

OCCUPATIONAL STRESS OF SCHOOL TEACHERS

M. Murali

Ph.D Scholar, Meston College of Education

Dr. (Mrs.). Doreen Gnamam

Associate Professor in EMH, Meston College of Education

Abstract

This study aims to study the occupational stress of school teachers. The main objectives are to find out the level and significant difference based on Gender, Types of School, Medium Instruction, Types of Management, Age, Marital Status, Location, Types of Family, and Total Number of Services of School Teachers. The hypothesis was that there may be significance of difference in occupational stress of school teachers based on Gender, Types of School, Medium Instruction, Types of Management, Age, Marital Status, Location, Types of Family, and Total Number of Services of School Teachers. A Sample of 750 school teachers were selected for this study in Vellore district. The tool used was occupational stress inventory developed and standardized by. Srivastava. A.K. and Singh. A.P. (1984).

Introduction

Each of us unknowingly involve into stressful moments in the life. Under unavoidable circumstances, we tend to occupy our minds deep into the issues which relate to our emotional values, integrity, identity, ideology, relationship, greed, self importance, worry, safety, and so on. Humans are social beings and they live in groups for security and attachment thus they involve in the matters, which are inevitable whether in the form of sorrow or pleasure. We take issues to our heart to arouse emotions and live with it. Emotions facilitate to realize the purpose of life and we live for, tend to associate deep and deep into affairs. The stress is good for the evolution and the health if it does not exceed the limitations. Many circumstances incite us to react to hunger, family, kids, study, marriage, companion, job, comfort, health, future, safety, ambition, and so on. The failure and complexity build up frustration, fear, and insecure situation to our personality. The study on stress, family stress, kids stress, relationship stress, job stress, economic stress and so on, each of these has our emotional attachment in relation to our personality.

Stress is one of the biggest problems facing teachers today. The increasingly demanding nature of our jobs has also increased pressure levels dramatically. Research shows that teachers are now facing greater day-to-day problems with occupational stress than most other employees. Teachers want to feel that, at the end of the day, the special rewards of teaching are sufficient to justify coping with the pressures faced at work. The National Union of teachers (NUT) guidance aims to assist you in making this possible by tackling the problem of teacher stress. In 1990, the National Union of Teachers (NUT) was the first teacher union to publish detailed guidance for its members on teacher stress.

Many of the research studies analyze the causes, symptoms and effects of stress in schools today and reaffirms the National Union of Teacher's (NUT) position that stress is rooted in organizational causes related to the way teachers are expected to work; it considers the reasons why employers must take action to tackle stress, including their legal obligations under health and safety law and the penalties they face, if they fail to act; and it sets out a practical programme for National Union of Teachers (NUT) members in schools to promote discussion of stress, identify the problems in particular schools and take up the issue with managers and governing bodies in order to tackle stress and its roots. The principles of this guidance are equally applicable to teachers in further education colleges and universities as to teachers in schools.

Objectives of the study

This study aims to find the level of occupational stress of school teachers. Further it aims to see the significance of difference of occupational stress of school teachers based on Gender, Types of School, Medium Instruction, Types of Management, Age, Marital status, Location, Types of family, and Total Number of Services of School Teachers.

Hypothesis of the study

There may be significance of difference in occupational stress of school teachers based on Gender, Types of School, Medium Instruction, Types of Management, Age, Marital Status, Location, Types of Family, and Total Number of Services of School Teachers.

Sample of the study

A sample of 750 school teachers was taken from Vellore district in Tamilnadu. Stratified random sampling technique was used.

Tools used for the study

By this the investigator means the scores obtained from the Occupation Stress Inventory standardized by. Srivastava.A.K and .Singh.A.P (1984) administered among school teachers.

Table 1: Level of occupational stress of teachers

Occupational stress	N	Percentage
Low	190	25.3
Moderate	370	49.3
High	190	25.3

The above table categorises teachers in to low, moderate and high in occupational stress. It is observed from the above table that 25.3 percentage of teachers (N=190) experience low occupational stress. While, majority of teachers 49.3 percent (N=370)

undergo moderate stress and high level of stress is experienced by 25.3 percent of teachers (N=190). Therefore it is concluded that the selected sample of teachers evidence average level of stress in their occupation.

