

## **Job Stress and Job Stressors of Secondary School Teachers**

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### *Abstract*

*The purpose of this study was to compare job stress & job stressors of male and female secondary school teachers. This survey was conducted on a sample of 150 secondary school teachers which was included 75 males & 75 females from secondary schools of Dhule district in Maharashtra State. The tool used for data collection was Indore Teacher's Job Stressors Scale by Dr. Meena Buddhisagar Rathod & Dr. Madhulika Varma. The results of the study revealed that all job stressors affect males & females equally. The males & females have equal job stress.*

### **Introduction**

Today's world is marked by competition. It is imperative to manage the stress. The development of any country depends upon the powerful human resources in that country. The teachers have to create powerful human resources. Teachers have to educate students. In short teachers have to play very pivotal role for the overall progress of student which helps to develop the nation. The teacher is the most important element in any educational program. As the social, natural changes occur, curriculums also changes according to needs of society and nation at every level of education. In this 21st century there are so many challenges of survival before human being. Some of them are poverty, unemployment, terrorism, natural calamities like volcano, earthquake, droughts etc. So everyone should get such an education that he or she can survive in this dreadful situations. That's why everyone must be empowered. Considering all these challenges before today's teachers, it is important that the teacher should be well prepared & efficient in his or her work to develop the students.

**Teacher's Stress:** Stress related to work environment, is known as job stress or occupational stress. Teacher's stress is a specific type of job stress. It is "the experience by a teacher of unpleasant emotions such as tension, frustration, anger & depression resulting from aspects of his work as a teacher." (Kyriacou 1987).

Particularly, the secondary school teachers come across many pressure such as increasing competition, frequent changes in time-table, lesser span of time to complete syllabus, rule & regulations of school, result of the students, managements expectations, pressures from higher authority etc. This often leads to overwhelming pressures & challenges which further lead to stress & strain. Also teaching is characterized by great responsibility, with no freedom to leave the classroom for more than a few moments. Teacher has no rights to punish student for their misbehavior. The unproductive levels of stress might be harmful to teachers & can affect their teaching, personal lives & most

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importantly their students. Stress is the feeling of an individual towards any situation, problem or demand which affect his or her physiological & psychological actions and this feeling becomes motive to resist or adjust with external and internal pressure related with situational problem or demand. Stress occurs due to stressors. Stressors are broadly defined as the external demands of life or the internal attitude and thoughts that require us to adapt. Some stressors come from our surroundings and other from our inner struggles. Some stressors come from both sources. Naturally the secondary school teachers have to face these stressors while doing the job.

### **Need of the Study**

Stress is involved in everybody's life. In this era of educational technology, stress is also a vital and positive ingredient of teacher's daily life. At the work place the secondary school teachers have to face so many conflicts in various situations. Some job stressors like overloaded ness, role conflict, powerlessness, role ambiguity, motiveless ness, frail- interpersonal relationship etc. generates stress in secondary school teachers. Thus stress can not be avoided totally even at the work places. Everyone has to learn to live with it and manage it and cope with it if possible & overcome it. Stress influences not only the physical, psychological, professional, intellect, social factors but also efficiency, intellectual & social factors. Unless measures are taken to estimate & minimize the stress, the efficiency & expertise of the teachers can not be utilized to the optimum level. If the job stress & stressors are correctly identified & controlled, the better outcomes can be achieved which in turn, leads to preparation of better future citizens & it will help for the development of our nation. So there is a need to study the job stress and job stressors of secondary school teachers, because teachers are creators of our nation.

### **Review of Related Researches:**

**Durham (1976)** found that teachers had to cope with in their work. He identified three common stressors namely reorganization, role conflict and role ambiguity and poor conditions. **Kyriacou and Sutcliffe (1979)** found that 14 significant associations between source of stress and job satisfaction of teachers comprehensive schools in England. The source of stress was found to be strongly associated with job satisfaction frequency, absences and intention to leave teaching was poor career structure and inadequate salary.

