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## **Job stress among private higher secondary school teachers in Chidambaram**

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### **Abstract**

This study about the “job stress among private HSC teachers in Chidambaram,” so far discussed important findings and recommendations. This study has convenience sampling technique to collect data from private higher secondary schools teachers in Chidambaram. It is identified 100 sample size and find research questionnaire. The analysis found that there is significant difference towards teachers’ job stress with respect to demographic profile of the teachers. Hence, it is concluded that the school principal should find ways and means to lessen the heavy workload of teachers by distributing workload among the teachers in a proper and even manner. Studies of job stress have shown that workload and lack of proper communications are the significant causes of increasing stress among the teachers.

**Keywords:** job stress, HSC teachers, job dissatisfaction, workload of teachers.

### **Introduction**

The modern world, which is said to be a world of achievements, is also a world of stress. One finds stress everywhere, whether be within the family, business organization or any other social or economic activity. Right from the time of birth, until the last breath drawn, an individual is invariably exposed to various stressful situations. Stress happens whenever one’s mind and body reacts to some real or imagined situation. Since every situation or event in our daily life causes some type or degree of stress, it is unrealistic and impossible to eliminate stress, totally from one’s life.

Managing stress among the higher secondary school teachers proves to be a difficult task for every higher secondary school management. However, the causes of stress vary from one teacher to another teacher and from one institution to another institution, the level of stress among the higher secondary school teachers increases day by day, thus proving it to be a hectic task for every institution, to manage stress among the higher secondary school teachers. Hence, more researches about stress are inevitable to increase the productivity and thus to enrich the human power of the nation.

### **Review of Literature**

Organizational stress among women teachers and nursing staff was conducted by Travers and Cooper (1996) <sup>[2]</sup>. Researchers have found out that role stress arising from social and family situations has an impact of stress for the people at work. The sample consisted of 60 women teachers and 50 nursing staff.

Vaz (1994) <sup>[3]</sup> scale for Social Family Role Stress (SFRS) was used for measuring extra organizational role stress. The findings were that for women teachers, job tenure emerged as the significant predictor of social and family stress while for nurses, the number of dependents contributed significantly to the prediction of social and family role stress.

Woods and Montagno (1997) <sup>[5]</sup> conducted a study on university teachers (N=120) to determine the stressors emanating from home and family situations. They used the SFRS Scale, which was developed by them. The results indicated that the male teachers experienced more social and family role stress in comparison to the female teachers and the married were under more stress than the unmarried teachers.

Ware (1996) <sup>[4]</sup> studied and conducted impact of organizational climate on professional stress for 34 male teachers working in an open climate (OCT) and 34 male teachers working in a

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paternal climate (PCT). The Organizational Climate Description Questionnaire and the Teachers' Professional Stress Scale were used for the respondents. The data analysis revealed that the teachers working in an open climate experienced less stress, powerlessness and social isolation than the teachers working in a paternal climate. It was also revealed that the teachers had less negative orientation and affection towards different aspects of their job and professional lives in an open climate.

Misra (1995) <sup>[1]</sup> conducted a study to find out among the male teachers of higher educational institutions their relationship between jobs related stress and depressed mood at work. Job- Related Stress Index was used which was developed and standardized by Koch (1982) helped to measure the Job-related stress, and the depressed mood at work was measured with the help of Depressed Mood at Work Scale developed and standardized by Quinn and Shepard (1974). These two scales were used for a sample of 70 male teachers employed in higher educational institutions in Lucknow. The results revealed a highly significant and positive relationship of over-all job-related stress like the role based stress, task based stress, boundary mediating stress and conflict mediating stress, with depressed mood at work among male teachers of higher educational institutions.

## Research Methodology

### Research Design

Descriptive research design will be employed to determine the relationship between the dependent and the independent variables and to establish any association between these variables. The researcher will employ the survey strategy for the study. This strategy is proposed because it allows the collection of a large amount of data from a sizable population in an economical manner. The method is also perceived as authoritative by people in general and is both comparatively easy to explain and to understand.

