

“Study related to Job stress of Higher Secondary school teachers belonging to rural area of Patan district.”

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Abstract

The present paper aimed at measuring the job stress of High secondary level teachers in rural area of patan district. A survey of sample from rural area were conducted. One principle variable- ‘Job Stress ’was considered. To determine the job stress of the teachers of Higher Secondary schools the investigator used S. Sajid Jamal and Abdul Raheem. Teacher’s Occupational Stress Scale (TOSS–JSRA) inventory as a tool. Mean and SD as Descriptive Statistics, and ‘t’ test as Inferential Statistics were employed to find the significance of difference among the gender towards the job stress. Finally found the significant difference from null hypotheses.

Keywords: Job stress, high secondary teachers and rural area.

1.1 Introduction

Job stress is defined as “the harmful physical and emotional responses that occur when the job requirements do not match the capabilities, resources or needs of the worker, in short it is a job failure”. When the workers feel that they cannot cope with the situation, stress Responses occur. Job stress basically hits the worker at all levels- school, work, relationships, family and his/her own health.

Everybody in the circle of our life expect something from us all the time – from teachers- who expect their students work to be done on time, from boss – who expects overtime from his employees to our parents – who want their children to spend sometime with them to our friends – who would like some or other sort of reciprocal. Is it any wonder then that in this “age of stress” with such added increased expectation, that it would take its toll on the health of a teacher or any other professional. Concept of stress holds vital importance in today’s “age of stress”, which can create a lot of mental, emotional and physical anxiety. Teaching is incredibly stressful so stress management is a vital skill, not only from the point of view of research but also stress management will have a big impact on stress and will bring in an effectiveness in works.

Thus, we can define stress as a state of mind which can be caused by the physical demands on the body. Or by environment and social situations which are potentially harmful, uncontrollable or exceeding our resources for coping. On the other hand psychological responses such as anxiety, hopelessness, depression irritability and a general feeling of not being able to cope with the world can result from the stressful state of mind. It thus turns into a vicious circle, which then affects the health of a teacher or a worker from any profession.

With new inventions and technologies being introduced everywhere, in today's world the nature of work has changed dramatically. Perhaps job stress today poses a threat to health of workers and in turn to their organization more than ever before. While stress has become a common feature of modern life, defining stress, its causes, symptoms and effects is very complex. As Hazards (1994) has put it, it is often characterised as a primitive stone-age reaction to modern organizational and social factors known as stressors. Therefore, it is imperative to find out the job stress of teachers of higher secondary school. This enquiry drives the researcher to select the problem –

“Study of job stress of Higher Secondary school teachers belonging to Rural area of Patan district”

1.2 Review of related literature

A Study conducted by **Nilufer A (2009)** on “Job stress and Job Satisfaction” with the university staff in Malaysia. Her article investigated relationship between job stress and job satisfaction. Under this study, she found that determinants of job stress mainly include management role, relationships with management colleagues, workload, homework balance and interface role ambiguity and performance pressure. With all her research and analysis, she draws on a conclusion that there is a significant negative relationship between job stress and job satisfaction.

Banerjee (2009) in his paper investigated the factors affecting teacher's stress in higher education and the relief strategies in the backdrop of economic slowdown. Job stress was assessed through 21 job related statements. Results showed 82% of respondents experienced more than seven (7) job stressors and 51% of respondents experienced more than 11 job stressors. On further analysis, Banerjee found that 4% of respondents of high job stressors rating reporting that they did not get regular feedback. Banerjee concluded that excessive teacher's stress test undiagnosed and untreated can have long term negative impact not only on the individual as a teacher but for the whole educational organization in the long run.

Bharati and Reddy in (2002) did a research study entitled “sources of job stress among primary school teachers”. This study brought them to address the sources of job stress among primary school teachers of missionary and government schools.

1. They found that majority of missionary school teachers experienced job stress in the areas of time demand and job security. Missionary school teachers experienced high job stress in the areas of poor remuneration as well.
2. Government school teachers experienced low stress in the area of staff relationships and job security as their jobs are permanent whereas the areas where they experienced high job stress are related to students, curriculum load, working environment, workload, time demand as well as administrative problems.