**Toni & Amodia (1981)** studied an analysis of job related stress and dissatisfaction in the teaching profession. They found that 80 % of teachers suffered from occupational dissatisfaction and the majority held rather negative attitude towards teaching as a career.

**Armes (1985)** concluded that support of Head teacher and salary were the main cause of dissatisfaction. **Keith, et. al (1990)** found that the level of psychological stress was twice that of general population. They found the factors related to stress, such as inadequate access to facilities, lack of collegial support, perceived look of achievement, excessive social expectations, lack of influence or autonomy, student misbehavior and talk of praise and recognition. They also found that the relationship between these factors and stress were stronger for female than the male teachers. **Cooper and Kelley (1993)** reported that primary head teachers were experiencing higher levels of job distractions and stress than their secondary colleagues. The main sources of stress are work overload and handling

relationships with staff. **Munn and Johnstone (1993)** revealed that the longer the hours worked the more stress occasions were reported. Workload, new demands, administrative tasks and planning associated with change were identified as stressors. **Troman (1998)** reported that the teachers having chronic stress were often involved in break out of marital or personal relationship, caring for dependent relative who was chronically ill or had experienced the death close relationship. **Griffith, et al. (1999)** revealed high levels of stress were associated with low social support and the use of disengagement and suppression of competing activities as coping strategies. The study of **Nichols, et. al (2002)** revealed that special education teachers are leaving the field in much greater numbers than their peers in general education. They found lack of recognition for their work by principals and other teachers as the main contribution to stress and burnout. The results also revealed that the stress of women teachers as a whole is of moderate level but those of teachers who are handling mentally challenged children found to be relatively high compared with that of teachers handling other children.

### **Objectives**

The following objectives were decided in the study.

1. To find out whether there is a gender difference in the job stress of school teachers.
2. To find out whether gender difference, if any, in the job stressors of school teachers.

### **Hypotheses**

In present study the following hypotheses were formulated.

- Ho1. There is no significant difference the job stress mean scores between male and female teachers of secondary school.
- Ho2. There is no significant difference the job stressors mean scores between male and female teachers of secondary school.

### **Methodology**

#### **Sample**

The population for present study was 1176 secondary school teachers from Dhule district. From the population 150 secondary school teachers were selected using the stratified random sampling technique. It included 75 male & 75 female teachers.

#### **Tools**

Indore Teacher's Job Stressors Scale by Dr. Meena Buddhisagar Rathod and Dr. Madhulika Varma was used. This tool divided into six stressors such as Overload ness (OL), Role Conflict (RL), Powerlessness (PL), Role Ambiguity (RA), Motiveless ness (ML), and Frail-interpersonal Relationship (FIR). This tool contains total 49 statements. The Reliability coefficients of the six stressors namely, OL, RL, PL, RA, ML & FIR are 0.543, 0.825, 0.709, 0.864, 0.854 & 0.875 respectively. The content validity of the Indore teacher's Job stressors scale was established by having a discussion with the experts from the fields of testing and educational psychology. The face validity was also established by having the reactions of the subjects for whom the test was meant.

### Data Collection

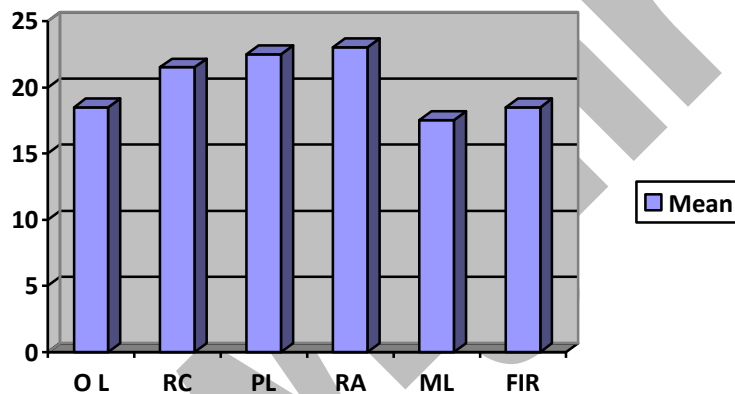
The researchers personally visited the various secondary schools situated in Dhule District, Maharashtra State and interacted with the secondary teachers and explained the purpose of the study. They were requested to respond to the statements given in the Job Stress Scale.

