived lack of support were prominent predictors of teacher burnout and emotional fatigue. Such results bring out the necessity of studying the concept of occupational stress in the context of the greater organization as opposed to the notion of coping at personal levels.

2.2 Organizational Climate and Teacher Outcomes

Organizational climate is a multidimensional phenomenon, which indicates a similar perception that employees have on organizational policies, practices, leadership, and interpersonal relationships. Organizational climate in learning institutions refers to emotional, psychological environment of the school which is influenced by the administrative behaviour, the pattern of communication, the decision-making process and the school values. According to Hoy and Feldman (1992) ^[12], "Positive organizational climate is typified by trust, teamwork, praise, and professional autonomy whereas negative leadership is typified by dictatorship, conflict, insufficient support, and hard and inflexible hierarchies of authority".

Organizational climate has evolved as a widely researched concept with regards to the attitude and performance of employees. Organizational climate exerts its effect on motivation, job satisfaction, and psychological well-being by generating employee perceptions about their workplace. Research within the school setting has proven that organizational climate is very much critical in establishing teacher morale, professional involvement, and emotional stability. The close relationship between organizational climate and teacher well-being has got empirical support. Teachers in schools with positive climates reported much less occupational stress along with more job satisfaction. On the same note, Collie, Shapka, and Perry (2012) ^[13] showed that leadership that is supportive and collegial relationships had a negative association with emotional exhaustion and a negative association with teacher efficacy. The findings allow us to conclude that organizational climate is a protective factor, which can alleviate the negative consequences of occupational stress.

2.3 Relationship between Organizational Climate and Occupational Stress

Findings demonstrated that there exists a relationship between Organizational Climate and Occupational Stress. The correlation between an organizational climate and occupational stress has been theorized in the context of person-environment fit theory that stress occurs due to the lack of correspondence between individual needs and those needed by the environment, stated by Edwards et al. (1998) ^[14]. In the school setting, the teacher who feels that the organisational climate is not conducive or fair to him or her risks being stressed and experiencing emotional strain. On the other hand, the psychological resilience and job satisfaction will develop when there is climate that supports participative decision making, open communication and professional acknowledgments.

This relationship is empirically proven in several studies. The low organizational trust and poor administrative support were strong predictors of stress in the case of secondary school teachers. The other organizational climate variables like leadership style and interpersonal relations had significant effect on the perceived stress of the teachers. The rest of the teachers mainly in schools that were managed in an autocratic manner with less freedom were more affected by the high levels of emotional burn-out and job-related anxiety.

The best predictors of teacher burnout are the organizational climate. They found that perceived relatedness of lack of support by the school leadership was related to higher levels of emotional exhaustion and depersonalization. These results

reveal that the problem of occupational stress is not only the outcome of workload or student behaviour, but the institutional framework and leadership approaches are the decisive factors.

2.4 Gender Differences in Occupational Stress

The role of gender has become a significant variable when it comes to occupational stress amongst teachers. As various studies show, male and female educators usually perceive the workplace pressures differently because of the difference in social roles, emotional expectations, and work-life balance roles. Women teachers especially tend to have role-conflict and emotional pressures with the responsibilities of professional work being overlapped with the domestic responsibilities.

The female teachers had more emotional exhaustion and stress as compared to male teachers. The that female teachers were more susceptible to job related stress particularly in classroom management and emotional labour. These differences in gender imply that gender-specific needs and experiences have to be taken into consideration when developing organizational interventions that would be focused on the reduction of stress.

Nonetheless, there have been some instances where results of gender disparities in occupational stress have been inconsistent. Indicatively, Chan, Chen, and Chong (2010)^[15] no significant gender differences were observed in the level of overall stress though the female teachers indicated emotional demands were high. These discrepancies suggest that the occupational stress differences between genders can be determined depending on the context which could be cultural patterns, institutional regulations, and supports.