Allison (2007) in his paper investigates to identify specific student behaviours with regards to teacher stress and in the end draws certain types of behaviours and techniques of teachers that may bring out or arise stressful behaviours in students. He conducted a survey with a questionnaire based on student behaviour with 186 students and a teacher behaviour questionnaire with 77 teachers. What he got to know from the results of this survey was that lack of effort on the part of students was the major cause of teacher stress. Basically Allison (2007) brings to focus in his paper that a teachers' and students' behaviours are correlated. They have a mutual relationship in which behaviours of both teachers as well as students depend on each other.

Dworkin and Haney (2006) investigated their study based on the data collected by the National Institute of Education's Safe School Report. The study suggested that teachers in American Urban Public Schools were emotionally and physically victimized and this resulted in high level of stress corresponding to their teaching. The study explored the associations between reported experiences of victimizations well as task-specific stressors affecting the performance of teachers. They found in their study that the level of reported stress as well as the nature and degree of victimization differed by the grade level they taught as well as the race of the teacher. Dworkin and Haney found that generally, minority teachers i.e (black and brown) were less likely to report being stressed or victimized than white teachers. Whereas in the survey for task-specific-stressors. Mostly elementary school teachers reported their work to be more stressful.

Miller and Travers (2005) did a nationwide investigation into the 'Mental Wellbeing of minority ethnic teachers in U.K. Collection of Data: Data was collected through a questionnaire containing both open and closed questions. They derived sample of 208 participants from the National Union of Teachers (NUT), database of minority ethnic teachers and an advertisement in the NUT's Teacher's Magazine. Methods of Analysed Used:

1. With the use of univariate analysis of the questionnaire, survey showed that this group of teachers as compared to other groups, experienced poorer mental health and lower job satisfaction.
2. When Multivariate analysis of the questionnaire was done, the results brought forth four factors mainly responsible which can be regarded as "sources of stress."
3. According to Miller and Travers these factors were:

Hierarchy and culture of the school.

Workload

cultural barriers

lack of status and promotion

The survey through the questionnaire also suggested ethnic discrimination was also a contributing factor to the stress experienced by these minority ethnic teachers.

With the use of Multiple Regression Analysis, Miller and Travers discovered that “total stress”, “total self-esteem”, “working conditions” and “total discrimination” were the major causes of mental ill health and consequential poor performance and stress in the minority ethnic teachers.

Yoon (2002) conducted a study with the purpose to scrutinize whether or not the stress experienced by the teachers can tell the quality of student-teacher relationship. Yoon did his research using Survey method with 113 school teachers as participants from a metropolitan area in United States. Findings: He used his survey to measure teachers approaches towards working with difficult students and relationships with students. Stress experienced by teachers envisaged negative teacher-student relationships. What Yoon also found in his study was a significant correlation among negative effect, teacher stress and negative relationships.

1.3 Objectives

1. To know the job stress level of higher secondary male teachers.
2. To know the job stress level of higher secondary female teachers.
3. To assess the comparative status of job stress level between male and female teachers of higher secondary schools.

1.4 Null Hypothesis

HO.1 There is no significant difference between job stress level of male and female teachers.

1.5 Methodology and tools

In present study inquiry form tool was used to gather the required data. Tools included in the inquiry form are questionnaire, schedule, checklist, rating scale, score card and opinionnaire or attitude scale.

For present study the researcher has selected the following standardised tests.

Description of the tool

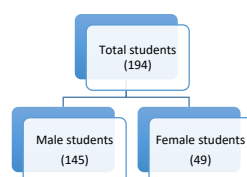
S. Sajid Jamal and Abdul Raheem. Teacher's Occupational Stress Scale (TOSS–JSRA) Hindi/English 750 (This scale consists 30 items divided into five area –(i) Work load, (ii) Student Misbehaviour, (iii) Lack of Professional Recognition, (iv) Lack of classroom resources, (v) Poor colleague Relations. It was administered on Secondary / Higher Secondary School Teachers.) The respondents are required to put a tick mark against the most suitable answer in the form of 'strongly agree', 'agree', 'undecided', "disagree" and 'strongly disagree'. The negative items (the items having the odd serial numbers) will be scored as 5 to the 'strongly agree' 4 to the 'agree' 3 to the 'undecided' 2 to 'disagree' and 1 to 'strongly disagree'. Whereas, for the positively framed items (the items having even serial numbers), the scoring is reversed, i.e., they will be scored as 1 to the 'strongly agree' 2 to the 'agree' 3 to the 'undecided' 4 to 'disagree' and 5 to 'strongly disagree'. The sum total for the given dimension will be the sum of the scores allotted for the items of that dimension. The total score for the TOSS will be the sum total of the scores on all the dimensions.