### Need of the Study

Stress in the workplace is a greater threat to employee's health and well-being than ever before. While technology has made many jobs easier, it has also added to the anxieties of office life, through information overload, heightened pressure for productivity, and a threatening sense of impermanence in the workplace.

## Research problem

The problem of stress in higher secondary school teachers is an important aspect of the process of social change in India. Traditionally Indian teachers worked within the framework of the family system. Today, they have joined hands with men as part of the work force in the Institution. The consequent outcome is that, modern higher secondary school teachers live in two systems and perform both familial, as well as professional roles. This in turn, leads to a number of role stresses among higher secondary school teachers.

Since higher secondary school teachers are engaged in dual roles, i.e., as teachers, assistant head master, head master and principle should be given to management of social and family stressors and job stress so that they can maintain their quality of life and adjust with family members and workmates. The dual responsibilities of home and work, call for multiple roles, which put greater strain on higher secondary school teachers.

## Objectives of the study

- To study the stress among Private HSC school teachers in Chidambaram.

## Hypotheses of the Study

- There is no significant difference towards stress among Private HSC school teachers based on demographic profiles in Chidambaram.

## Sampling Technique

- The convenience sampling was adopted for the primary data collection.

## Sampling Size

- 100 samples were collected private higher secondary schools at Chidambaram.

## Independent Sample t-Test

Independent sample t-test was adopted to find the significant differences between two means which the frequency analysis yielded.

## One Way ANOVA

ANOVA considers that all the variables in the study are assumed to be equal, was adopted to find the differences between the means of three or more variables.

**Table 1:** One way ANOVA analysis for opinion difference towards job stress among Higher Secondary School Teacher based on their Experience

Job Stress	Experience	N	Mean	SD	One way ANOVA	
					F	p
Institutional Stress	Up to 7 Years	46	4.7391	.28361	20.138	0.001
	8 to 14 Years	31	4.2177	.43177		
	Above 14 Years	23	4.5326	.36388		
	Total	100	4.5300	.41633		
Job Related Stress	Up to 7 Years	46	4.3750	.64280	3.429	0.036
	8 to 14 Years	31	4.0887	.59354		
	Above 14 Years	23	3.9565	.83480		
	Total	100	4.1900	.69369		
Colleagues and Seniors Related Stress	Up to 7 Years	46	4.1902	.62402	5.046	0.008
	8 to 14 Years	31	3.9274	.58876		
	Above 14 Years	23	3.6739	.77031		
	Total	100	3.9900	.67600		
Students Related Stress	Up to 7 Years	46	4.2609	.41485	4.958	0.009
	8 to 14 Years	31	3.9839	.32873		

Overall Job Stress	Above 14 Years	23	4.2391	.44261	8.952	0.001
	Total	100	4.1700	.41268		
	Up to 7 Years	46	4.3913	.35243		
	8 to 14 Years	31	4.0544	.34450		
	Above 14 Years	23	4.1005	.45451		
Total	100	4.2200	.40480			

Source: primary data

The one way ANOVA is conducted for the sample of 100, to validate the significant difference among the experience groups of teachers with respect job stress. Independent variable experience is classified into three groups such as up to 7 years, 8 to 14 years and above 14 years. Dependent variable job stress also classified in to four types such as institutional stress, job related stress, colleagues and seniors related stress and students related stress. Frequency distribution, mean, standard deviation, F ratio and p values are calculated and following hypotheses are framed.

**Null hypothesis H<sub>0</sub>:** Teachers opinion does not differ towards job stress with respect to experience of the teachers

**Alternative hypothesis H<sub>A</sub>:** Teachers opinion differs towards job stress with respect to experience of the teachers

The above table shows that overall value for job stress (F – 8.952 and p – 0.001). Hence the p value is less than 0.05 and significant at 1% level. It is affirmed that there is a significantly difference towards job stress with respect experience groups of the teachers. The study found that highly job stress with respect to experience groups of the teachers.