### Analysis and Interpretation of Collected Data

The tool was administered to a sample of 150 secondary teachers from Dhule district and the responses recorded by teachers were scored according to the instructions given in the manual. The obtained scores were tabulated and analyzed by appropriate statistical techniques. The mean (M), standard deviation (SD), 't' values and Pearson's (r) calculated to check the hypotheses. The results are given in the following tables.

**Table No. 1: The Means of Stressors Scores of Teachers**

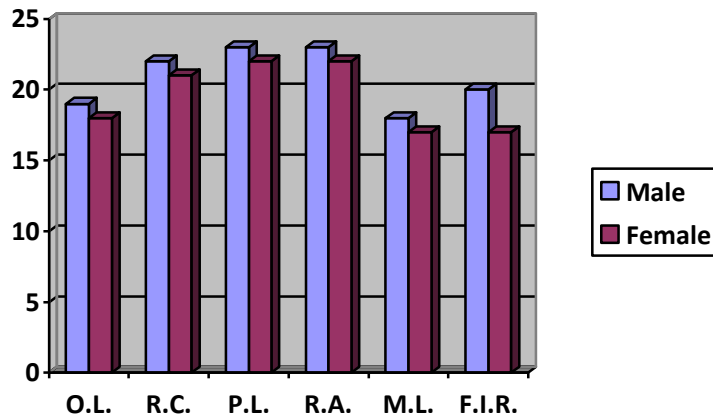
Stressors	O L	RC	PL	RA	ML	FIR
Mean	18.50	21.50	22.50	23.00	17.50	18.50



**Figure No. 1: The Job Stressors Means Scores Secondary School Teachers**

**Table No. 2: Job Stressors Mean Scores of Male and Female Teachers**

Sr. No.	Stressors Gender	O.L.	R.C.	P.L.	R.A.	M.L.	F.I.R.
1	Male	19.00	22.00	23.00	23.00	18.00	20.00
2	Female	18.00	21.00	22.00	22.00	17.00	17.00



**Figure No 2: Comparison of Mean Stressors Scores of Male & Female School Teachers**

From Table No.1 it can be seen that, the Role Ambiguity (RA) mean score is the highest score. Again the Powerlessness (PL) and Roll Conflict mean scores are also greater than other stressors' mean score. It indicates that the stressors Role Ambiguity, Powerlessness and Roll Conflict create the stress in school teachers.

From Table No. 2 as compare the job stressors mean scores of male & female, each stressor mean score of male is greater than that of female. It indicates that male teachers have more stress than female teachers. Again the mean scores in Powerlessness & Role Ambiguity are equal & highest. The mean score in Motiveless ness is least. It means powerlessness & role ambiguity create more stress in male and female teachers.

**Table No. 3: Mean, Standard Deviation & 't' Value between Job Stressors Scores of Male & Female Teachers**

Sr. No.	Gender	No. of Teachers N	Mean M	S.D.	't' Value	Level of Significance
1	Male	75	123.09	22.19	0.95	Not Significance
	Female	75	120.97	15.5		

From Table No.3, the obtained 't' value 0.95 is less than the theoretical value 1.98 at 0.05 level of significance with degree of freedom df 148. Hence the null hypothesis "There is no significant difference the job stress mean scores between male and female teachers of secondary school "is accepted. The mean score indicates that male teachers have a slightly more stress than the female teachers though the difference between them is not significant.

