

Work Related Stress of High School Teachers

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Stress is inevitable in the execution of any piece of work in any organization. To certain extent it mobilizes individuals' potentialities to work more effectively. Systematic study of teachers job stress, job satisfaction job involvement and the related personality disposition would suggest the educational administrators the required steps to be taken in ameliorating the debilitating effect of undue stress experienced by teachers in their profession.

Work Related Stress (WRS) is stress caused or made worse by work. It simply refers to when a person perceives the work environment in such a way that his or her reaction involves feelings of an inability to cope. It may be caused by perceived/real pressures/deadlines/threats/anxieties within the working environment. 'Stress occurs when an individual perceives an imbalance between the demands placed on them on the one hand, and their ability to cope on the other.

People behave differently when under pressure: Some people feel very threatened but keep it to themselves, others behave in very aggressive ways, without acknowledging that their behaviour is caused by stress, others react to the same issue in quite calm ways, feeling nonthreatening and relaxed, others who are highly aware of their moods report that they are not very stressed by the issue, but enjoy its challenge, others have very low tolerance of any threats, and so find smaller, simpler demands made of them quite threatening and start feeling stressed as soon as these demands are made of them.

I. EFFECT OF WORK RELATED STRESS

Usually, the effects of stress can be categorized as Mental (how the mind works); Physical (how the body works); Behavioural (the things we do) and Cognitive (the way we think and concentrate). The effects of stress differ from individual to individual. Many factors influence the individual and his/ her interpretation of 'threat', response to threat and recuperation after a threatening experience. Different personality styles, gender difference, age, context, family history, emotional state, understanding of self and general social awareness will all influence each person's stress levels. Sometimes, when stressed, the most noticeable change in behaviour is anger – many people react to the feeling with intermittent rage. In extreme cases, other phobic behaviours or compulsions can develop which will need longer-term professional intervention to remedy. Irritability as a result of stress can create secondary problems such as the loss of social support. Scientific research has demonstrated that being stressed over a prolonged period of time is associated with medical conditions such as increased blood pressure and cardiovascular problems. Explaining although the experience of stress is subjective, and is mediated by stress the personal evaluation of a situation by the individual, there are nevertheless a number of substantive factors that can be identified as potential causes of work-related stress.

II. REVIEW OF RELATED LITERATURE

Fadia Nasser-Abu Alhija (2015) done a study on Teacher Stress and Coping: The Role of Personal and Job Characteristics. The aim of this study was to examine the effect of teachers' personal and job characteristics on the level of stress they experience from various sources, as well as their perception of the effectiveness of cognitive, behavioral and emotional coping strategies. Data were obtained from a sample of 425 Israeli schoolteachers using an extended version of Kyriacou and Chien's (2004) Teacher Stress and Coping Strategies Scale. Results indicate that among the personal and job characteristics examined, the effects of gender, experience, school level and culture on levels of stress caused by some stressor categories and in the degree to which teachers believe in the effectiveness of some coping strategies were found significant.

Cesar S. Dlamini (2014) sought to investigate the work-related stress among high school teachers in the Hhohho region of Swaziland. It followed the descriptive-correlation research design and adopted the Person- Environment Fit theory. The target population of this study was all qualified teachers teaching in high schools in the Hhohho region of Swaziland. The sampling procedure that was employed to select the schools and the teachers to participate in this investigation was simple random sampling. A pilot testing was conducted. Validity and reliability of instruments were attended to. Required permissions were obtained from relevant authorities and the sample gave informed consent. Questionnaire response rate was 82%. Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 10.0. The findings of the study showed that high school teachers in the Hhohho region of Swaziland are moderately stressed.

III. TITLE OF THE STUDY

The title of the presents is "Work –Related Stress of High School Teachers"

IV. OBJECTIVES OF THE STUDY

The objectives of the present study are

To find the level of work-related stress of high school teachers

To find the work-related stress of high school teachers based on their select sub samples

V. HYPOTHESES OF THE STUDY

The hypotheses of the present study are

The level of work-related stress of school teachers will be high

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There is no significant difference in the work-related stress of school teachers based on their select sub samples

VI. METHODOLOGY

Normative survey method was adopted for the present study.

