



# JOB STRESS AMONG SECONDARY SCHOOL TEACHERS WITH REFERENCE TO THEIR GENDER AND TEACHING SUBJECTS

DR. NASEEM AHMAD\*

REHABILITATION PSYCHOLOGIST

247/3 MOHAMMADI SARAY, AMROHA-244221, DISTT- AMROHA, UTTAR PRADESH  
JAINENDRA SINGH\*\*

LECTURER (DEPARTMENT OF SPECIAL EDUCATION IN HEARING IMPAIRMENT)  
SOCIETY FOR INSTITUTE OF PSYCHOLOGICAL RESEARCH AND HEALTH, AMROHA, (UP)  
ASHISH KUMAR DUBEY\*\*\*

LECTURER (DEPARTMENT OF SPECIAL EDUCATION IN HEARING IMPAIRMENT)  
SOCIETY FOR INSTITUTE OF PSYCHOLOGICAL RESEARCH AND HEALTH, AMROHA, (UP)

## Abstract

*This study aimed to compare the job stress between private and government and secondary school teachers on the basis of their gender and their teaching subjects. **Methodology:** Survey method of descriptive research approach was employed for data collection. A total sample of 400 teachers was selected using stratified random sampling technique the secondary schools of Moradabad division of Uttar Pradesh state. Research used a self made and standardised Stress Scale for Teachers to collect the data. The scale consists of 36 items that are rated on a 5-points Likert scale. **Findings:** (i) There was a significant difference in the level of job stress of male teachers of private secondary schools and male teachers Govt. secondary schools (ii) The male teachers of private secondary schools have found to be significantly more stressed than male teachers of government secondary schools (iii) There was a significant difference in the level of job stress of female teachers of Govt. and female teacher of private secondary schools (iv) The female teachers of private secondary schools have found to be significantly more stressed than female teachers of government secondary schools (v) There was a significant difference in the job stress between secondary school teachers on the basis of their teaching subjects i.e. Science, Social Science, Languages and Computer (vi) Significant difference was seen between Science and Language teachers on their job stress (vii) Significant difference was found between Science and Computer teachers on their job stress (viii) Significant difference was found, between Language and Computer teachers on their job stress (ix) Significant difference was seen between Social Science and Computer teachers on their job stress.*

**Key words:** Job stress, secondary school teachers, gender and teaching subjects

## Introduction

Teacher's health refers to the physical and conditions of the teacher's workplace. If a school environment is good for the teachers prospective than fewer teachers will suffer from harmful effects. The mental health assumes greater importance since most of the illness associate itself with the effects of stress on a teacher. India is progressing by leaps and bounds and is on the verge of becoming a developed nation; we cannot afford to neglect talents of our teachers because the teacher is one of the pillars of the society and the country. Without good teachers, no country can progress. The importance of teachers in the life of a nation cannot be overlooked.

The teacher influences the immature minds of the youth. He treats and moulds the young mind into various forms. Teacher stress erodes the peacefulness in the mind and life of teachers. It has negative effect on their work performance. Teacher stress may be defined as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher (Kyriacou 2001). The poor teacher does not enjoy much prestige in the society of today. There is a great need to work upon this aspect so that suitable action may be taken to overcome the stress level among faculty members. Stress in teaching profession restrains the quality of the teachers and the same creates a misery in the minds of the teachers due to heavy workload, unsecured state of job, low pay emoluments, lack of career development, lack of communication, harassments in the school or college by peer teachers/workers/students/others, family and financial problems.

### **Review of Literature**

Dean (2000) concluded that more than 40 percent of teachers have experienced serious symptoms of stress as a result of teaching-related pressures, such as demanding workloads and abusive students. This suggests that teachers are likely to suffer physically, psychologically, and emotionally as a result of job-related stress.

Kyriacou (2001) also reported that the major sources of teacher stress are lack of motivation from students, maintaining discipline in the classroom, confronting general time pressures and workload demands, being exposed to a large amount of change, being evaluated by others, having challenging relationships with colleagues, administration, and management, and being exposed to generally poor working conditions prospects, unsatisfactory working conditions, ambiguity of the teacher's role, poor relationships with colleagues, pupils, and administrators, and job insecurity. Ravichandaran & Rajendaran (2007) concluded that sex, age, educational levels, years of teaching and types of school play a significant role in the perception of various sources of stress related to the teaching profession.

### **Objectives**

1. To compare the job stress between private and government and secondary school teachers on the basis of their gender.
2. To compare the job stress between government and private school teachers on the basis of their teaching subjects.