2.5 Indian Context and Research Gaps

Occupational stress and organizational climate research have been a momentum in the Indian educational setting in the past few years. Research studies have indicated that there is a significant stress experience of Indian teachers associated with high classroom sizes, low resources and capacity to meet pathways dictated by bureaucracies and growingly on accountability demands. Hierarchy leadership and minimal role of participation in decision making are some of the organizational climates in most Indian Schools, which can only contribute to the stress and lessen professional autonomy.

Although there has been an increasing literature, no consistent studies are done on a specific area of the relationship between organizational climate and occupational stress in the secondary school level, especially among gender differences. The majority of extant literature has studied these variables separately and did not incorporate them in a single line of analysis. In addition, the differences in the region and the context of the study have not been well investigated, and thus the applicability of the results is limited.

Thus, the current research is aimed at filling these gaps by studying the topic of occupational stress in male and female secondary school teachers according to the organizational climate. The incorporation of both organizational and individual viewpoints means that the study will help to build a more effective concept of teacher well-being and give empirical data that can be used in policy-making and institutional changes.

III. OBJECTIVES OF THE STUDY

This paper is set to conduct research on occupational stress among teachers in secondary schools, regarding the organizational climate and particularly the differences in relation to gender. The target objectives of the research include:

- To examine the amount of occupational stress experienced by secondary school teachers.
- To investigate the nature of organizational climate that exists in secondary schools.
- To make a comparison between the occupational stress of male and female secondary school teachers.
- To establish how organizational climate relates to occupational stress in teachers in the secondary schools.

The objectives are developed to offer a logically-organized knowledge on the impact of organizational factors on the psychological state of teachers and to determine possible gender variations in the stress experiences in the school settings.

IV. HYPOTHESES

Based on the goals of research and analysis of the literature review, the next null hypotheses were created and tested:

H₀₁: There is no significant difference in occupational stress between male and female secondary school teachers.

H₀₂: There is no significant relationship between organizational climate and occupational stress among secondary school teachers.

The suitable statistical methods were used to test these hypotheses, i.e. t-test of the comparison of how genders differ and correlation coefficient of Pearson used to establish the relationship between the organizational climate and occupational stress.

V. METHODOLOGY

The current research used the quantitative research method in investigating the issue of occupational stress amongst the secondary school teachers as far as the organizational climate is concerned and predominantly the gender difference.

According to Creswell (2018)^[16], “Descriptive survey approach was utilized because it is regarded to be relevant when the data of a vast population should be gathered and the correlations between variables should be researched in natural conditions”. The methodology also aimed at making the data collection systematic and carry out objective and reliable finding.

5.1 Research Design

The study was descriptive in its research design. The purpose of descriptive research is to describe aspects of a population and look into the correlation among variable without controlling the conditions of the research, stated by Best (2006)^[17]. This design was deemed appropriate as the study was aimed at measuring the current levels of occupational stress and organizational climate as well as examining the relationship between these factors in the real school setting.

5.2 Sample and Sampling Technique

The participants of the current study included secondary school teachers that were sampled across the government, government-aided and the privately run schools. According to Gay et al. (2012)^[18], “The random sampling technique was applied to select teachers who had an equal opportunity of being included in the study hence making the sample more representative”. Both male and female teachers were represented in the sample hence enabling a valid comparison of occupational stress among the genders.

It took place in the Meerut district and the sample was selected in the schools situated in rural and urban setting. The fact that teachers of various institutional backgrounds were included, contributed to the capturing of differences among organizational climate and occupational stress in diverse settings of education.

5.3 Tools Used for Data Collection

Data were gathered in two standardised tests:

Organizational Climate Scale for Teachers (OCST)

The perception of the organizational climate of schools in teachers was measured by the help of the Organizational Climate Scale Teachers (OCST). The scale measures various aspects of the organizational climate such as leadership, organizational structure, interpersonal relations, and quality of the members. The respondents are asked to indicate their degree of agreement with every statement by using a Likert-type scale. The OCST has enjoyed immense applications in research in education and has been said to possess satisfactory reliability and validity.

