

Institutional and Gender Differences on Job Stress among Teachers at Secondary Stage

VIJAY KUMAR

Lovely School of Education, Lovely Professional University, Phagwara, Punjab, India-144008.

Email : chechivijay@gmail.com

Received: June 8, 2015 | Revised: August 20, 2015 | Accepted: August 25, 2015

Published online: September, 30, 2015

The Author(s) 2015. This article is published with open access at www.chitkara.edu.in/publications

Abstract: Present study intends to study the level of job stress among the secondary school teachers in hoshiarpur district. 2x 2 factorial design has been employed on the scores of various dimensions of job stress between male and female government and private school teachers. In total the sample comprised of 200 teachers from schools situated in urban and rural settings of the district. The findings of the study revealed that (a) secondary schools teachers serving in government and private schools exhibit similar job stress, (b) male teachers working in secondary schools felt more job stress than female teachers; (c) males are not able to develop good interpersonal relationships; and (d) females were found working without any motive resulting in experiencing more job stress.

Keywords: Institution; Gender; Job Stress; Secondary School Teachers

1. INTRODUCTION

The twenty first century is characterized by the emergence of multiculturalism due to industrialization, urbanization, globalization and disintegration in the family system. It is considered as the age of stress. Stressful circumstances are encountered everyday, at every stage of human development. Anything can be a stressor if it last long enough, happens often enough, is strong enough or perceived as a stress. Working diligently on a project performing many simple but boring tasks, or earning 'A' grade when one expect 'A+' may be stressful (Kaplan, 1990). Stress is also a vital and positive-ingredient of our daily life. Without the drive which stress provides, we achieve nothing. The problem arises when the body's ability to respond to stress becomes disrupted and does

Issues and Ideas
in Education
Vol. 3, No. 2
September 2015
pp. 149–158

not allow an individual's metabolism to revert to its original state. Then instead of stress being a positive force its effect can become extended and damaging, leading eventually to a disease and even death.

The concept of stress was introduced in lifescience'ses by Seyle in 1936. Although, the pioneering work of Kornhasuser (1965) was done in the early 1960's and some interesting studies took place during World War II. The field mainly started to develop in the second half of 1970's.

Stress is a reaction to an event, the reaction we are speaking of, is the generalized response of the body to demands placed on it, whether they are pleasant or unpleasant (Selye, 1977; Cox, 1978). It is the psychological, physiological and behavioural response by an individual when, they perceive a lack of equilibrium between demand placed upon them and their ability to meet those demands, which over a period of time lead to ill health (Palmer, 1989).

Stress arises when individuals perceive that they cannot adequately cope with demands being made on them or with threats to their well being (Lazarus, 1966). Stress is unique and personal to each of us. What is relaxing to one person may be stressful to another. One person may find 'taking it easy' at the beach relaxing while other may find it boring (University of Texas Counselling Services, 1998). Trendall (1989) found stress as multifactorial concept referring to contribution of factors within the individual, the organization of wider society which leads to lowering the feeling of personal self worth or the achievement or effectiveness and of coping within one's professional role.

In 1992 the United Nations described 'job stress' as the twentieth century disease. Over 70% of employees worldwide describe their jobs as stressful with more than one in five reporting high levels of stress at work on a daily basis (Akinboye et.al, 2002).

Stress is natural to all life. It is an inseparable aspect of human living and as a rule is experienced in all settings sometimes more and at other time may be less. Educational settings are no exception. Stress in teaching is widely acknowledged and is referred to in both the professional and academic literature (Travers and Cooper, 1991). Teaching and learning are the primary tasks of educational institutions concerned with the process of change, where stress is either because it instigates change or results from it (Schein, 1992). The teacher acts as a container of anxiety associated with teachers' learning (French, 1997), which exacerbates the teachers' feelings of stress. Association of University teachers study (AUT, 1990) found that 49% of the university employees reported and their jobs were very stressful and 77% reported an increase in occupational stress over recent years. In New Zealand Universities, half of the academics indicated that their work is stressful 'often or almost

always'. In addition, 80% believed that their workload had increased and become more stressful in recent years. Finally, 46% expected further increase in workload in the future (Boyd and Wylie, 1994). Travers and Cooper (1991) found teachers to be significantly poorer in mental health in comparison with other highly stressed occupational groups. Trade Union Congress (TUC, 1996) conducted the survey and concluded that people working in the voluntary sector, and in education, constituted occupational groups most affected by occupational stress.