### **Hypothesis**

H<sub>01</sub> There is no significant difference in the job stress between male teachers of private schools and male teachers of Govt. secondary schools.

H<sub>02</sub> There is no significant difference in the job stress between female teachers of private schools and female teachers of Govt. secondary schools.

H<sub>03</sub> There is no significant difference in the job stress between secondary school teachers on the basis of their teaching subjects.

### **Research Methodology**

Survey method of descriptive research approach was employed for data collection.

### **Sample and Sampling Technique**

A total sample of 400 teachers was selected from the whole population of secondary level school teachers of Moradabad division of Uttar Pradesh state. Moradabad division includes five districts. The sample was chosen using stratified random sampling technique.

### **Tool Used**

Research used a self made and standardised Stress Scale for Teachers to collect the data. The scale consists of 36 items that are rated on a 5-points Likert scale. The dimensions are role ambiguity; role stress; organizational management; job satisfaction; life satisfaction; task stress; and supervisory support. Reliability of the tool was established by test-retest method and it was found .85.

### Analysis and Interpretation of Data

**H<sub>01</sub> There is no significant difference in the level of job stress of male teachers of private secondary schools and male teachers of government secondary schools.**

**Table 1: Job stress between government male and private male secondary school teachers.**

Group	N	Mean	SD	df	't'-value	Level of significance
Male teachers Private school	100	57.4	3.91	198	3.47	0.05 Significant
Male teachers Govt. School	100	42.5	2.07			

Table 1 reflects that mean (57.4) and SD (3.91) of male teachers of Private schools is greater than mean (42.49) and SD (2.07) of male teachers of Govt. schools. This shows that male teachers of private schools seem to be more stressed than male teachers of Govt. schools. Further, to compare these means data was analysed and calculated t-value was found 3.47, which was significant at 0.05 level. Thus, the null hypothesis, "There is no significant difference in the level of job stress of male teachers of private secondary schools and male teachers of government secondary schools." is rejected. This shows that there was significant difference in the level of job stress of male teachers of private secondary schools and male teachers Govt. secondary schools. The male teachers of private secondary schools have found to be significantly more stressed than male teachers of government secondary schools.

**H<sub>02</sub> There is no significant difference in the level of job stress of female teachers of private secondary schools and female teachers of government secondary schools.**

**Table 2: Job stress of female teachers of private secondary schools and female teachers of government secondary schools**

Groups	N	Mean	SD	df	't'-value	Level of significance
Private school Female teachers	100	62.2	2.02	198	2.41	0.05 Significant
Govt. School Female teachers	100	45.6	1.8			

Table 2 revealed that mean (62.2) and SD (2.02) of female teachers of Private schools is greater than mean (45.6) and SD (1.8) female teachers of Govt. schools. This shows that female teachers of private schools seem to be stressed than male teachers of Govt. schools. Further, to compare these means data was analysed and calculated t-value was found 2.41, which was significant at 0.05 level. Thus, the null hypothesis, "There is no significant difference in the level of job stress of female teachers of private secondary schools and female teachers of government secondary schools", is rejected. This shows that there was significant difference in the level of job stress of female teachers of Govt. and female teacher of private secondary schools. The female teachers of private secondary schools have found to be significantly more stressed than female teachers of government secondary schools.

**H<sub>03</sub> There is no significant difference in the job stress between secondary school teachers on the basis of their teaching subjects.**

**Table 3: Descriptive statistics of secondary school teachers of different subjects on job stress**

Groups	Mean	S.D
Science	75.60	32.54
Language	68.95	32.29
Social science	71.80	32.12
Computer	88.22	32.65
<b>Total</b>	<b>76.17</b>	<b>33.18</b>



The above table shows that the mean and standard deviation on stress variable for Science Teachers was 75.60,  $\pm 32.54$ ; for Language Teachers was 68.95,  $\pm 32.29$ ; for Social Science Teacher was 71.80,  $\pm 32.12$ ; and for Computer teacher was 88.22,  $\pm 32.65$ . The table 3 shows that the stress level of Computer teacher is much higher than the other subject's teachers.

**Table 4: Analysis of Variance (ANOVA) of school teachers of different subjects on job stress**

Source	Sum of Squares	df	MSS	F	Sig
Between Group	43823.670	3	14607.223	13.912*	.000
Within Group	835791.21	396	1048.990		
Total	879617.88	399			

Table 4 reveals that there was significant difference in stress of school teachers of different subjects as the obtained "F" ratio 13.912 was higher than tabulated value of 2.65 required for the "F" ratio to be significant at .05 level with (3,796) degree of freedom. As the "F" ratio of stress was found significant, the post hoc test was applied to test the significance of difference between the paired means of school teachers of different subjects i.e. science, language, social science, and computer.