VII. SAMPLE AND SAMPLING TECHNIQUE

A stratified random sampling technique was used; A total number of 150 high school teachers were taken as a sample. These teachers were from government, government aided and private schools in Salem Educational district.

VIII. DESCRIPTION OF THE TOOL

Work-related Stress Scale was an adopted tool and modified by the investigator. It consist of 34 items in six dimensions as Demand, Control, Managerial support, Role, Relationship and Work colleague support and change. The scale is of five points as Never, Seldom, Sometimes, Often and Always. The reliability of the tool was found through split-half technique and the reliability value for Work Related Stress Scale is 0.82. The items in the scale consists of only positive items and the maximum score for the Work Related Stress Scale is 170.

IX. STATISTICAL TECHNIQUE USED FOR THE STUDY

The statistical techniques used for the study were descriptive analysis and inferential analysis.

X. ANALYSIS AND INTERPRETATION OF DATA

Table: 1 Showing the Level of High School teachers Work related Stress

S. No	Dimensions	Mean	SD	Low	Moderate	High	Level
1)	Demand	21.1	4.54	39	83	28	Moderate
2)	Control	22.7	5.32	41	78	31	Moderate
3)	Managerial support	28	4.97	36	85	29	Moderate
4)	Role	19.1	3.43	39	79	32	Moderate
5)	Relationship	17.7	4.25	39	82	29	Moderate
6)	Work colleague support and change	17.3	3.9	38	81	31	Moderate
Work-Related Stress (Global Value)		125.96	18.32	40	85	25	Moderate

The above table shows moderate level of Work-Related Stress (Global Value) of School teachers in all the dimensions such as Demand, Control, Managerial support, Role, Relationship and Work colleague support and change.

Hypothesis -1 Male and female high School teachers do not differ in their Work-Related Stress

Table.2. showing the Mean, Standard deviation and 't' value of high school teachers Work-Related Stress based on their Gender

Work-Related StressDimensions	Gender	N	Mean	SD	't' - Value	S/NS Level
Demand	Male	21	21.42	3.82	0.402	NS(0.05)
	Female	129	21.05	4.66		
Control	Male	21	22.23	5.10	0.431	NS(0.05)
	Female	129	22.75	5.38		
Managerial support	Male	21	27.47	5.04	0.507	NS(0.05)
	Female	129	28.07	4.99		
Role	Male	21	18.61	3.93	0.659	NS(0.05)
	Female	129	19.21	3.36		
Relationship	Male	21	16.28	4.73	1.541	NS(0.05)
	Female	129	17.97	4.19		
Work colleague support and change	Male	21	17.28	5.19	0.014	NS(0.05)
	Female	129	17.30	3.68		
Work-Related Stress (Global Value)	Male	21	123.33	21.68	0.613	NS(0.05)
	Female	129	126.39	17.85		

NS – Not Significant, S – Significant

As the calculated values are lesser than the table value, the hypothesis is accepted in all the cases.

Hypothesis-2 Joint and Nuclear high Family School teachers do not differ in Work-Related Stress.

Table.3. showing the Mean, Standard deviation and 't' value of high School teachers Work-Related Stress based on their Family Type

Work-Related StressDimensions	Family Type	N	Mean	SD	't' - Value	S/NS Level
Demand	Joint	54	20.72	4.17	0.804	NS(0.05)
	Nuclear	96	21.32	4.75		
Control	Joint	54	22.46	4.83	0.401	NS(0.05)
	Nuclear	96	22.81	5.62		
Managerial support	Joint	54	27.59	4.85	0.746	NS(0.05)
	Nuclear	96	28.21	5.07		
Role	Joint	54	19.18	3.32	0.140	NS(0.05)
	Nuclear	96	19.10	3.51		
Relationship	Joint	54	17.72	4.24	0.038	NS(0.05)
	Nuclear	96	17.75	4.35		
Work colleague support and change	Joint	54	16.94	3.83	0.842	NS(0.05)
	Nuclear	96	17.50	3.95		
Work-Related Stress (Global Value)	Joint	54	124.63	17.09	0.685	NS(0.05)
	Nuclear	96	126.71	19.12		

NS – Not Significant, S – Significant

As the calculated values are lesser than the table value, the hypothesis is accepted in all the cases.