Table 2: Comparison of Occupational stress of the teachers based on the School standards

Variable	Sources Of Variation	Sum Of Squares	df	Mean Square	F	Sig
Occupational stress	Between Groups	1913.53	2	956.76	3.299	0.037 $p < 0.05$
	Within Groups	216645.06	747	290.02		
	Total	218558.59	749			

Table 3: Tukey HSD Post-Hoc test of multiple comparisons of occupational stress based on the school standards- Homogeneous Subsets

School standard	N	Subset for alpha =0 .05	
		1	2
High school	250	127.30	
Primary	250	129.74	129.74
Higher secondary	250		131.17

The ANOVA test gives a clear indication of significant variation between groups. The Tukey's Honest Significance Difference (HSD) Post-Hoc test of Multiple comparisons determines if any one sample grouping is significantly different from the other two. The results of the one way ANOVA to compare the occupational stress based on the school standards shows that there is a significant difference ($F=3.299$, $p < 0.05$) in the occupational stress of teachers based on the school standards.

The Tukey's Honest Significance Test carried out for multiple comparison, divided the samples into two subsets showing difference between the three categories of School standards, i.e., Primary, High school, Higher Secondary schools. The Tukey's Honest Significance Difference (HSD) Post-Hoc test of multiple comparisons suggests that the teachers of the higher secondary standards (131.17) had higher occupational stress levels when compared to the Primary (129.74) and High school (127.30) teachers. Teachers working in higher secondary school are significantly different from teachers working in high schools. The results also shows that teachers working in primary schools and high schools do not differ significantly in their occupational stress.

The formulated null hypothesis that there is no significant difference in the occupational stress of teachers based on school standards is rejected.

Table 4: Gender-wise comparison of the Occupational stress based on the school standards

School standard	Group	N	Mean	Std. Deviation	Std. Error Mean	't' value	Sig
Total Sample	Male	360	130.72	15.891	.838	2.030	0.043 p<0.05
	Female	390	128.19	18.048	.914		
Primary	Male	116	130.82	16.915	1.571	.907	0.365 _{NS}
	Female	134	128.81	17.859	1.543		
High school	Male	122	127.75	14.794	1.339	.408	0.683 _{NS}
	Female	128	126.87	19.166	1.694		
Higher secondary	Male	122	133.59	15.531	1.406	2.283	0.023 p<0.05
	Female	128	128.86	17.139	1.515		

NS- not significant

It is inferred from the above table that there is a significant difference in the higher secondary teachers towards occupational stress levels ($t=2.283$, $p<0.05$). The mean values depict that the higher secondary male (133.59) teachers had a higher occupational stress level when compared to the female (128.86) teachers but no significant difference is observed in the primary and high school teachers towards the occupational stress with regard to gender. However, the difference between the male and female teachers in the total sample towards occupational stress is significant ($t=2.030$, $p<0.05$).

The formulated null hypothesis stating that there is no significant difference in the occupational stress of teachers based on gender is rejected.

Table 5: Comparison of occupational stress of the teachers based on the Type of School

Type of School	Sources Of Variation	Sum Of Squares	Mean Square	F	Sig.
Total Sample	Between Groups	229.982	114.991	0.393	.675 _{NS}
	Within Groups	218328.606	292.274		
	Total	218558.588			
Primary	Between Groups	698.877	349.439	1.153	.317 _{NS}
	Within Groups	74874.739	303.137		
	Total	75573.616			
High School	Between Groups	698.771	349.386	1.191	.306 _{NS}
	Within Groups	72483.729	293.456		
	Total	73182.500			
Higher Secondary	Between Groups	60.319	30.160	.110	.896 _{NS}
	Within Groups	67828.625	274.610		
	Total	67888.944			

NS- not significant

Table -6 -Tukey HSD Post-Hoc test of Multiple comparisons variations based on the Type of school- Homogeneous Subsets

Variable	Type of school	N	Subset for alpha = .05
Total sample	Girls	154	128.35
	Co-education	408	129.57
	Boys	188	129.91
	Sig.		.618
Primary	Girls	14	124.79
	Boys	16	125.63
	Co-education	220	130.36
	Sig.		.544
High School	Girls	71	125.55
	Co-education	97	126.63
	Boys	82	129.61
	Sig.		.284
Higher Secondary	Co-education	91	130.79
	Boys	90	130.94
	Girls	69	131.96
	Sig.		.894

The ANOVA test gives a clear indication of significant variation between groups. The results of the one way ANOVA to compare the occupational stress based on the Type of school shows that there is no significant difference in the occupational stress among teachers working in boys school, girl's school and co-education schools. Teachers working in different types of school possess same level of occupational stress. Hence the formulated null hypothesis that there is no significant difference in the occupational stress of teachers based on type of school is accepted.