Lazarus (1993) conceptualized teacher stress as the process that mediates between the demands, constraints and resources in the teaching environment, and the goal hierarchy of personal beliefs of the individual teacher. A teacher can have different goals, and the stimulus may contain lot of ambiguity, requiring one to prioritize/select what to attend and what the appraisals should contain.

Teacher stress is the experience by a teacher of unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness (Kyriacou, 2000); the deterioration in physical and physiological well-being (Srivastava and Singh, 1988) resulting from some aspect of their work. Teachers under stress behave with students in a negative manner, as they demonstrate less tolerance, less patience, less caring, and little involvement (Okebukola et.al, 1989; Borg et.al, 1991). Public school teachers suffer more stress than private school teachers (Pierce et al, 1990; Heller et al, 1992). Further, Pierce et.al. (1990) and Smith and Bourke (1992) reported that low SES government schools produce higher teacher stress rates than high SES government schools. Females reported trauma life events and more symptoms associated with traumatic stress than males (Stevens, Murphy and Mc Knight, 2003), whereas girls at secondary stage yielded higher stress scores than boys (Dhingra, 2005).

Thus, the advancement in science and technology needs an individual to develop skills and competence to cope with external demands. The success and the chances of a productive life of a student are directly dependent on how much the educator is able to imbibe good qualities and enhance his emotional quotient. Researches demonstrate that the affective competencies of teachers have direct impact on Student's learning. Teachers lay the foundation stone for social, emotional and intellectual potentialities of the learners and hence it is imperative to study job stress among secondary teachers. This study is important because undue job stress leads to lower morale, lower productivity and unhealthy society.

1.1 Objective

The present study is designed to study job stress of male and female secondary teachers serving in government and private schools.

Table1: Sample Distribution of the Teachers.

Gender Institution	Male teachers	Female teachers	Total
Government Schools	50	50	100
Private Schools	50	50	100
	100	100	200

1.3 Hypotheses

The following hypotheses have been framed to achieve the aforesaid objective:

1. There is no significant difference between Job Stress of secondary teachers serving in government and private schools.
2. There is no significant difference between in Job Stress among male and female secondary school teachers.
3. There is no significant difference between Job Stress of male and female teachers working in government and private secondary schools.

2. METHODOLOGY

2.1 Sample

In order to conduct the study, stage wise sampling has been followed. At the first stage 20 (government-10 and private- 10) high and secondary schools were selected randomly from urban and rural settings of Hoshiarpur District. At the second stage, 10 teachers (5-male and 5-female) were selected randomly from each school to collect information about job stress of teachers. The sample distribution of the teachers is presented in the Table 1 below.

2.2 Design

A 2 x 2 factorial design was employed on job stress scores. Gender and type of institution were studied as independent variables and used for the purpose of classification. Six different dimensions of Job Stress have been studied as dependent variable. 2x2 factorial design has been replicated 6 times.

2.3 Procedure

In order to conduct present study, 10 government and 10 private schools were selected randomly in the first stage. 10 teachers (5-male and 5-female) from

each school were selected randomly in the second stage. After making the respondents comfortable and ensuring them the confidentiality of the data, Indore teacher's Job Stressors scale (ITJSS) by Meena Buddisagar Rathod and Madulika Varma was administered to selected teachers. After the collection of information, scoring was done and scores were subjected to statistical analysis and interpretations were drawn.

2.4 Tool used

For the present study Indore teacher's Job Stressors scale (ITJSS) by Meena Buddisagar Rathod and Madulika Varma (2005) has been used to understand the problems/demands of teaching profession. The scale measures six main Job Stressors for teachers' i.e. Overloadedness (OL), Role Conflict (RC), Powerlessness (PL), Role Ambiguity (RA), Motivelessness (ML), and Frail Interpersonal Relationship (FIR). They are related to school situations and adversely affect teacher's performance. Overloadedness refers to conditions of increased level of work than a person has to do according to rules and regulation prescribed for job; Role Conflict refers to situation in which an individual perceived disagreement, interference or incomplete work demands in his/her job; Powerlessness is the cause of stress when an individual is not in a position to control the outcome and do not perceive sufficient power to act according to his/her wish; Role Ambiguity refer to the role when it is not clearly stated in nature or not distinct with reference to the particular job; Motivelessness refers to the situation of stress when an individual perceive obstacle in attaining the desired goal which leads him to do something; & Frail Interpersonal Relationship refers to situation in which an individual perceive stress due to existing unhealthy relationship with colleagues.

