

Effect of locality and type of management on symptoms of job stress of secondary school teachers

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Abstract

The specific objectives of the study were to determine the level of stress experienced by secondary school teachers in East Godavari District of Andhra Pradesh. The result showed that the type of management in which secondary school teachers are working makes a significant difference in their symptoms of job stress. Each dimension of stress contributed significantly to the overall level of stress experienced by the secondary school teachers. Interventions, such as stress management, can be carried out to reduce stress in the workplace.

Keywords: stress, symptoms of stress, causes of teacher stress, teacher, teacher job stress and secondary school teachers

Introduction

Teacher stress is defined as experiences in teachers of unpleasant, negative emotions, such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers (Kyriacou, 2001). While stress can also be related to apprehension, irritation, agitation, fear, annoyance, mental discomfort, nervous upset, inability to cope, frustration, unhappiness, etc. (Laughlin 1984), Lazarus and Folkman (1984) defined stress as a relationship between the person and the environment within which the person finds it to be taxing or exceeding his or her resources and endangering his or her well-being. The amount of research on teacher stress has increased steadily, and has now become a major research topic in many countries (Vandenberghe & Huberman, 1999; Kyriacou, 2001; Hanizah, 2003). Social, cultural, economic and educational differences between countries mean that one must be cautious in applying research carried out in one country to another country. It is important for research regarding teacher stress to be carried out in individual countries, where local circumstances can be taken into account in the design of the study. (Ignatius, O. Nwimo, Chinagorom Onwunaka, 2015)^[5].

The causes of teacher stress

Research evidence has shown that the main sources of the current high levels of teacher stress include: excessive workload and working hours - often exacerbated by a surfeit of government 'initiatives'; poor pupil behaviour, which itself is often compounded by issues such as large class sizes; pressures of assessment targets and inspections; management bullying; and lack of professional opportunities.

Review of related literature

Coates Thomas, J and Carl E. Thoresen. (1976)^[3]. In their review of studies on teacher anxiety quote the NEA report to show the growing incidence of teacher anxiety. The 1938 report found that 37.58% of their nationwide sample of 5,150 teachers indicated that they were seriously worried and

nervous. In the 1951 study, 3% of a sample of 2,200 teachers reported that they were working under considerable strain and tension. In the 1987 survey of 2,290 teachers 16.2% reported they were working under considerable strain and another 67% under moderate strain (total 78%). While the incidence of strain, tension and anxiety may be no greater for teachers than for other professional groups, because of its possible negative effects on students, it is more serious. More recently, in the USA the growing problem of classroom stress is being documented extensively.

Tellanback, S. Brenner, S. V and Lofgren, H. (1983)^[13] studied on teacher stress, explanatory model building. Report two studies of Swedish school teachers. In the first study of 1,838 teachers, 40.1% said teaching is 'always' or 'often' a mental strain. In the second study of 445 teachers, 31% found their work to be 'very much' a mental strain. 37% of the first sample said they would 'perhaps' or 'absolutely' choose another occupation if they make the choice today while 26% said they were actually considering a change of occupation.

Statement of the problem

Title of the present investigation is "Effect of Locality and Type of Management on Symptoms of Job Stress of Secondary School Teachers".

Objectives of the study

The investigator has designed the following specific objectives for his study.

1. To study the symptoms of job stress of secondary school teachers and to classify them.
2. To study the effect of locality of secondary school teachers on their symptoms of job stress.
3. To study the effect of type of management of secondary school teachers on their symptoms of job stress.

Hypotheses of the study

The following hypotheses have been formulated basing on the objectives of the present investigation.

1. Locality of secondary school teachers makes a significant difference in the symptoms of job stress.
2. Type of management of secondary school teachers makes a significant difference in the symptoms of job stress.

Operational Definitions

Stress

“Stress as a relationship between the person and the environment within which the person finds it to be taxing or exceeding his or her resources and endangering his or her well-being”. Lazarus and Folkman (1984)

Symptoms of stress

The symptoms of stress include physical signs like headaches, migraines, heart palpitations, stomach problems, acidity, indigestion, constant colds and other infections, muscular aches and pains, sweating, allergies, skin irritations, increased blood pressure and asthmatic attacks.

Teacher Stress

Kyriacou, C. and Sutcliffe, J. (1978) [6] described “Teacher stress as a ‘response to negative effect by a teacher usually accompanied by potentially pathogenic, physiological and biochemical changes resulting from aspects of teacher’s job” (Alice Mathews, Sr., 2005, p. 122) [1].

Teacher job stress

“A condition arising from the interaction of people with their jobs and characterized by changes within people that face them to deviate from their normal functioning”. Beechr, T.A. and Newman, J. E. (1986) [6]

Secondary Schools

The term secondary school is used in this study to include high schools functioning in Andhra Pradesh from classes VI to X.

Secondary school teacher

This term is used to indicate teachers handling classes VI to X in secondary schools. They are Secondary Grade Teachers and B.Ed. Assistants.