Teacher Occupational Stress Scale (TOSS)

To determine the extent of occupational stress among the teachers, Teacher Occupational Stress Scale (TOSS) was used. The scale will contain such items as workload, misbehaviour by students, professional recognition, classroom resources, and poor relations with colleagues. Teachers also answer each item in accordance with the degree to which it depicts their working experiences. Internal consistency and construct validity of the scale have been reported as high in the previous researches.

5.4 Procedure of Data Collection

Direct questionnaire administration was used in data collection by administering questionnaires to the targeted teachers. It collected data after getting the consent of school authorities and explained to the participants the study purpose. According to American Psychological Association (2020)^[19], “The involvement was voluntary, and the teachers were guaranteed of confidentiality and anonymity. Such an ethical practice is in line with conventional research principles in academic research”.

The respondents were told to answer all the items sincerely and by themselves. Finished questionnaires were processed and filtered in terms of completeness after which they underwent data entry and analysis.

5.5 Scoring Procedure

In both scales, scoring of the responses was done based on the instructions in the respective manuals. The scores on the individual items were added to provide the total scores of organizational climate and occupational stress. When the organizational climate scale scores were high it meant that the perceived climate was more positive and when scores were high on organizational stress scale it showed that the level of stress was higher.

5.6 Statistical Techniques Used

The gathered data were discussed with the help of relevant descriptive and inferential statistics. The mean and standard deviation were calculated to determine the overall occupation stress and climate in the organization with the teachers. Occupational stress between both male and female teachers was analysed using t-test in order to identify the differences between them. According to Field (2013)^[20], “The relationship between the occupational stress and the organizational climate was established to determine the product-moment correlation coefficient, which was applied using the Pearson correlation coefficient. These are the most suggested methods to analyse the difference between groups and connections between continuous variables”.

VI. DATA ANALYSIS AND RESULTS

The data obtained on the occupational stress related to the organizational climate and gender difference were systematically analysed based on relevant statistical methods using the data available on the teachers of secondary schools.

Data analysis was done in Microsoft Excel and both descriptive and inferential statistics was used in line with the study objectives and hypothesis. The findings are also summarized as tables and graphical illustrations in order to enable relevant interpretation.

6.1 Descriptive Statistics

The descriptive statistics were calculated to establish the general amount of organizational climate and work-related stress in secondary school teachers. To summarize the central tendency and variability of the scores, mean and standard deviation were used.

The findings indicated that the overall mean score on the organizational climate scale was 88.38 and a standard deviation of 135.83 which showed that teachers viewed the organizational climate of their schools as mediocre. The overall mean occupational stress score was 270.19 with the standard deviation of 56.52 indicating that the teachers have moderate to high levels of stress in their career.

These results support the assumption that even though the organizational climate is estimated to be moderately conducive, the teachers still experience significant work pressures related to academic, administrative, and interpersonal pressures.

Table 1: Descriptive Statistics of Organizational Climate and Occupational Stress

Variable	N	Mean	Standard Deviation
Organizational Climate (Corrected)	337	88.38	135.83
Occupational Stress	151	270.19	56.52

6.2 Gender Differences in Occupational Stress

An independent samples t -test was used to test the variation between male and female teachers in terms of occupational stress which was significant. The difference between the male and female teachers where the mean occupational stress score was 270.64 (SD = 56.46) and 267.51 (SD = 54.02) respectively.

The t-value obtained was 0.347 and the p-value was 0.729 which is more than the significant level of 0.05. This finding shows that occupational stress in male and female teachers in secondary schools does not vary significantly. Thus, the null hypothesis according to which there is no noticeable difference in occupational stress of both male and female teachers is accepted.

This observation indicates that both genders have equal levels of occupational stress and that there are professional demands in the teaching field of a secondary school that impact on teachers whether of the same or different gender.

Table 2: Comparison of Occupational Stress between Male and Female Teachers

Gender	N	Mean	Standard Deviation
Male	76	270.64	56.46
Female	74	267.51	54.02

6.3 Relationship between Organizational Climate and Occupational Stress

Pearson product-moment correlation coefficient was used to establish the correlation between occupational stress and organizational climate with the use of the corrected scores of organizational climates. The correlation analysis showed the correlation coefficient $r = -0.581$; the relationship between the two variables was not very strong.