3. ANALYSIS AND INTERPRETATION

F-ratios on the scores of various dimensions of job stress are computed to know the difference between male and female teachers working in government and private secondary schools along with interaction effects. For this, means of sub-groups and F-ratios were calculated and results have been presented in the Table 2 and Table 3 below:

In order to analyze the variance, the obtained scores of job stress were subjected to ANOVA and the results have been presented in Table 3.

4. MAIN EFFECTS

4.1 Institution

It has been observed from the table 3 that F-ratio for difference between the means of total scores of government and private secondary school teachers

Table 2: Means Of Sub Groups Of Job Stress Scores.

Dimensions	Gender Institution	Male teachers	Female teachers	Total
Over loadedness	Government Schools	M1= 25.02 □1= 10.71 n1 = 50	M2= 21.68 □2= 10.54 n2 =50	MM1 = 23.35
	Private Schools	M3 = 22.40 □3= 10.65 n3 = 50	M4= 24.80 □4= 10.22 n4 = 50	MM2= 23.60
Role-Conflict	Government Schools	M1= 27.92 □1= 5.102 n1 = 50	M2= 27.18 □2= 5.86 n2 =50	MM1 = 27.55
	Private Schools	M3 = 27.64 □3= 5.59 n3 = 50	M4= 28.66 □4= 5.69 n4 = 50	MM2= 28.15
Powerless-Ness	Government Schools	M1= 23.84 □1= 3.1256 n1 = 50	M2= 24.22 □2= 3.17 n2 =50	MM1 = 24.03
	Private Schools	M3 = 24.86 □3= 4.04 n3 = 50	M4= 25.14 □4= 4.45 n4 = 50	MM2= 25.00
Role-Ambiguity	Government Schools	M1= 27.88 □1= 5.1135 n1 = 50	M2= 29.08 □2= 3.47 n2 =50	MM1 = 28.48
	Private Schools	M3 = 28.28 □3= 4.50 n3 = 50	M4= 29.50 □4= 5.10 n4 = 50	MM2= 28.89
Motivelessness	Government Schools	M1= 23.14 □1= 5.307 n1 = 50	M2= 22.66 □2= 5.29 n2 =50	MM1 = 22.90
	Private Schools	M3 = 24.36 □3= 5.51 n3 = 50	M4= 25.44 □4= 6.19 n4 = 50	MM2= 24.90
Frail-Interpersonal Relationship	Government Schools	M1= 24.38 □1= 3.864 n1 = 50	M2= 22.72 □2= 3.65 n2 =50	MM1 = 23.55
	Private Schools	M3 = 24.88 □3= 3.62 n3 = 50	M4= 24.66 □4= 3.695 n4 = 50	MM2= 24.77
		MM3= 24.63	MM4= 23.69	

Total	Government Schools	M1 = 151.72 □1 = 21.95 n1 = 50	M2 = 148.04 □2 = 22.57 n2 = 50	MM1 = 149.88	Institutional and Gender Differences on Job Stress among Teachers at Secondary Stage
	Private Schools	M3 = 154.42 □3 = 22.35 n3 = 50	M4 = 157.68 □4 = 20.58 n4 = 50	MM2 = 156.05	
		MM3 = 153.07	MM4 = 152.86		

is found to be insignificant at 0.05 level. This indicates that two groups of government and private secondary school teachers do not differ significantly on Job Stress. None of the dimensions of Job Stress in terms of their scores with respect to institutions have shown significant F-ratio at 0.05 level. Hence, the results do support hypothesis (1), that “there is no significance difference between Job Stress of teachers serving in government and private secondary schools”.