1.5.1 Variables

The job stress subject among Higher secondary level teachers was considered as the dependent variable and male and female teachers as the independent variable in this study.

1.5.2 Population

It is a case Study. The research has Patan district. So, all The High area in Patan district are selected as



selected the population From secondary Level teachers of rural population.

1.5.3 Sample: Total 194 sample has (145 male & 49 female) from the high secondary level school.

taken for the present study where

1.5.4 Statistical procedure: For this present study, Mean, SD (Descriptive stat.) and t test, (Inferential stat.) were employed and also 0.05 level of Significance was used to test the hypotheses. Data was with the help of inventory.

1.6 Analysis and Interpretation:

Objective 1: To know the job stress of higher secondary male teachers.

Table 4.3 (job stress level of higher secondary male teachers)

Sr no.	Dimensions	Mean	Standard deviation	Percentage mean	Z score	Grade	Level of stress
1.	Work load (WL)	13.4276	1.6572		-0.72	E	Low stress
2.	Students misbehaviour (SM)	9.5931	1.6666		-1.0	E	Low stress
3.	Lack of professional recognition (LPR)	11.2	1.1155		-0.34	D	Moderate stress
4.	Lack of classroom resource (LCR)	8.3793	1.6711		-0.84	E	Low stress
5.	Poor colleague relations (PCR)	10.8207	1.2892		-0.85	E	Low stress
6.	TOSS (Total)	53.38	7.1		-0.85	E	Low stress

In this study it has been found that:

From the results of the above table, the mean for dimension ‘work load’(WL) for job stress level of higher secondary male teachers group is 13.42, SD is 1.65 and percentage mean is 60.9%

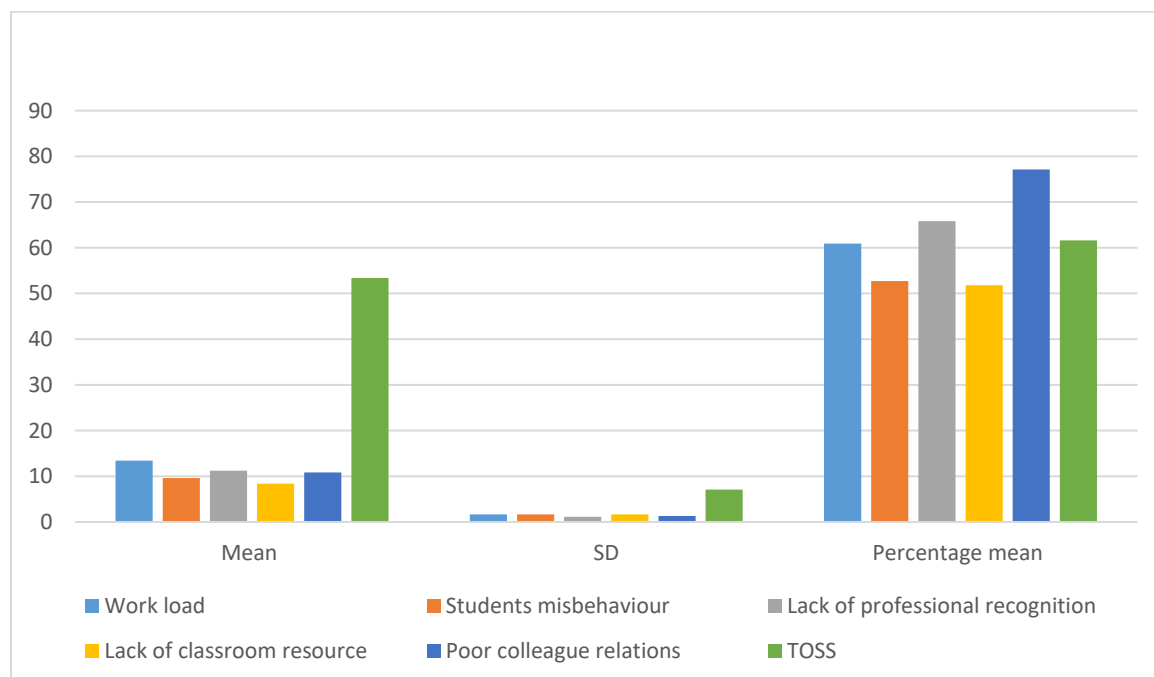
For dimension ‘students misbehavior’(SM) for job stress level of higher secondary male teachers group is 9.59,SD is 1.66 and percentage mean is 52.7%.