Hypothesis – 3 There is no significant interaction between the high School teachers from different age group and their Work-Related Stress

Table.4. Showing 'F'-Value between high School teachers from different age group and their Work-Related Stress

Work-Related StressDimensions		Sum of Squares	Df	Mean Square	F - Value	S/NS Level
Demand	Between Groups	4.29	2	2.15	0.103	NS(0.05)
	Within Groups	3081.99	147	20.96		
	Total	3086.29	149			
Control	Between Groups	206.69	2	103.34	3.763	S(0.05)
	Within Groups	4037.57	147	27.46		
	Total	4244.27	149			
Managerial support	Between Groups	135.10	2	67.55	2.777	S(0.05)
	Within Groups	3575.88	147	24.32		
	Total	3710.99	149			
Role	Between Groups	16.30	2	8.15	0.687	NS(0.05)
	Within Groups	1745.03	147	11.87		
	Total	1761.33	149			
Relationship	Between Groups	135.69	2	67.84	3.811	S(0.05)
	Within Groups	2617.17	147	17.80		
	Total	2752.86	149			
Work colleague support and change	Between Groups	75.68	2	37.84	2.526	NS(0.05)
	Within Groups	2201.81	147	14.97		
	Total	2277.50	149			
Work-Related Stress (Global Value)	Between Groups	1892.64	2	946.32	2.869	S(0.05)
	Within Groups	48491.11	147	329.87		
	Total	50383.76	149			

NS – Not Significant, S – Significant

From the above table it is inferred that among the seven cases in three cases significant differences are not found. Hence the hypothesis is accepted in these three cases. In other four cases as the calculated values are greater than the table value and significant differences were observed. Hence in these four cases the hypothesis is not accepted.

Hypothesis-4 There is no significant interaction between the high school teachers with different years of teaching experiences and their Work-Related Stress.

Table.5. Showing 'F'-Value between high school teachers with different years of teaching experiences and their Work-Related Stress

Work-Related StressDimensions		Sum of Squares	df	Mean Square	F - Value	S/NS Level
Demand	Between Groups	28.33	2	14.16	0.681	NS(0.05)
	Within Groups	3057.96	147	20.80		
	Total	3086.29	149			
Control	Between Groups	110.10	2	55.05	1.957	NS(0.05)
	Within Groups	4134.17	147	28.12		
	Total	4244.27	149			
Managerial support	Between Groups	47.61	2	23.80	0.955	NS(0.05)
	Within Groups	3663.38	147	24.92		
	Total	3710.99	149			
Role	Between Groups	27.89	2	13.94	1.183	NS(0.05)
	Within Groups	1733.43	147	11.79		
	Total	1761.33	149			
Relationship	Between Groups	86.40	2	43.20	2.382	NS(0.05)
	Within Groups	2666.46	147	18.13		
	Total	2752.86	149			
Work colleague support and change	Between Groups	130.14	2	65.07	4.454	S(0.05)
	Within Groups	2147.36	147	14.60		
	Total	2277.50	149			
Work-Related Stress (Global Value)	Between Groups	1529.70	2	764.85	2.301	NS(0.05)
	Within Groups	48854.05	147	332.34		
	Total	50383.76	149			

NS – Not Significant, S – Significant

From the above table it is inferred that among the seven cases in one case significant difference is found. Hence the hypothesis is not accepted in this one case. In other six cases

as the calculated values are lesser than the table value and significant differences were not observed. Hence in these six cases the hypothesis is accepted.

Hypothesis- 5 There is no significant interaction between the high school teachers working in different types of school and their Work-Related Stress.