Methodology

Sample of the study

The study was carried out on a sample of 502 secondary school teachers from 80 secondary schools of East Godavari District of Andhra Pradesh. Random sampling method was adopted for this study.

Tool Used

The investigator used Symptoms of Job Stress Inventory constructed by Martha Davis, Elizabeth Robbins Eshelman and Matthew Mc Kay describes the tool.

Method of scoring

In this inventory, a five point scale was used. The responses were in the form of never carries a score of 0, occasionally a score of 1, Somewhat Often a score of 2, frequently a score of 3 and Almost Always a score of 4.

Reliability and Validity of the tool established by the Investigator

The reliability of the tool has been computed using the split-half method. The reliability of the tool was found to be 0.80. It shows that the reliability of the test is high. This tool was validated with the chi-square test (try out).

Statistical techniques used

The following statistical techniques have been used depending on the need. Mean, Standard Deviation, Critical Ratio, ANOVA / F-Test.

Analysis of data

H1: Locality of secondary school teachers makes a significant difference in their symptoms of job stress.

H0: Locality of secondary school teachers does not make a significant difference in their symptoms of job stress. To test this hypothesis, the following procedure is adopted. Means and S.Ds were computed separately for the two sub-groups of locality of the whole group. From them, the standard error of the difference between the means was computed. Finally, critical ratio was calculated. The data is presented in table No.1.

Table 1: Symptoms of job stress-locality-mean-s.d-c.r.

Variable	N	Mean	SD	D	$\frac{\sigma}{D}$	C.R.
Urban	127	19.02	11.22			1.89
Rural	375	21.20	11.42	2.19	1.16	

Not significant at 0.05 level

From table 1, the obtained C.R. value (1.89) is less than the table value of 1.96. It is not significant at 0.05 level. Hence, the null hypothesis is retained. It is found that, the locality of the secondary school teachers does not make a significant difference in their symptoms of job stress.

H2: Type of management in which secondary school teachers are working makes a significant difference in their symptoms of job stress.

H0: Type of management in which secondary school teachers are working does not make a significant difference in their symptoms of job stress.

To test this hypothesis, the following procedure is adopted. Means and S.Ds for the four sub-groups of type of management of the whole group were computed separately. F-value was calculated (Sharma, R. A., 2006, Advanced Statistics in Education and Psychology, p.233) and the data is presented in table Nos. 2 and 3.

Table 2: Symptoms of job stress-type of management-means-s.ds

Type of management	N	Mean	S.D.
Government	100	19.69	11.14
Private aided	045	24.71	11.10
Private un-aided	164	20.52	11.16
Localbody	193	20.31	11.68

From table 2, it can be observed that the lowest mean score among the four groups is 19.69 of the government teachers. The highest mean score is 24.71 of the private aided teachers.

Table 3: Symptoms of job stress-type of management-anova

Source of variation	df	Sum of squares	Mean squares	F-value
Between groups	3	859.00	286.33	2.22
Within the groups	498	64201.13	128.92	
Total	501	65060.13		

Not significant at 0.05 level

From table 3, the obtained F-value for the symptoms of job stress of secondary school teachers with regard to the type of management of secondary schools is 2.22 for $df=3$ and 498 less than the table value of 2.62, which is not significant at 0.05 level. Hence, the null hypothesis is accepted. It is inferred that the type of management in which secondary school teachers are working makes a significant difference in their symptoms of job stress.

As F-value is not significant at 0.05 level, no further probing of obtaining differences in the sub-groups of the type of management is attempted (Sharma, R. A., 2006, *Advanced Statistics in Education and Psychology*, p.188 & 231).

Major Findings

1. Locality of the secondary school teachers does not make a significant difference in their symptoms of job stress.
2. Type of management in which secondary school teachers are working makes a significant difference in their symptoms of job stress.

Suggestions for further research

Keeping in view the procedure adopted for this study and its limitations, the following suggestions are made for further research in this area.

1. A similar study may be conducted with large sample in the entire coastal districts of Andhra Pradesh.
2. A comparative study may be undertaken with the samples in Southern States of India, namely Andhra Pradesh, Tamil Nadu, Karnataka, Kerala and Telangana.
3. The present study may be replicated with lecturers working in Junior colleges, Degree colleges and Professional colleges like Engineering and Teacher education colleges at different levels.
4. The present study may be replicated with the sample secondary grade school teachers having B.Ed. and D.Ed. qualifications.

Educational Implications

On the basis of the findings of the study, a few educational implications of the study may be indicated as follows.

1. As teachers differ in job stress training modules are to be incorporated in the teacher training programmes to prepare trainee teachers to cope with job stress.
2. Type of management influence symptoms of job stress this study once again stresses the need to strengthen the in-service training programmes to help teachers equip themselves to cope with stress.

Conclusion

The paper has looked at stress as a disturbing human phenomenon in which the body tries to maintain equilibrium as it deals with life challenges. The paper also saw stress as

the inability of an individual to cope with his or environment. Teacher stress was seen as the workplace stress, which means any mental and physical condition that affects an individual's productivity at the workplace, as well as his effectiveness, personal health and quality of work.

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