The latter finding implies that a teacher employed at a school with a more favourable organizational climate has a lower level of occupational stress. That is, the positive correlation exists between supportive leadership, positive interpersonal relations, and participative decision-making and decreased psychological strain among teachers. This result shows the importance of organizational variables in determining teacher well-being and underlines the idea that institutional environment is one of the determinants of occupational stress.

Table 3: t-test Showing Difference in Occupational Stress between Male and Female Teachers

Variable	t-value	p-value	Result
Occupational Stress	0.347	0.729	Not Significant

Table 4: Correlation between Organizational Climate and Occupational Stress

Variables	N	Pearson r
Organizational Climate & Occupational Stress	151	-0.581

6.4 Graphical Interpretation

The statistics were supplemented by graphical representations. The histogram of the scores of occupational stresses was used to depict distribution, which approach showed approximate normality. Compared to the male teachers, the male boxplot showed both similarities in distribution thus indicating the lack of any significant gender disparities. A scatter plot

illustrating organizational climate (adjusted) and occupational stress showed a negative linear relationship indicating the perceived correlation.

These visual representations offer great empirical data to the statistical results and add to the understanding and the validity of the results.



Figure 1: Distribution of Occupational Stress Scores

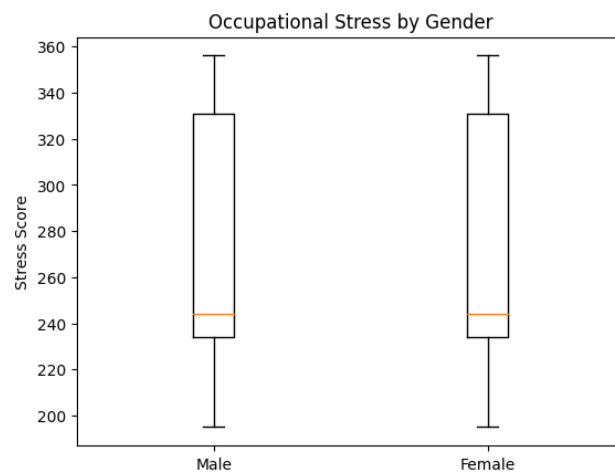


Figure 2: Occupational Stress by Gender

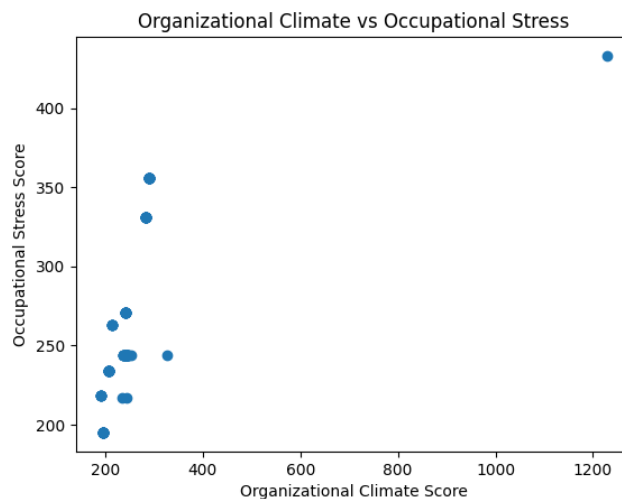


Figure 3: Organizational Climate vs Occupational Stress

6.5 Summary of Key Findings

In the current research, the prediction of occupational stress levels of secondary school teachers, as in comparison with organizational climate, was done with specific consideration to gender variation. According to the statistical report of the corrected data the following key findings were obtained:

- The secondary school teachers were identified to have a moderate to high occupational stress, which highlighted that narration is still a psychologically stressful job with high professional pressure and emotional tension.
- The climate of the entire organization in the secondary schools was seen to be moderate in nature, hence indicating that though there are also positive factors in the school, there remains a wide area in which leadership, communications, and support of the institution can be significantly better.
- There was no significant difference in occupational stress in males and females. It shows that both males and females engage in occupational stress in the same manner and that both teachers of either gender will be affected by the issue of professional demands in the teaching profession.
- The moderate negative relationship was significant between the organization climate and occupational stress and supported the conclusion that the teachers in schools with more favourable organizational climate have lower occupational stress.