Table.6. Showing 'F'-Value between high school teachers working in different types of school and their Work-Related Stress

Work-Related StressDimensions		Sum of Squares	df	Mean Square	F - Value	S/NS Level
Demand	Between Groups	234.92	2	117.46	6.056	S(0.05)
	Within Groups	2851.36	147	19.39		
	Total	3086.29	149			
Control	Between Groups	266.47	2	133.23	4.924	S(0.05)
	Within Groups	3977.79	147	27.06		
	Total	4244.27	149			
Managerial support	Between Groups	193.01	2	96.50	4.033	S(0.05)
	Within Groups	3517.97	147	23.93		
	Total	3710.99	149			
Role	Between Groups	105.64	2	52.82	4.690	S(0.05)
	Within Groups	1655.68	147	11.26		
	Total	1761.33	149			
Relationship	Between Groups	222.62	2	111.31	6.467	S(0.05)
	Within Groups	2530.23	147	17.21		
	Total	2752.86	149			
Work colleague support and change	Between Groups	149.09	2	74.54	5.149	S(0.05)
	Within Groups	2128.40	147	14.47		
	Total	2277.50	149			
Work-Related Stress (Global Value)	Between Groups	6018.80	2	3009.40	9.971	S(0.05)
	Within Groups	44364.95	147	301.80		
	Total	50383.76	149			

NS – Not Significant, S – Significant

As the calculated values are greater than the table value, the hypothesis is not accepted in all the cases.

Hypothesis- 6 There is no significant interaction between the high School teachers with different scale of pay and their Work-Related Stress

Table.7. Showing 'F'-Value between high School teachers with different scale of pay and their Work-Related Stress

Work-Related StressDimensions		Sum of Squares	df	Mean Square	F - Value	S/NS Level
Demand	Between Groups	31.65	2	15.83	0.762	NS(0.05)
	Within Groups	3054.63	147	20.78		
	Total	3086.29	149			
Control	Between Groups	97.95	2	48.97	1.736	NS(0.05)
	Within Groups	4146.32	147	28.20		
	Total	4244.27	149			
Managerial support	Between Groups	64.12	2	32.06	1.292	NS(0.05)
	Within Groups	3646.86	147	24.80		
	Total	3710.99	149			
Role	Between Groups	107.85	2	53.92	4.794	S(0.05)
	Within Groups	1653.48	147	11.24		
	Total	1761.33	149			
Relationship	Between Groups	77.72	2	38.86	2.136	NS(0.05)
	Within Groups	2675.13	147	18.19		
	Total	2752.86	149			
Work colleague support and change	Between Groups	67.24	2	33.62	2.236	NS(0.05)
	Within Groups	2210.25	147	15.03		
	Total	2277.50	149			
Work-Related Stress (Global Value)	Between Groups	2110.65	2	1055.32	3.214	S(0.05)
	Within Groups	48273.10	147	328.38		
	Total	50383.76	149			

NS – Not Significant, S – Significant

From the above table it is inferred that among the nine cases in five cases significant differences are not found. Hence the hypothesis is accepted in these five cases. In other two cases as the calculated values are greater than the table value and significant differences were observed. Hence in these two cases the hypothesis is not accepted.

XI. MAIN FINDINGS OF THE STUDY

1. Male and female high School teachers do not differ in their Work-Related Stress
2. Joint and Nuclear Family high School teachers do not differ in Work-Related Stress.
3. There is no significant interaction between the high School teachers of different age group and their Demand, Role and Work colleague support and change dimensions of work related stress
4. There is significant interaction between the high School teachers of different age group and their Control, Managerial support, Relationship dimensions and Global Value of Work-Related Stress
5. There is significant interaction between the high school teachers with different years of teaching experiences and their Work colleague support and change dimensions of work related stress.
6. There is no significant interaction between the high school teachers with different years of teaching experiences and their Demand, Control, Managerial support, Role, Relationship dimensions and global value of Work-Related Stress.
7. There is significant interaction between the high school teachers working in different types of school and their Work-Related Stress.
8. There is no significant interaction between the high school teachers with different scale of pay and in their Work-Related Stress Demand, Control, Managerial support, Relationship and Work colleague support and change dimensions of work Related stress.
9. There is significant interaction between the high school teachers with different scale of pay and their Role dimensions and global value of Work-Related.

XII. CONCLUSION

The present study focused on work-related stress of high school teachers. For this study, data was collected from the high school teachers in Salem districts. The present study reveals that the level of work-related stress of school teachers is at the moderate level.

XIII. REFERENCES

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