4.2 Gender

It has been observed from the Table 3 that F-ratio for the difference in the means of total scores of male and female teachers is found to be significant at 0.05 level. This indicates that Job Stress scores of two groups of teachers viz. male and female teachers are found to differ significantly. Dimension wise, F-ratio for the difference of means for ‘Motivelessness’ and ‘Frail-Interpersonal Relationship’ dimensions are found to be significant at 0.05 level. Hence, the results do not support hypothesis (2), which stated that there is no significant difference between Job Stress among male and female secondary school teachers. From the means analysis, it has been found that males (153.07) experience more stress than females (152.86). This highlights that male teachers are more prone to stress. Dimensionally, on frail interpersonal relationship also male teachers (24.63) scored higher than females (23.69). However, contrarily, on ‘motivelessness’ dimension of job stress females (24.05) has scored higher than males (23.75).

4.3 Interaction Effect

It has been seen from the Table 3 that F-ratio for interaction between institutions and gender is found to be insignificant at 0.05 level. Hence, the results do support the hypothesis (3), which stated that there is no significant difference between Job Stress of male and female secondary teachers working in government and private secondary schools.

Table 3: Summary Of Anova For 2x2 Design In Respect Of Job Stress Scores.

Dimensions		Institutions	Gender	Interaction	Within
Over loadedness	MSS	121.68	67.28	192.08	110.95
	Df	(1, 196)	(1, 196)	(196, 1)	
	F - Ratio	1.09668	0.60638	1.73118	
Role-Conflict	MSS	0.98	18.00	38.72	31.03
	Df	(196, 1)	(1, 196)	(196, 1)	
	F - Ratio	0.03158	0.58009	1.24784	
Powerless-Ness	MSS	5.445	47.045	0.125	13.997
	Df	(196, 1)	(1, 196)	(196, 1)	
	F - Ratio	0.38902	3.36117	6.00893	
Role-Ambiguity	MSS	72.00	8.82	0.02	28.856
	Df	(196, 1)	(1, 196)	(196, 1)	
	F - Ratio	2.49519	0.30566	0.00069	
Motivelessness	MSS	4.50	200	30.42	31.199
	Df	(196, 1)	(1, 196)	(196, 1)	
	F - Ratio	0.14423	6.41038*	0.97502	
Frail-Interpersonal Relationship	MSS	44.18	74.42	25.92	13.747
	Df	(1, 196)	(1, 196)	(1, 196)	
	F - Ratio	3.21385	5.41365*	1.88554	
Total	MSS	2.205	1903.4	602.05	478.58
	Df	(196, 1)	(196, 1)	(196, 1)	
	F - Ratio	0.00461	3.9773*	1.25799	

Significance at the 0.05 level

□ □ Significance at the 0.01 level

DISCUSSION ON RESULTS

Secondary schools teachers serving in government and private schools exhibit similar job stress. This finding implicates that the private and government schools are providing same kind of infrastructure, recreation facilities, conducive atmosphere, and Proper wages. The results are in contradiction to the findings

of Mahakud and Bajaj (2014) which found that teachers working in private schools are more occupationally stressed as compared to the teachers working in government sector. Male teachers working in secondary schools felt more job stress than female teachers. Same results has been reported through earlier findings (Monk et al, 2000; Stevens, Murphy and Mc Knight, 2003; Dhingra, 2005). Male further exhibited more score than females specifically on 'Frail-Interpersonal Relationship' dimension of job stress, which mean that males are not able to develop good interpersonal relationships. The reason for this may be more number of females working in schools. Further, males exhibited less score than female counterparts specifically on 'Motivelessness' dimension of job stress, which mean that females were found working without any motive resulting in experiencing more job stress. Also collectively gender and type of institution did not make any impact on the job stress of teachers. The results of the study suggests to launch programmes for male secondary school teachers as they experience more job stress than female secondary school teachers. Further as a policy measure number of teachers may be fixed on the basis of gender in schools to fifty percent. Also programmes to enhance emotional intelligence of secondary school teachers can be launched as emotionally strong people are more capable of handling job stress.