For dimension ‘Lack of professional recognition’(LPR) for job stress level of higher secondary male teachers group is 11.2, SD is 1.11 and percentage mean is 65.8%

For dimension ‘Lack of classroom resource’ (LCR) job stress level of higher secondary male teachers group is 8.37,SD is 1.67 and percentage mean is 51.8%.

For dimension ‘Poor colleague relations’(PCR) for job stress level of higher secondary male teachers group is 10.82,SD is 1.28 and percentage mean is 77.1%.

For overall ‘Teacher's Occupational Stress Scale’ TOSS for job stress level of higher secondary male teachers group is 53.38,SD IS 7.1 and percentage mean is 61.6%. The mean, SD and percentage mean is also presented according to groups in the following figure.



Now, for dimension ‘work load’(WL) higher secondary male teachers fall under grade E which indicates that male teachers have low job stress level.

For dimension ‘students misbehavior’(SM) higher secondary male teachers fall under grade E which indicates that male teachers have low job stress level.

For dimension ‘Lack of professional recognition’(LPR) higher secondary male teachers fall under grade D which indicates that male teachers have moderate stress level.

For dimension ‘Lack of classroom resource’ (LCR) higher secondary male teachers fall under grade E which indicates that male teachers have low job stress level.

For dimension ‘Poor colleague relations’(PCR) higher secondary male teachers fall under grade E which indicates that male teachers have low job stress level.

For overall ‘Teacher's Occupational Stress Scale’ TOSS higher secondary male teachers fall under grade E which indicates that male teachers have low job stress level.

Majority of the male teachers fall under the category of low job stress level, Certain amount of job stress in some form or the other is common among most of the teachers of Higher Secondary schools. Low job stress level is natural and may be harmless to the extent that it does not affect ones adjustment.

Objective 2: To know the job stress of higher secondary female teachers.

Table 4.4 (job stress level of higher secondary female teachers)

Sr no.	Dimensions	Mean	Standard deviation	Percentage mean	Z score	Grade	Level of stress
1.	Work load (WL)	13.57	1.25	79.8%	-0.73	E	Low stress
2.	Students misbehaviour (SM)	10.12	1.96	56.2%	-0.78	E	Low stress
3.	Lack of professional recognition (LPR)	11.18	1.72	58.8%	-0.34	D	Moderate stress
4.	Lack of classroom resource (LCR)	8.32	1.80	46.2%	-0.84	E	Low stress
5.	Poor colleague relations (PCR)	10.57	2.02	66%	-0.83	E	Low stress
6.	TOSS (Total)	53.5	8.75	61.4%	-0.85	E	Low stress

In this study it has been found that:

From the results of the above table, the mean for dimension ‘work load’(WL) for job stress level of higher secondary female teachers group is 13.57, SD is 1.25 and percentage mean is 79.8%