In general, the results show that an organizational climate can significantly impact the psychological well-being of teachers and recommends institutional measures to better the school conditions in order to minimize occupational stress and increase the performance of teachers.

VII. DISCUSSION

The aim of the current research was to investigate occupational stress in secondary school teachers regarding the organizational climate in terms of gender variation. The study findings do present some valuable information about the nature of teachers work experience and the organizational characteristics that determine their psychological wellbeing. Discussion and analysis of the obtained results were provided with references to the current literature and theoretical frameworks of educational and organizational psychology.

The descriptive analysis showed that the secondary school teachers have a moderate to high occupational stress level. This observation is in line with previous studies that have found that teaching is a very stressful occupation that involves emotional work, role overload and unending interpersonal communication. The teachers are supposed to handle teaching roles, discipline of learners, the role of administration, and expectations of parental roles at the same time and this is usually a source of psychological stress and emotional burnout. The current evidence confirms the opinion that occupational stress is a ubiquitous concept in the teaching profession and is a significant problem that impacts the well-being of the teach profession and institutional performance.

Regarding the variations in genders, the study did not record any significant difference with regards to occupational stress in male and female teachers. This finding is contrary to other previous studies who found out that female teachers experienced more stress. The present observation is however consistent with other studies which imply that gender-specific traits may not be an important determinant of occupational stress among teachers but according to other studies, organizational and structural factors. Frankly speaking, the male and female teachers in the current educational system share the same demands of their profession, expectations of performance and the challenges of the institution, which is why there is no strong gender gap between the levels of stress.

The greatest result of the research is the moderate negative association between organizational climate and occupational stress. This finding shows that climate of an organization has a significant role to play in stress experiences by teachers. It is hypothesized that the relationship is reciprocal with alterations in organizational environment face-to-face with changes in occupational stress. This fact is in line with the person-environment fit theory that stipulates that stress is generated when individual needs and the environmental conditions do not match. Communication, in this case, may be ineffective, and interpersonal relations may be weak, which may raise the level of stress in schools in which teachers feel that there is no support provided to them in terms of leadership.

It has also been found that associations between the organizational climate and teacher stress have been strong, which has been reported in previous studies. The school-wide supportive culture plays a significant role in eliminating emotional exhaustion and increasing teacher satisfaction. The administrative support and low collegial relations were also significant predictors of teacher burnout. These findings are strengthened by the current research because it proves that organizational climate is not only a background phenomenon but a key factor that defines the psychological well-being of teachers.

The results also confirm the significance of leadership practices in schools. School leaders are also instrumental in determining organizational climate by the way they manage the organization, the patterns of communication and the manner in which they make decisions. Democratic and participatory leadership breeds trust, autonomy and professional appreciation that further minimizes occupational stress. On the contrary, dictatorial leadership and strict control hierarchy are the factors

of the strains of emotional, role conflict, and job dissatisfaction. Hence, effective leadership development as a means of organizational climate improvement could be an effective intervention to avoid teacher stress.

Practically, the study implications are relevant to educational administrators and policymakers, as the research outcomes reveal. The fact that there are no major gender variations implies that the strategy of managing stress should be created at the organizational level but is not to concentrate on individual or gender-specific intervention. Interventions designed to enhance communication, offer professional assistance as well as increase collegial relationships can be more effective towards well-being of teachers than single counselling efforts.

Moreover, the optimistic correlation between the organizational climate and occupational stress pinpoints the necessity of institutional changes in the school governance. This can be done by providing a friendly and cooperative workplace climate to greatly reduce stress and enhance the psychological strength of teachers. Other possible outcomes of such improvements are an increase in the instructional quality, job satisfaction and increased professional commitment by teachers.