Table 7: Comparison of Occupational stress of the teachers based on the Type of Management

Type of management	Sources Of Variation	Sum Of Squares	Mean Square	F	Sig.
Total sample	Between Groups	306.042	153.021	.524	0.593 _{NS}
	Within Groups	218252.546	292.172		
	Total	218558.588			
Primary	Between Groups	1323.834	661.917	2.202	0.113 _{NS}
	Within Groups	74249.782	300.606		
	Total	75573.616			

High School	Between Groups	1628.752	814.376	2.811	0.062 _{NS}
	Within Groups	71553.748	289.691		
	Total	73182.500			
Higher Secondary	Between Groups	684.844	342.422	1.259	.286 _{NS}
	Within Groups	67204.100	272.081		
	Total	67888.944			

NS- not significant

Table -8 -Tukey HSD Post-Hoc test of Multiple comparisons variations based on the Type of management- Homogeneous Subsets

Variable	Type of Management	N	Subset for alpha = .05
Total sample	Aided	224	128.44
	Private	256	129.69
	Government	270	129.93
	Sig.		0.593
Primary	Government	94	126.85
	Private	85	130.91
	Aided	71	132.18
	Sig.		.121
High School	Aided	80	123.69
	Private	83	128.24
	Government	87	129.72
	Sig.		0.059
Higher Secondary	Private	88	129.89
	Aided	73	130.00
	Government	89	133.39
	Sig.		0.360

The results of the one way ANOVA comparing the occupational stress of teachers based on the Type of Management shows that teachers working in private school, government school and government aided school do not differ significantly in their stress level. They all experience same level of occupational stress. It is concluded that type of management of school do not have any significant impact on occupational stress of teachers. Hence the formulated null hypothesis stating that there is no significant difference in the occupational stress of teachers based on type of management is accepted.

Table 9: Comparison of Occupational stress of the teachers based on the Age

Variable	Sources Of Variation	Sum Of Squares	Mean Square	F	Sig.
Total sample	Between Groups	2748.314	916.105	3.154	0.052 P<0.05
	Within Groups	216681.384	290.458		
	Total	218558.588			

Table 10: Tukey HSD Post-Hoc test of Multiple comparisons variations based on the Age- Homogeneous Subsets

Variable	Age	N	Subset for alpha = .05	
			1	2
Total sample	>51yrs	18	122.50	
	41-50yrs	222	127.84	127.84
	20-30yrs	231	130.01	130.01
	31-40yrs	279		130.59
	Sig.		0.080	0.818

It is clear from the above table that age of teachers bears significant impact on the stress level in their occupation ($F=3.154$, $p<0.05$). The Tukey's Honest Significance Difference (HSD) Post-Hoc test of multiple comparisons suggests that the teachers who belonged to the age group of 31-40 years (130.59) had higher occupation stress and the teachers who are > 51 years of age had lesser occupational stress. Teachers above the age 51 are significantly different from teachers in the age group of 31-40. Teachers in the age group 20-30 years and 41-50 years do not differ in the level of stress.

The formulated null hypothesis that there is no significant difference in the occupational stress of teachers based on age is rejected.

Table 11: Comparison of Occupational stress of the teachers based on the Total number of years of experience

Variable	Sources of Variation	Sum of Squares	Mean Square	F	Sig.
Total sample	Between Groups	811.463	405.732	1.392	0.249 _{NS}
	Within Groups	217747.125	291.495		
	Total	218558.588			
Primary	Between Groups	346.414	173.207	.569	.567 _{NS}
	Within Groups	75227.202	304.564		
	Total	75573.616			
High school	Between Groups	3065.750	1532.875	5.400	.005 $p<0.01$
	Within Groups	70116.750	283.873		
	Total	73182.500			
Higher secondary	Between Groups	31.213	15.606	.057	.945 _{NS}
	Within Groups	67857.731	274.728		
	Total	67888.944			