**Table 5: Pair wise comparison of school teachers of different subjects on job stress**

Groups	Groups	Mean Difference	Significance
Science	Language	6.6540*	.042
	Social Science	3.81000	.242
	Computer	12.71400*	.001

From the above table 5, Post Hoc test shows that significant difference was exist between Science and Language teachers as the MD = 6.6540,  $p = 0.042$ . Whereas there was insignificant difference was observed in case of science and social science teachers as the MD = 3.81,  $p = 0.242$ . Also significant difference were found in case of science and computer teachers as the MD = 12.71,  $p = 0.001$ . We can, therefore, conclude that the stress level is higher in Science and Computer teachers when compared with the Social Science and Language teachers.

**Table 6: Pair wise comparison of school teachers of different subjects on job stress**

Groups	Groups	Mean Difference	Sig.
Language	Science	6.6540*	.041
	Social Science	2.85400	.380
	Computer	19.36000*	.001

Table 6 reflects that significant difference was exist between Language and Science teachers as MD= 6.654;  $p=.040$ . Whereas there was no significant difference was found in case of Language and Social Science teachers as the MD=2.854,  $p=.380$ . Significant difference was found, between Language and Computer teachers as MD= 19.360,  $p=.001$ .

**Table 7: Pair wise comparison of school teachers of different subjects on job stress**

Groups	Groups	Mean Difference	Sig.
Social Science	Science	3.8100	.243
	Language	2.85400	.390
	Computer	16.51400*	.000

Table 7 revealed that there was no significant difference between Social Science and Science teachers as MD=3.810,  $p=.243$ . There was no significant difference between Social Science and Language teachers as

MD=2.854,  $p=.390$ . Significant difference was seen between Social Science and Computer teachers as MD=16.514,  $p=.000$ .

**Table 8: Pair wise comparison of school teachers of different subjects on job stress**

Groups	Groups	Mean Difference	Sig
Computer	Science	12.71400*	.000
	Language	19.38000*	.000
	Social Science	16.51400*	.000

Table 8 shows that the significant difference was seen between Computer and Science teachers as MD= 12.714,  $p=.000$ . Whereas significant difference was seen between Computer and Language teachers as MD= 19.380,  $p=.000$  and between Computer and Social Science teachers significant difference was seen as MD= 16.5154,  $p=.000$ .

### Findings

1. There was a significant difference in the level of job stress of male teachers of private secondary schools and male teachers Govt. secondary schools.
2. The male teachers of private secondary schools have found to be significantly more stressed than male teachers of government secondary schools.
3. There was a significant difference in the level of job stress of female teachers of Govt. and female teacher of private secondary schools.
4. The female teachers of private secondary schools have found to be significantly more stressed than female teachers of government secondary schools.
5. There was a significant difference in the job stress between secondary school teachers on the basis of their teaching subjects i.e. Science, Social Science, Languages and Computer.
6. Significant difference was seen between Science and Language teachers on their job stress.
7. Significant difference was found between Science and Computer teachers on their job stress.
8. Significant difference was found, between Language and Computer teachers on their job stress.
9. Significant difference was seen between Social Science and Computer teachers on their job stress.

### References

- Kyriacou, C. (2001). Teacher stress: prevalence, sources and symptoms. *British Journal of Educational Psychology*, 73 (1), 130-143.
- R. Ravichandran and R. Rajendran (2007). Perceived sources of stress among the teachers. *Journal of the Indian Academy of Applied Psychology*, 7(4).
- Reddy, G. Lokandha and Anuradha, R.Vijaya (2013). Occupational stress of higher secondary teachers working in Vellore district'. *International Journal of Educational Planning and Administration*. 3(1), pp 9-24.
- Anand, Usha, and Sohal T.S (1981). Relationship between some personal traits, job satisfaction and job performance of employees. *Indian Journal of Applied Psychology*, 18(1), 11-15).
- Sindhu, K.P. (2014). A Study on Stressors among College Teachers. *Journal of Business and Management*, 16(7), 37-40.
- Singh, A. K., Singh, Ashish K. Singh and Singh, Aparnah (2012). Personal Stress Source Inventory. Agra: NPC.
- Suresh, K.J. (2013). Stress and Coping strategies in Relation to Emotional Intelligence of Student Teachers of Kerala. Ph.D.Thesis, M.G.University: Kottayam.