Finally, the results of the current research add to the accumulated knowledge of previous research indicating the organization nature of school-related stress in teaching. The research shows that teacher stress is not merely a personal psychological problem but rather entrenched on institutional and organizational frameworks and leadership styles. Through the organizational climate, educational institutions would be able to establish healthier workplaces, and promote the professional development and psychological well-being of teachers, which in the long-term would contribute to the overall positivity of the entire educational system.

VIII. CONCLUSION

This current research aimed to investigate the causes of occupational stress among teachers in secondary schools in the context of the organization climate with gender difference being considered specifically. The results of the research give useful information on the psychological and organizational determinants that affect professional well-being of teachers. Altogether, the findings show that occupational stress is a rather serious issue among teachers who teach in secondary school and is largely related to the organizational climate in which they operate.

The research indicated that teachers are facing moderate or high occupational stress, which is in line with what other studies have said regarding teaching profession that is hectic. Many functions that teachers undertake appear to add to psychological exhaustion and stress, not to mention administrative duties, and classroom stress. Unaddressed, these stressors have potential negative effects on teaching performance, job satisfaction and even long-term professional commitment. In terms of the differences in gender, it was observed that there are no significant differences in the level of occupational stress in male and female teachers. The result indicates that the issue of occupational stress among teachers is more dependent on organizational and structural issues than gender parameters. The same findings have also been reported in previous studies and text in which both male and female teachers are reported to be exposed to similar professional gain in the contemporary educational environment.

The highest ranked conclusion of the research is the high connection between organizational climate and occupational stress. The findings indicate that organizational climate is a key factor to influence the stress experience of the teachers. Stress, as well as psychological resilience, in teachers, can be significantly decreased through supportive leadership, good interpersonal relations, and participative decision-making. This observation supports the idea that occupational stress is not a personal phenomenon but an institutionalized phenomenon and a phenomenon that is entrenched in the management practices and institutional structures.

Educationally, the results highlight the fact that schools' administrators and policymakers should pay attention to enhancing the organizational climate as a mechanism of addressing the well-being of teachers. The establishment of healthy and supportive school condition can lead not just to lower occupational stress but to the high-quality instruction and student achievement.

Finally, the paper cites the significance of considering organizational components in explaining and treatment of occupational stress among educators. Through building favourable organizational conditions in educational institutions, one is able to provide an organization with sustainable work conditions in which teachers can achieve their professional growth, psychological well-being, and eventual performance within the education system.

IX. EDUCATIONAL IMPLICATIONS

The results of the current study resonate with great implications on those involved in educational management, leaders in schools, policy-makers and teacher developmental programs. The provided interconnection between the organizational climate and occupational stress confirms the significance of the institutional conditions in influencing the professional well-being of the teachers. Thus, the successful educational planning needs to extend beyond the personal level intervention and targets the enhancement of organizational structure and leadership practices at the schools.

The possibility to create a supportive and a participative organizational climate is one of the main implications of the study as school administrators should provide support and participation in critical areas. Studies indicate that the leadership style is very vital in school climate and the teacher morale. By applying democratic leadership, which includes participation of teachers in decision making process, open communication and constructive feedback, teachers may perceive themselves as autonomous and professionally identified. Occupational stress levels among teachers are probable to be minimized because of such practices and this will lead to development of psychological resilience in teachers.

The results also elicit the value of professional development interventions used to improve the coping capabilities and emotional efficacies of teachers. Although organizational changes are mandatory, strategies should also be provided to teachers on how to cope with stress. Stress management, time management, and emotional regulation training can assist teachers in cultivating the adaptive coping skills and provide them with the work-life balance, stated by Skaalvik and Skaalvik (2010)^[21]. The inclusion of such programs in the in-service training can enhance the professional sustainability of teachers in the long run.

The other implication is associated with the emergence of positive interpersonal relationship in the schools. Through the study it has been brought out that the quality of relations among staff members affect the organizational climate. Collegial relationships and mentoring programs have the potential of strengthening collegial relationships and forming supportive emotional environments. These are social resources that have a buffering effect against the adverse effects of occupational stress.