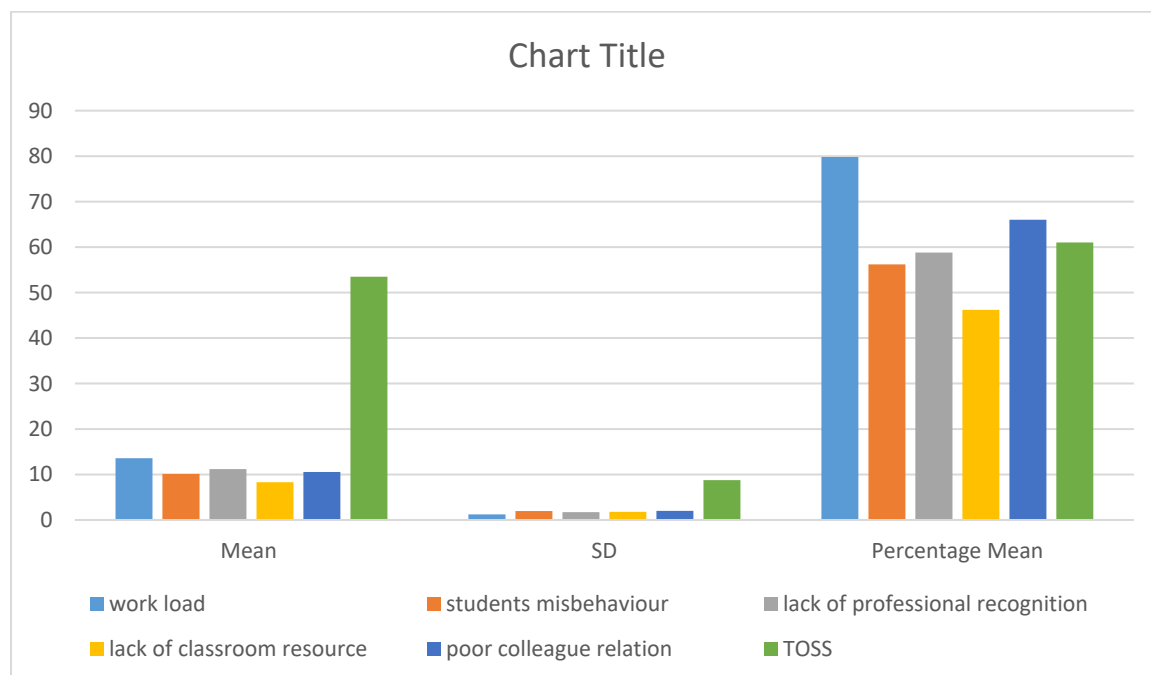
For dimension ‘students misbehavior’(SM) for job stress level of higher secondary female teachers group is 10.12 , SD is 1.96 and percentage mean is 56.2%.

For dimension ‘Lack of professional recognition’(LPR) for job stress level of higher secondary female teachers group is 11.18, SD is 1.72 and percentage mean is 58.8%

For dimension ‘Lack of classroom resource’ (LCR) job stress level of higher secondary female teachers group is 8.32, SD is 1.80 and percentage mean is 46.2%.

For dimension ‘Poor colleague relations’(PCR) for job stress level of higher secondary female teachers group is 10.57, SD is 2.02 and percentage mean is 66%.

For overall ‘Teacher's Occupational Stress Scale’ TOSS for job stress level of higher secondary female teachers group is 53.5, SD IS 8.75 and percentage mean is 61.4%. The mean, SD and percentage mean is also presented according to groups in the following figure.



Now, for dimension ‘work load’(WL) higher secondary female teachers fall under grade E which indicates that male teachers have low job stress level.

For dimension ‘students misbehavior’(SM) higher secondary female teachers fall under grade E which indicates that male teachers have low job stress level.

For dimension ‘Lack of professional recognition’(LPR) higher secondary female teachers fall under grade D which indicates that male teachers have moderate stress level.

For dimension ‘Lack of classroom resource’ (LCR) higher secondary female teachers fall under grade E which indicates that male teachers have low job stress level.

For dimension ‘Poor colleague relations’(PCR) higher secondary female teachers fall under grade E which indicates that male teachers have low job stress level.

For overall ‘Teacher's Occupational Stress Scale’ TOSS higher secondary female teachers fall under grade E which indicates that female teachers have low job stress level.

Majority of the female teachers fall under the category of low job stress level, Certain amount of job stress in some form or the other is common among most of the teachers of Higher Secondary schools. Low job stress level is natural and may be harmless to the extent that it does not affect one’s adjustment.

Objective 3: To compare status of job stress between male and female teachers.

H1 (Hypothesis) : There is no significant difference between job stress level of male and female teachers.

To achieve this hypothesis, the t-test was applied and the results are presented in the following table.

Table 4.6 T value for work load

Summary for work load		
	Group 1	Group 2
Mean	13.4276	13.5714
Variance	2.7465	1.5833
Stand. Dev.	1.6573	1.2583
N	145	49
T	-0.5555	
degrees of freedom	192	
critical value	1.976	

The means of Group 1 and Group 2 are not significantly different at $p < 0.05$.

From the results of the above table, it can be seen that,

No significant difference was observed between male and female teachers scores of higher secondary school related job stress according to TOSS inventory ($t = -0.555$, $p < 0.05$) at 0.05 level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean male and female teachers scores of higher secondary school related job stress are similar.

Table 4.7 T value for Students misbehaviour

Summary for Students misbehaviour		
	Group 1	Group 2
Mean	9.5931	10.1224
Variance	2.7708	3.818
Stand. Dev.	1.6646	1.954
N	145	49
T	-1.8396	
degrees of freedom	192	
critical value	1.976	

The means of Group 1 and Group 2 are not significantly different at $p < 0.05$.

