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Job Stress of Secondary School Teachers Teaching in Different Types of School Management

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A B S T R A C T

The present research paper explored the Job Stress of Secondary School teachers teaching in private and government schools. The Job Stress of teachers was measured by Teacher's Job Stressors Scale (ITJSS) 2005, developed and standardized by Meena Buddisagar Rathod and Madhulika Varma. The ITJSS contains 48 items and measures the Job Stressors of all teachers through six job stressors— I. Over loadedness, II. Role conflict, III. Powerlessness, IV. Role Ambiguity, V. Motivelessness, VI. Frail Interpersonal Relationship. The findings indicated that there exists a statistically significant difference between the Job Stress of Private and Government Secondary School teachers. Private school teachers are more stressed as compared to their counterparts in government schools. Female teachers experience less stress as compared to their male counterparts.

Keywords: Job Stress, Private Schools, Government Schools, Secondary School Teachers.

Introduction

The Job Stress of secondary school teachers is one of the important variables which needs to be studied. There are studies that reflect that the Job Stress of teachers affects teachers and students in many ways. It affects their social and emotional well-being. It is important to remember that job stress varies from teacher to teacher. In the same school under the same environment, the factors that help one teacher feel relaxed about his work may not be the same as another teacher. For this reason, it is essential to have a multidimensional approach to teacher stress. Job stress is defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury to teachers. It also affects students indirectly are teachers and students interact to achieve educational objectives in school settings. The tool on Job Stress used in the study included six stressors. These six stressors are — I. Over loadedness, II. Role conflict, III. Powerlessness, IV. Role Ambiguity, V. Motivelessness, VI. Frail Interpersonal Relationship. In the present study, the researchers believe that the research tool prepared by Meena Buddisagar Rathod and Madhulika Varma is appropriate to study the Job Stress of Government and Private secondary school teachers.

Review of Related Literature

Barnes et al. (1998) conducted a study on 'the effects of Job-related stress on Faculty intention to leave Academics'. The purpose of this study was to investigate the relationship between job-related stress and faculty intent to leave academia. The stress variables studied were reward satisfaction, institutional/departmental reputation, time commitment, departmental/institutional influence, and student interaction. We hypothesized that the relationship between these variables and faculty intent to leave academia would be moderated by interest in one's discipline and sense of community — an institutional fit variable. We also investigated the effects of academic discipline, tenure status, and gender on these relationships. Based on data from a national faculty survey of 3,070 full-time tenure-track faculty, results indicated that of the variables studied, the two major correlates of intent to leave academia were time commitment and sense of community; however, time commitment did not moderate the stressor-intent relationship. Though showing significant zero-order correlations with intent, when gender and tenure status were added to the hierarchical regression analyses containing the stressors and moderators, neither variable contributed meaningfully to the prediction of intent. Academic discipline classification (Biglan, 1973) contributed only 2% to explained variance. A prediction model that contained all stressors, both moderators, and the background variables of gender and academic discipline accounted for 25% of the variance in intent to leave academia.

Jackson (2004) in a study titled, "Executive stress: stress is Chief among Executives' health problems", reported that stress can produce both positive and negative results in teachers. Teachers tend to be affected by burnout (the extreme result of stress) more than any other public service professional.

Brewer and McMahan (2004) conducted research titled, "Job Stress and Burnout among Industrial and technical teacher educators." This study examined job stress and burnout among a random sample of 133 industrial and technical teacher educators. The Job Stress Survey (JSS) developed by Spielberger and Vagg (1999) measured stress; Maslach Burnout Inventory - Human Service Survey (MBI- HSS) developed by Maslach and Jackson (1996) measured burnout. Stepwise multiple regression was used to determine the amount of variance in job stress and burnout levels predicted by demographic characteristics. Participants perceived stressors related to lack of organizational support as more severe than stressors related to the job itself. Also, participants reported an average degree of burnout. Demographic characteristics did not explain a large amount of variance in levels of job stress or burnout. The findings from this study have implications for designing interventions for job stress and burnout in industrial and technical teacher education.

Gretchen and Deason (2014) conducted a study on Predictors of depression, stress, and anxiety among non-tenure track faculty and concluded that in the United States, 70% of faculty members in higher education are employed off the tenure track. Nearly all of these non-tenure-track (NTT) appointments share a quality that may produce stress for those who hold them: contingency. Most NTT appointments are contingent on budget, enrollment, or both, and the majority of contingent faculty members are hired for one quarter or semester at a time. Significant research has investigated the effects of contingency on teaching, students, departments, colleges, and universities; however, little research has focused on the psychological experiences of NTT faculty. The current study examined perceptions of workplace stressors and harm, organizational commitment, common coping mechanisms, and depression, anxiety, and stress among NTT faculty using a longitudinal design that spanned 2–4 months. Results indicate that NTT faculty perceive unique stressors at work that are related to their contingent positions. Specific demographic characteristics and coping strategies, inability to find a permanent faculty position, and commitment to one's organization predispose NTT faculty to perceive greater harm and more sources of stress in their workplaces. Demographic characteristics, lower income, inability to find a permanent faculty position, disengagement coping mechanisms (e.g., giving up, denial), and organizational commitment were associated with the potential for negative outcomes, particularly depression, anxiety, and stress. Our findings suggest possibilities for institutional intervention. Overall, we argue that universities would be well-served by attending to the needs of NTT faculty on campus in order to mitigate negative outcomes for institutions, students, and faculty.