REFERENCES

- [1] Akinboye, J.O., Akinboye, D.O. & Adeyemo, D.A. (2002). Coping with Stress in Life and Workplace., Stirlin-Horden publishers (Nig.) Ltd.
- [2] Anastasi, A. (1970). Psychological Testing. London: The McMillan Company.
- [3] Association of University Teachers. (AUT) (1990). Goodwill under Stress: Morale in UK Universities. London: AUT.
- [4] Borg, M.G., Riding, R.J., & Falzon, J.M. (1991). Stress and its determinants, Job Satisfaction and Career Commitment among primary school teachers. Educational Psychologist, **11(1)**, 59-75.
- [5] Boyd, S. & Wylie, C. (1994). Workload and Stress in New Zealand Universities. Auckland, New Zealand: New Zealand Council for Educational Research and the Association of University Staff of New Zealand.
- [6] Cox. T. (1978). Stress. Basingstoke: Macmillian Education.
- [7] Dhingra, N. (2005). A Study on Emotional Intelligence in Relation to Stress at Secondary Stage. A Dissertation Submitted to Guru Nanak Dev University, Amritsar.
- [8] French, R.B. (1997). The teacher as container of anxiety: Psychoanalysis and the role of the teacher. Journal of Management Education. **21(4)**, 483-495.
- [9] Heller, H.W., Clay, R.J., & Perkins, C.M. (1992). Factors related to teacher job satisfaction. ERS Spectrum, **10 (1)**, 20-25.

Kumar, V

- [10] Kaplan, S. Leslie (1990). Helping gifted students with stress management. ERIC EC digest # E 488, ED 321493. Retrieved from www.eric.ed.gov.
- [11] Kyriacou, C. (2000). Stress-busting for teachers. Cheltenham: Nelson Thornes.
- [12] Lazarus, R. S. (1966). Psychological stress and the coping process. New York: Mc Graw-Hill.
- [13] Lazarus, R.S. (1993). Coping theory and research: Past, present and future. *Psychosomatic medicine*, **55**, 234-247.
- [14] Mahakud, G. C. & Bajaj, D. (2014). Organizational Role Stress and Burnout among Government and Private School Teachers in Delhi City: A Comparative Study. *International Journal of Education and Psychological Research (IJEPR)*, **3** (2), June 2014.
- [15] Monk, C., Fifer, W., Myers, M., Sloan, R., Trien, L., & Hurtado, A. (2000). Maternal Stress Responses and Anxiety during Pregnancy: Effects on Fetal Heart Rate. *Developmental Psychology*, **36** (1), 67-77.
- [16] Okebukola, P. A., & Jegede, O. J. (1989). Determinants of occupational stress among teachers in Nigeria. *Educational Studies*, **15** (1), 23-36.
- [17] Palmers, S. (1989). Occupational Stress. *The health and Safety Practitioners*, 7, 16-18. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3185238>.
- [18] Pierce, M. B. C. & Malloy, G. N. (1990). Relationship between school type, occupational stress, role perceptions and social support. *Australian Journal of Education*, 34(3), 330-38. Retrieved from <http://www.aare.edu.au/data/publications/1995/monfm95162.pdf>.
- [19] Schein, E. H. (1992). *Organizational culture and leadership*. San Francisco: Jossey Bass.
- [20] Selye, H. (1977). How to Master Stress. *Parents*, 25 (November), 34-35.
- [21] Smith. M. & Bourke, S. (1992). Teacher Stress: Examining a model based on context, workload and satisfaction. *Teacher and Teacher Education*, **8**(1), 21-46.
- [22] Srivastava, A. K., & Singh, H. S. (1988). Modifying effects of coping strategies on the relation of organizational stress and mental health. *Psychological Reports*, **62**, 1107-1109.
- [23] Stevens, S. J., Murphy, B. S., & Mcknight, K. (2003). Traumatic stress and gender differences in relationship to substance abuse, mental health, physical health, and HIV risk behavior in a sample of adolescents enrolled in drug treatment. *Child Maltreatment*, 1(12), 46-57. Retrieved from <http://www.sagepub.com/stohrstudy/articles/10/Ruiz.pdf>.
- [24] Trades Union Congress (1996). *National Survey of Health and Safety Representatives*. London: TUC.
- [25] Travers, C. & Cooper, C. (1991). Psychological Responses to Teacher Stress. *European Review of Applied Psychology*, **44**, 137-148.
- [26] Trendall, J.C. (1989). Stress in learning and teacher effectiveness: A study of teachers across mainstream and special education. *Educational research*, 31, 52-58. Retrieved from http://www.researchgate.net/profile/Oi_Siu/publication/234621490.