From the results of the above table, it can be seen that,

No significant difference was observed between male and female teachers scores of higher secondary school related job stress according to TOSS inventory ($t = -1.8396$, $p < 0.05$) at 0.05 level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean male and female teachers scores of higher secondary school related job stress are similar.

Table 4.8 T value for Lack of professional recognition

Summary for Lack of professional recognition		
	Group 1	Group 2
Mean	11.2	11.1837
Variance	1.2444	2.9864
Stand. Dev.	1.1155	1.7281
N	145	49
T	0.0762	
degrees of freedom	192	
critical value	1.976	

The means of Group 1 and Group 2 are not significantly different at $p < 0.05$.

From the results of the above table, it can be seen that,

No significant difference was observed between male and female teachers scores of higher secondary school related job stress according to TOSS inventory ($t=0.0762$, $p < 0.05$) at 0.05 level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean male and female teachers scores of higher secondary school related job stress are similar.

Table 4.9 T value for Lack of classroom resource

Summary for Lack of classroom resource		
	Group 1	Group 2
Mean	8.3793	8.3265
Variance	2.7926	3.2662
Stand. Dev.	1.6711	1.8073
N	145	49
T	0.1872	
degrees of freedom	192	
critical value	1.976	

The means of Group 1 and Group 2 are not significantly different at $p < 0.05$.

From the results of the above table, it can be seen that,

No significant difference was observed between male and female teachers scores of higher secondary school related job stress according to TOSS inventory ($t=0.1872$, $p < 0.05$) at 0.05 level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean male and female teachers scores of higher secondary school related job stress are similar.

Table 4.10 value for Poor colleague relations

Summary		
	Group 1	Group 2
Mean	10.8207	10.5714
Variance	1.6621	4.0833
Stand. Dev.	1.2892	2.0207
N	145	49
T	1.0018	
degrees of freedom	192	
critical value	1.976	

The means of Group 1 and Group 2 are not significantly different at $p < 0.05$.

No significant difference was observed between male and female teachers scores of higher secondary school related job stress according to TOSS inventory ($t=1.0018$, $p < 0.05$) at 0.05 level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean male and female teachers scores of higher secondary school related job stress are similar.

1.7 Findings

1. Higher secondary school male teachers have shown low stress level towards dimension 'work load'(WL) for job stress.
2. Higher secondary school male teachers have shown low stress level towards dimension 'students misbehavior'(SM) for job stress.
3. Higher secondary school male teachers have shown moderate stress level towards dimension 'Lack of professional recognition'(LPR) for job stress.
4. Higher secondary school male teachers have shown low stress level towards dimension 'Lack of classroom resource' (LCR) for job stress.
5. Higher secondary school male teachers have shown low stress level towards dimension 'Poor colleague relations'(PCR) for job stress.
6. Higher secondary school male teachers have shown low stress level towards overall job stress.
7. Higher secondary school female teachers have shown low stress level towards dimension 'work load'(WL) for job stress.
8. Higher secondary school female teachers have shown low stress level towards dimension 'students misbehavior'(SM) for job stress.
9. Higher secondary school female teachers have shown moderate stress level towards dimension 'Lack of professional recognition'(LPR) for job stress.

- 10.Higher secondary school female teachers have shown low stress level towards dimension 'Lack of classroom resource' (LCR) for job stress.
- 11.Higher secondary school female teachers have shown low stress level towards dimension 'Poor colleague relations'(PCR) for job stress.
- 12.Higher secondary school female teachers have shown low stress level towards overall job stress.
- 13.There is no significant difference observed between higher secondary male and female teachers towards all the dimensions for job stress.

2. Conclusion and education implication

Present study provides to know the job stress of High secondary level teachers. After finishing the statistical analysis Researcher has reached in the generalization. The findings of the study were important from the point of view of excellence of teachers, their effectiveness and efficiency in job situation. Stress affects the teaching efficiency of the individual. So it is necessary to provide proper environment and support to each to maintain individual stress. The study has shown that there are variations in the experience of stress related to Work load (WL),Students misbehavior (SM),Lack of professional recognition (LPR),Lack of classroom resource (LCR) and Poor colleague relations (PCR)by the male and female higher secondary school teachers. This points to the need for the effective management of these determinants of stress, either by making use of different management strategies at regular intervals, or by providing effective guidance and counseling.

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