NS- not significant

Table 12: Tukey HSD Post-Hoc test of Multiple comparisons variations based on the Total number of years of experience- Homogeneous Subsets

Variable	Total No. Of Service	N	Subset for alpha = .05	
			1	2
Total sample	> 20 yrs	75	126.55	
	11 to 20 yrs	237	129.12	
	1 to 10 yrs	438	130.05	
	Sig.		.176	
Primary	11 to 20 yrs	79	128.38	
	> 20 yrs	28	128.39	
	1 to 10 yrs	143	130.76	
	Sig.		.757	
High school	> 20 yrs	13	112.62	
	11 to 20 yrs	62		126.97
	1 to 10 yrs	175		128.51
	Sig.		1.000	.932
Higher secondary	> 20 yrs	34	130.35	
	11 to 20 yrs	96	131.13	
	1 to 10 yrs	120	131.43	
	Sig.		.930	

The results of the one way ANOVA compares the occupational stress based on the total number of years of experience. It is observed from the above table that there is a significant difference ($F=5.400$, $p<0.05$) in the occupational stress of the teacher who belonged to the high school based on the total number of years of experience.

The Tukey's honest Significance Test carried out for multiple comparison, divided the samples into two subsets showing difference between the three categories of School standards, i.e., Primary, High school, Higher Secondary. From the above table it can be observed that high school teachers with less than 10 years of experience undergo greater stress and teachers who had an experience of 1 to 10 years and 11 to 20 years do not show significant difference in their stress level and they are significantly different from teachers with more than twenty years of experience. It can also be concluded from the above results that more the years of experience less the occupational stress. However significant difference is not noted in the overall sample of teachers.

Hence the formulated null hypothesis stating that there is no significance difference among teachers in their occupational stress based on teaching experience is accepted.

Table 13: Comparison of the Occupational stress of the teachers based on the Medium of instruction

Variable	Medium of instruction	N	Mean	Std. Deviation	Std. Error Mean	't' value	Sig.
Total sample	Tamil	404	28.40	17.329	.862	1.749	.081 _{NS}
	English	346	30.58	16.737	.900		
Primary	Tamil	137	28.24	16.595	1.418	1.506	.133 _{NS}
	English	113	31.57	18.282	1.720		
High school	Tamil	132	26.95	18.268	1.590	.336	.737 _{NS}
	English	118	27.69	15.860	1.460		
Higher secondary	Tamil	135	29.96	17.113	1.473	.025	.980 _{NS}
	English	115	32.58	15.734	1.467		

NS- not significant

The comparison of the occupational stress of the teachers based on the medium of instructions (i.e., Tamil and English) is elucidated in the above table. The results shows that teachers working in English medium schools and teachers working in Tamil schools do not show significant difference in their stress level. They exhibit same level of stress in their occupation. It is therefore concluded that medium of instruction do not affect the occupational stress of teachers. The formulated hypothesis stating that there is no significant difference among teachers in their occupational stress based on medium of instruction is accepted.

Table 14: Comparison of the Occupational stress of the teachers based on the marital status

Variable	Marital status	N	Mean	Std. Deviation	Std. Error Mean	't' value	Sig.
Total sample	Married	582	129.55	17.325	.718	.425	.671 _{NS}
	Unmarried	168	128.91	16.254	1.254		

NS- not significant

The above table compares the occupational stress of the teachers based on their marital status. It is noted from the above table that married and unmarried teachers do not differ significantly in their occupational stress. Marital status of teachers does not affect the occupational stress. Hence the formulated null hypothesis stating that there is no significant difference among teachers in their occupational stress based on marital status is accepted.

Table 15: Comparison of the Occupational stress of the teachers based on the Location

Variable	Location	N	Mean	Std. Deviation	Std. Error Mean	't' value	Sig.
Total sample	Rural	371	129.75	16.924	.879	.543	.587 ^{NS}
	Urban	379	129.07	17.251	.886		
Primary	Rural	121	130.22	17.494	1.590	.420	.675 ^{NS}
	Urban	129	129.29	17.410	1.533		
High school	Rural	128	128.24	16.913	1.495	0.890	0.374 ^{NS}
	Urban	122	126.31	17.397	1.575		
Higher secondary	Rural	122	130.85	16.380	1.483	0.294	0.769 ^{NS}
	Urban	128	131.47	16.696	1.476		

NS- not significant

The comparison of the occupational stress of the teachers based on the location is shown in the above table. It is observed from the results that teachers working in rural schools and teachers working in schools located in urban demonstrate no significant difference in their occupational stress level. Therefore it can be concluded that locality of school has no impact on occupational stress of teachers. The formulated null hypothesis stating that there is no significant difference in occupational stress among teachers based on locale of school is accepted.