Dankade et al. (2016) studied the factors associated with job stress among secondary school vocational technical teachers in the North-east sub-region of Nigeria. The design of the study was a survey; a structured questionnaire consisting of 30 items was used for data collection. 160 respondents were randomly sampled from 18 vocational secondary schools (three schools from each of the six states of the zone). The data for the study were collected and analyzed using frequency and percentage. Some of the findings of the study revealed that the majority of vocational secondary school teachers are faced with serious problems of job stress largely due to work overload, large class sizes, lack of motivation, and students' indiscipline leading to poor job performance, anxiety, boredom, and prostration. The study further suggested that better-qualified staff be employed and more classrooms be provided to promote quality teaching and finally vocational technical teachers should be effectively motivated so that they would be encouraged to remain in the profession.

Objectives of the Study

The following are the objectives of the study.

1. To compare the job stress between Male and Female teachers teaching at the Secondary Level.
2. To compare the Job Stress between Private and Government teachers teaching at the Secondary Level.

Hypotheses of the Study

The following are the hypotheses of the study.

1. There exists no significant difference in job stress between Male and Female teachers teaching at the Secondary Level.
2. There exists no significant difference in job stress between Private and Government teachers teaching at the Secondary Level.

Delimitation of the Study

1. The research was delimited to five Government and five Private Secondary Schools in Ranchi.
2. The study was delimited to 200 teachers.
3. This research study was delimited to Job stress as measured by the tool used in the study.

Methodology of the Study

The descriptive Survey Method was used.

Sample of the Study

In the present study, five Private and five Government Secondary Schools were chosen purposively from different regions of Ranchi. From each school, ten male and ten female teachers were selected through stratified random sampling. The total sample consisted of two hundred secondary school teachers.

Research Tools Used

Teachers' Job Stress was assessed by Teacher's Job Stressors Scale (ITJSS) 2005, developed and standardized by Meena Buddisagar Rathod and Madhulika Varma. The ITJSS contains 48 items and measures the Job Stressors of all teachers through six job stressors— I. Over loadedness, II. Role conflict, III. Powerlessness, IV. Role Ambiguity, V. Motivelessness, VI. Frail Interpersonal Relationship.

Collection of Data

The data for the research was collected by administering the instruments to the selected teachers as per the instructions provided in the manual of the tool.

Scoring Procedure

The ITJSS contains 48 items and measures the Job Stress of all teachers through six areas— I. Over loadedness, II. Role conflict, III. Powerlessness, IV. Role Ambiguity, V. Motivelessness, VI. Frail Interpersonal Relationship. The scoring is on a five-point Likert scale alternative, viz., always, many times, occasionally, rarely, and never. The scoring key for each item was given in the manual and accordingly, scores were given.

The data for the research was collected by administering the 'Computer Attitude Scale' to B.Ed. students through Google Forms. The head of the B.Ed. departments of self-financed courses of selected colleges were contacted. They were requested to share the 'Computer Attitude Scale' Google form through B.Ed. students' WhatsApp group created by the colleges for communication. The Google Form contained a note for students regarding the research's ethical part and through which they were informed that their participation was voluntary and confidential. The information provided would be used only for research purposes.

Statistical Techniques Used

Descriptive statistics such as Mean and Standard Deviations were used along with inferential statistics (t-test) were used.

Results and Discussions of the Study

The findings of the study are reported and discussed below with the help of three tables.

Table

The difference in the mean scores of Job Stress between Male and Female secondary school teachers.

Teachers Group	No	Mean	S.D.	t-ratio	Result
Male	100	143.60	21.00	2.24	**Significant**
Female	100	137.10	20.00		

An independent samples t-test was used to test the hypotheses. The table shows that the mean score of male secondary school teachers is 143.60 with S.D. 21.00 whereas the mean score of female secondary teachers is 137.10 with S.D. 20.00. The t-ratio was calculated as 2.24 which is significant at 0.05 level. Thus, the first null hypothesis, therefore, cannot be accepted. This shows that there exists a significant difference in the job stress scores of male and female secondary school teachers. The result reflects that Male teachers are more stressed as compared to Females. In order to generalize the result, more studies need to be conducted.

Table 2

The difference in the mean scores of Job Stress between Private and Government secondary school teachers.

Teachers Group	No	Mean	S.D.	t-ratio	Result
Private	100	143.80	21.10	2.24	**Significant**
Government	100	137.20	20.50		

An independent samples t-test was used to test the hypothesis. The table shows that the mean score of Job Stress of private secondary school teachers is 143.80 with S.D. 21.24 whereas the mean score of government secondary teachers is 137.20 with S.D. 20.50. The t-ratio was calculated as 2.24 which is significant at 0.05 level. Thus, the second null hypothesis, therefore, cannot be accepted. This shows that there exists a significant difference in the job stress scores of private and government secondary school teachers. The mean job stress score of government school teachers is more than that of private school teachers. It shows that government school teachers are having less job stress as compared to their counterparts in private schools. The result of the study is supported by Barnes et al. (1998). In order to generalize, more studies need to be conducted.

Educational Implications

The Job Stress of teachers needs to be studied to give proper attention to teachers' well-being and positive educational outcomes. The study showed that private school teachers are more stressed as compared to government teachers. It may be because of salary and other benefits of private school teachers are less than those of government teachers whereas the workload is the opposite. It is high time for policymakers, educational administrators, and governments to come forward and ensure the salary of private teachers is at par with government teachers along with working conditions and workload.

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