**Table No. 4: Mean, standard Deviation & 't' Values of Job Stressors Scores of Male & Female**

Sr. No.	Stressors	Gender	Sample size	Mean	S. D.	't' Value	Significance
1	Over Loaded ness	Male	75	19	9.15	0.07	Not Significant
		Female	75	18	8.20		
2	Role Conflict	Male	75	22	5.19	1.19	Not Significant
		Female	75	21	5.15		
3	Powerless ness	Male	75	23	3.30	1.70	Not Significant
		Female	75	22	3.62		
4	Role Ambiguity	Male	75	23	4.82	1.12	Not Significant
		Female	75	22	5.98		
5	Motiveless ness	Male	75	18	4.70	1.26	Not Significant
		Female	75	17	4.90		
6	Frail Interpersonal Relationship	Male	75	20	4.70	0.45	Not Significant
		Female	75	17	4.50		

**From Table No.4, it can be observed that,**

1. The obtained 't' value 0.07 is less than the theoretical value 1.98 at 0.05 level of significance with degree of freedom  $df = 148$ . Hence the null hypothesis "There is no significant difference in **Overloaded ness** mean scores of male and female teachers" is accepted. The mean score indicates that male teachers have a slightly more stress than the female teachers due to OL though the difference between them is not significant.
2. The obtained 't' value 1.19 is less than the theoretical value 1.98 at 0.05 level of significance with degree of freedom  $df = 148$ . Hence the null hypothesis "There is no significant difference in **Role Conflict** mean scores of male and female teachers" is accepted. The mean score indicates that male teachers have a slightly more stress than the female teachers due to RC though the difference between them is not significant.
3. The obtained 't' value 1.70 is less than the theoretical value 1.98 at 0.05 level of significance with degree of freedom  $df = 148$ . Hence the null hypothesis "There is no significant difference in **Powerlessness** mean scores of male and female teachers" is accepted. The mean score indicates that male teachers have a slightly more stress than the female teachers due to PL though the difference between them is not significant.
4. The obtained 't' value 1.12 is less than the theoretical value 1.98 at 0.05 level of significance with degree of freedom  $df = 148$ . Hence the null hypothesis "There is no significant difference in **Role Ambiguity** mean scores of male and female teachers" is accepted. The mean score indicates that male teachers have a slightly more stress than the female teachers due to RA though the difference between them is not significant.

5. The obtained 't' value 1.26 is less than the theoretical value 1.98 at 0.05 level of significance with degree of freedom  $df = 148$ . Hence the null hypothesis "There is no significant difference in **Motiveless ness** mean scores of male and female teachers" is accepted. The mean score indicates that male teachers have a slightly more stress than the female teachers due to ML though the difference between them is not significant.
6. The obtained 't' value 0.45 is less than the theoretical value 1.98 at 0.05 level of significance with degree of freedom  $df = 148$ . Hence the null hypothesis "There is no significant difference in **Frail Interpersonal Relationship** mean scores of male and female teachers" is accepted. The mean score indicates that male teachers have a slightly more stress than the female teachers due to FIR though the difference between them is not significant.

### **Major Findings:**

1. There is no significant gender difference the **job stress** mean scores of secondary school teachers.
2. There is no significant gender difference in each **job stressor** mean scores of secondary school teachers.

### **Conclusion & Discussion**

The present study revealed that male & female experience/have same job stress. Generally female has to perform dual role in family & job, therefore we think that the female teachers have more job stress than male teachers. This study shows that though the woman performs dual responsibilities, she manages both the duties and adopts some measures to reduce the stress or tension. From this study we may say that women are mentally sound and having good health, emotional balanced. In male dominated family woman's work are always negligible.

There is no significant mean difference in each job stressor mean scores of male & female. That is all job stressors affect the male & female equally. The results are in congruence with results of studies by Cooper and Kelley (1993) and Munn and Johnstone (1993). Keith, et. al. (1990) reported that inadequate access to facilities, lack of collegial support, perceived look of achievement, excessive social expectations, lack of influence, student's misbehavior are the stressors and these stressors strongly affect women.

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