Table 16: Comparison of the Occupational stress of the teachers based on the Family type

Variable	Family type	N	Mean	Std. Deviation	Std. Error Mean	't' value	Sig.
Total sample	Nuclear	41	128.76	17.700	.843	1.243	.214 ^{NS}
	Joint	309	0.33	16.142	.918		

NS- not significant

The above table elucidates the occupational stress of the teachers based on the family type. Teachers from nuclear family and teachers from joint family exhibit same level of occupational stress. Type of family does not have significant impact on occupational stress of teachers. The formulated null hypothesis stating that there is no significant difference among teachers in their occupational stress level based on family type is accepted.

Findings of the study

- The level of occupational stress experienced by selected sample of teachers is found to be moderate in nature.

- Teachers working in higher secondary school undergo high level of occupational stress than teachers handling primary and high school classes. School standards have an significant impact on occupational stress of teachers.
- Male and female teachers were found to significantly different in their occupational stress level, where male teachers were found to experiencing high level of stress when compared to female teachers in the selected sample.
- Teachers working in boy's school, girl's school and teachers working in co-education school were found to have same stress level.
- Teachers working under private management, government- aided management and government management tend to show same level of stress. These three categories of teachers do not show any significant difference in demonstrating their stress level in their occupation. The results show that type of management of school has no significant part to play in determining the occupational stress of teachers.
- The age of teachers bears a significant effect on occupational stress among teachers. Higher the age of teachers lesser is the occupational stress experienced by them.
- Teaching experience has a significant impact only on high school teachers. Results of this study show that lesser the years of experience more the occupational stress level among this category of teachers.
- Teachers enrolled in Tamil medium schools and teachers enrolled in English medium schools do not show significant variation in their stress level. Teachers show same level of stress in their occupation irrespective of medium of instruction.
- Married and unmarried teachers do not differ in their occupational stress level. Marital status of teachers has no significant influence on occupational stress among selected sample of teachers.
- Locale of school and its impact on occupational stress among selected sample of teachers is not significant. Teachers working in rural schools and teachers working in urban schools exhibit same level of stress.
- Family set up of teachers has no prominent role in determining the occupational stress of teachers. Teachers from joint family and teachers from nuclear family do not show any variation in their stress level.

Educational Implications

To reduce the Occupational Stress the school authorities should have more interaction with teachers as well as create more opportunities for communication among members of the teachers and the management. Much social support, government support and adequate information about changes that is happening in his area should be provided. The management should take appropriate steps to reduce the work load, long working hours and to improve the pay scales and the status of the teachers.

The educational authorities should evolve an action plan for teachers to eliminate or reduce Occupational Stress factors and healthy organizational, cultural in the educational institutions. More thrust involving internalization of values, personal autonomy and responsibility should be given. Increase in linkages among various roles will increase the effective performance of their roles. To reduce Occupational Stress recreation and self care facilities can be provided. Teachers who are constantly exposed to Occupational Stress may use different types of coping strategies to minimize the effect of different stressors leading reduction.

Stress can be minimized by having clarity with regard to one's role, inclusive of definition of tasks responsibilities and authority. This also helps in giving feedback concerning one's job performance. Such attempts helps in reducing the occurrence of role ambiguity which is harmful both for the individual and the organization. Stress can also be minimized with frequent interaction between the superior and with all the persons in the management.

This helps in developing good rapport with each other resulting in better performance from the focal persons. Organizations should give training to the individuals, which may increase their job knowledge. It should also take care of the career growth of the teacher in terms of job enrichment and promotion.

The improved job involvement of teacher not only contributes to better adjustment with each pupil and teacher but it is essential for the teacher own efficiency and happiness. Educational authorities should see that the conditions are rearranged so that job involvement of primary school teacher is improved. They should be provided with adequate enrichment that is conducive to change their negative thoughts to provided opportunities to focus attention on their best qualities and bring them to others attention. These strategies will equip the teacher with low level of occupational stress and develop the job involvement.

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