Policy wise the emphasis of organizational health ought to be on the organizational aspect of school effectiveness by the educational authorities. According to OECD (2014)^[22], “Healthier working conditions can be promoted by policies that focus on teacher involvement, clarity of administration processes and fair distributions of workload. Systemic reforms of that kind are bound to increase the motivation of teachers, decrease burnout, and improve the quality of instructions”.

Besides, the notion that the occupational stress is not subjected to any significant gender differences implies that the stress reduction strategies are to be developed on the institutional level and no individual or gender-based interventions should be involved. All teachers, irrespective of gender, can be helpful in terms of the organization policies that ought to encourage flexibility, professional recognition.

Finally, it can be concluded that the best educational implication of the study is the fact that one of the core strategies to reduce the stressful experiences caused by work and improve the job of a teacher is the improvement of the organizational climate. By investing in the power of encouraging leadership, professional growth, and professional cultures based upon collaboration, educational institutions have higher chances of establishing sustainable learning environments that are helpful to teachers and students alike.

X. LIMITATIONS OF THE STUDY

Despite the fact that the current study presents a rich information on the topic of occupational stress in secondary school teachers based on organizational climate, some weaknesses should be taken into consideration when interpreting the results. Such limitations do not imply that the study is insignificant but should caution people when globalizing the results.

First, the research was based on the secondary school teachers of a particular geographic area. Consequently, the findings might not be entirely applicable to teachers in other districts, states or other countries. The educational systems can be diverse in institutional arrangements, cultural background, and administrative procedures, this can affect organizational climatic patterns and work-related stress differently”. As such, the study has to be replicated in various learning environments to improve on the external validity.

According to Podsakoff et al. (2003)^[23], “Second, the research used questionnaires of self-report as the sole method of data collection. Self-report measures are prone to bias in responding, i.e., social desirability, exaggeration or underreporting on the levels of stress”. The reason is that, teachers can have given socially acceptable answers instead of giving their actual experiences and this could distort the results.

Third, the study adopted a cross-sectional research design, which limits the ability to establish causal relationships between organizational climate and occupational stress. While significant associations were observed, it cannot be concluded that organizational climate directly causes changes in occupational stress. Longitudinal studies are required to examine changes in stress levels over time and to identify causal pathways, stated by Spector (2006)^[24].

Fourth, the study focused only on two main variables—organizational climate and occupational stress—while other potentially influential factors such as job satisfaction, self-efficacy, personality traits, and institutional policies were not included. These factors may interact with organizational climate and stress in complex ways. Inclusion of additional variables could provide a more comprehensive understanding of teacher well-being.

Finally, the use of quantitative methods limited the depth of understanding of teachers’ subjective experiences. Qualitative approaches such as interviews and focus group discussions could offer richer insights into how teachers perceive organizational climate and cope with occupational stress.

In spite of these limitations, the study contributes meaningful empirical evidence to the field and provides a foundation for future research aimed at improving teacher well-being and organizational effectiveness.

XI. SUGGESTIONS FOR FURTHER RESEARCH

The present study provides empirical evidence on occupational stress among secondary school teachers in relation to organizational climate. However, several directions for future research can be identified to extend and deepen understanding of this important area.

First, future studies may adopt a longitudinal research design to examine changes in occupational stress and organizational climate over time. Longitudinal studies can provide insights into causal relationships and help identify how organizational interventions influence teacher stress levels in the long run.

Second, future research may include a larger and more diverse sample drawn from different geographical regions, educational boards, and cultural contexts. Comparative studies across states or countries could enhance the generalizability of findings and reveal cross-cultural variations in organizational climate and teacher stress.

Third, scholars can also add other psychological and organizational factors that include job satisfaction, teacher self-efficacy, emotional intelligence, and personality attributes. These additional variables may provide a better model of teacher well-being and may reveal the basis of mediating and moderating variables on occupational stress.