The analysis also exhibits scores for all the four factors separately to know the differences among the experience groups. Among these, all factors such as institutional stress, job related stress, colleagues and seniors related stress and students related stress are differ significantly with respect to experience groups. The analysis clearly exhibits that up to 7 years experience of the teachers are perceived highly job stress.

**Table 2:** Independent sample t test for mean difference towards job stress among Higher Secondary School Teacher based on their Gender

Job Stress	Gender	N	Mean	SD	t test	
					t	p
Institutional Stress	Female	78	4.6859	.30800	9.942	0.000
	Male	22	3.9773	.24286		
Job Related Stress	Female	78	4.2051	.76526	0.409	0.684
	Male	22	4.1364	.34267		
Colleagues and Seniors Related Stress	Female	78	3.9840	.73672	-0.167	0.868
	Male	22	4.0114	.40442		
Students Related Stress	Female	78	4.2372	.42430	3.206	0.002
	Male	22	3.9318	.25799		
Overall Job Stress	Female	78	4.2780	.42241	2.791	0.006
	Male	22	4.0142	.24771		

Source: primary data

The independent sample t test is conducted for the sample of 100, to validate the significant difference among the gender groups of teachers with respect job stress. Independent variable gender is classified into two groups such as male and female. Dependent variable job stress also classified in to four types such as institutional stress, job related stress, colleagues and seniors related stress and students related stress. Frequency distribution, mean, standard deviation, t ratio and p values are calculated and following hypotheses are framed.

**Null hypothesis H<sub>0</sub>:** Teachers opinion does not differ towards job stress with respect to gender of the teachers

**Alternative hypothesis H<sub>A</sub>:** Teachers opinion differs towards job stress with respect to gender of the teachers

The above table shows that overall value for job stress (t – 2.791 and p – 0.006). Hence the p value is less than 0.05 and significant at 1% level. It is affirmed that there is a significantly difference towards job stress with respect gender groups of the teachers. The study found that highly job stress with respect to gender groups of the teachers.

The analysis also exhibits scores for all the four factors separately to know the differences among the gender groups. Among these, institutional stress and students’

related stress are differing significantly with respect to gender groups. The study also found that there is no significant difference towards the factors job related stress and colleagues and seniors related stress with respect to gender of the teachers. The analysis also clearly exhibits that above Rs. 15000 female of the teachers are perceived highly job stress when compared male teachers.

**Findings**

- The analysis found that job stress factors such as institutional stress, job related stress, colleagues and seniors related stress and students related stress are differ significantly with respect to experience groups. The analysis clearly exhibits that up to 7 years experience of the teachers are perceived highly job stress.
- The analysis found that job stress factors such as institutional stress and students’ related stress are differing significantly with respect to gender groups. The study also found that there is no significant difference towards the factors job related stress and colleagues and seniors related stress with respect to gender of the teachers. The analysis also clearly exhibits that female of the teachers are perceived highly job stress when compared male teachers.

### **Recommendations**

- Teachers' organizations should organize seminars and workshops to help teachers cope with work stress and reduce the feeling of strain. Some of the topics to be discussed can be the joys of working together, classroom management and discipline and importance of good health and positive attitude through different kinds of practices.
- The Education Department should increase the teacher - class ratio with the aim of reducing the workload of teachers. Besides, and if possible more subsidies should be granted to each school so that more clerical staff can be employed to relieve the non-teaching duties of teachers.

### **Conclusion**

This study about the “Job Stress among Private Hsc Teachers in Chidambaram,” so far discussed important findings and recommendations. This study has convenience sampling technique to collect data from private higher secondary schools teachers in Chidambaram. It is identified 100 sample size and find research questionnaire. The analysis found that there is significant difference towards teachers’ job stress with respect to demographic profile of the teachers. Hence, it is concluded that the school principal should find ways and means to lessen the heavy workload of teachers by distributing workload among the teachers in a proper and even manner. Studies of job stress have shown that workload and lack of proper communications are the significant causes of increasing stress among the teachers.

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