Fourth, mixed-method methods can be used in future research and are implemented by combining quantitative surveys with the qualitative methods of findings and discussing focus groups and case studies. The information given by qualitative data may go further into understanding the lived experiences of teachers and what they do to cope, and it might not be well represented by the use of the standardized questionnaires.

Lastly, intervention-based researches can be done to determine effectiveness of stress management and leadership training programmes and organizational development programmes. Experimental and quasi-experimental research can aid in establishing the most effective items of the strategies to use in the elimination of the occupational stress and enhancement of the organizational climate in schools.

Overall, further studies are required in the areas of extension of the methodology and the examination of other variables as well as practical interventions to enable more thorough comprehension of the occupational stress and the organizational climate in educational practices.

REFERENCES

- [1] Thomas A. Beehr & John E. Newman (1978). *Job stress, employee health, and organizational effectiveness*. University of Michigan Press.
- [2] Chris Kyriacou (2001). Teacher stress: Directions for future research. *Educational Review*, 53(1), 27–35.
- [3] Einar M. Skaalvik & Sidsel Skaalvik (2014). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion. *Teaching and Teacher Education*, 43, 23–34.
- [4] Richard S. Lazarus & Susan Folkman (1984). *Stress, appraisal, and coping*. Springer.
- [5] Edward T. Moran & John F. Volkwein (1992). The cultural approach to the formation of organizational climate. *Human Relations*, 45(1), 19–47.
- [6] Megan Tschannen-Moran & Anita Woolfolk Hoy (2001). Teacher efficacy: Capturing an elusive construct. *Review of Educational Research*, 71(4), 783–805.
- [7] Laurie J. Mullins (2010). *Management and organisational behaviour* (9th ed.). Pearson Education.
- [8] Susan Moore Johnson, Matthew A. Kraft, & John P. Papay (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record*, 114(10), 1–39.
- [9] James Griffith (2006). A compositional analysis of the organizational climate–performance relation. *Journal of Applied Psychology*, 91(4), 1013–1022.
- [10] Alexander S. Antoniou, Frank P. Polychroni, & Vasilios N. Vlachakis (2006). Gender and age differences in occupational stress and professional burnout among teachers. *Educational Psychology*, 26(4), 567–589.
- [11] Cary L. Cooper & Cary L. Travers (1996). *Teachers under pressure: Stress in the teaching profession*. Routledge.
- [12] Wayne K. Hoy & John A. Feldman (1992). Organizational climate and school effectiveness. *Educational Administration Quarterly*, 28(4), 422–439.
- [13] Rebecca J. Collie, Jeffrey D. Shapka, & Perry A. Perry (2012). School climate and social–emotional learning. *Teaching and Teacher Education*, 28(4), 534–545.
- [14] Jeffrey R. Edwards, Robert D. Caplan, & Harrison V. Van Harrison (1998). Person–environment fit theory: Conceptual foundations, empirical evidence, and directions for future research. *Journal of Vocational Behavior*, 53(1), 1–23.
- [15] David W. Chan (2000). A comparison of teachers' stress in Hong Kong and Macau. *Educational Psychology*, 20(1), 1–10.
- [16] John W. Creswell & Cheryl N. Poth (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

- [17] John W. Best & James V. Kahn (2006). *Research in education* (10th ed.). Pearson Education.
- [18] L. R. Gay, Geoffrey E. Mills, & Peter W. Airasian (2012). *Educational research: Competencies for analysis and applications* (10th ed.). Pearson Education.
- [19] American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- [20] Andy Field (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). SAGE Publications.
- [21] Einar M. Skaalvik & Sidsel Skaalvik (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26(4), 1059–1069.
- [22] Organisation for Economic Co-operation and Development (2014). *TALIS 2013 results: An international perspective on teaching and learning*. OECD Publishing.
- [23] Philip M. Podsakoff, Scott B. MacKenzie, Jeong-Yeon Lee, & Nathan P. Podsakoff (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879–903.
- [24] Paul E. Spector (2006). Do not cross me: Optimizing the use of cross-sectional designs. *Journal of Occupational and Organizational Psychology*, 79(1), 1–18.