A STUDY OF JOB STRESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO ORGANIZATIONAL CLIMATE, LOCALITY AND TYPES OF SCHOOLS

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ABSTRACT

The study aimed at examining the difference in the job stress of teachers of secondary schools differing in organizational climate, locality and types of schools. A sample of 260 teachers of both sexes was selected by using purposive sampling device from 26 senior secondary schools situated in the jurisdiction of Lucknow district. The required data were collected by using (1) Occupational Stress Index developed by Srivastava and Singh (1984), and (2) Organizational Climate Inventory developed by Chattopadhyay and Agarwal (1998). These data were analyzed by using Mean, SD and t ratio. The study revealed significant difference in the job stress of teachers of the schools having healthy and unhealthy organizational climate and also of urban and rural teachers. But no significant difference was found in the job stress of the teachers of government and aided private schools.

Keywords: Job Stress

INTRODUCTION

The teacher is of paramount importance in any nation’s system of education and the very progress of the nation depends upon the quality of its teachers. Teacher plays the pivotal role in the social reconstruction and the transmission of knowledge and experience of one generation to another. A teacher is the custodian of the culture, critic of social weakness, interpreter of change that are taking place, pioneer of reform and guide of the efforts of people. Children, who are the real potential wealth of the nation, are exposed to the teacher’s influence. The teacher is the real maker of history. He is known as “nation builder.” No system of education is better than its teachers. The quality of education and the standard of achievement are inseparably interrelated with the quality of teachers.

For bringing about functional improvements in educational institutions and consequently in school education, the quality of teacher is very important. A teacher should always be a model to his students. It is, however, not only the knowledge of subjects and the methods of teaching which are necessary for the teacher to be effective, but there are other factors too. He should be free from job stress and be fully involved in his job.

Teacher’s peace of mind plays an important role in his life. If he is tense and stressed, he will produce frustrated mentally tense and stressed individuals. If he is not free from stress, he will not produce balanced personality. In this regard it seems appropriate to study the level of job stress of teachers of senior secondary schools so as to enable the educational authorities to make improvement in that direction.

The present study was undertaken because of its significance and relevance. The review of literature reveals that there are very few researches conducted in this area. Therefore, attempt was made to fill
up this gap of research. It is expected that the findings of the present study will guide the educational administrators to make certain changes in their setup on the basis of the results of the study so that teaching profession becomes more rewarding and academically and professionally more attractive and appealing to the youth.

OBJECTIVES

1. To examine the significant difference in the job stress of teachers working in senior secondary schools having healthy and unhealthy organizational climate
2. To examine significant difference in the job stress of urban and rural teachers.
3. To examine significant difference in the job stress of teachers working in government and aided private schools.

HYPOTHESES

1. There would be no significant difference in the job stress of teachers working in the schools having healthy and unhealthy organizational climate
2. There would be no significant difference in the job stress of urban and rural teachers.
3. There would be no significant difference in the job stress of teachers working in government and aided private schools.

METHOD AND PROCEDURE

Survey method of research was used to study the significant difference in the job stress of two groups of teachers formed on the basis of organizational climate, sex and types of schools.

SAMPLE

For the present study a sample of 260 teachers (male and female) was selected by using purposive sampling device from 26 senior secondary schools running in jurisdiction of Lucknow district.

TOOLS OF DATA COLLECTION

The required data related to job stress of teachers were collected by using Occupational Stress Index developed by Srivastava and Singh (1984) and data related to organizational climate of senior secondary schools were collected by Organizational Climate Inventory developed by Chattopadhyay and Agarwal (1998).

Statistical Technique

The data collected by Occupational Stress Index and Organizational Climate Inventory were analyzed by using Mean, SD and t-ratio to examine significant difference in the job stress of two groups of teachers.

RESULTS AND DISCUSSION

Table 1: Comparison of Job Stress of Teachers Working in Healthy and Unhealthy School Organizational Climate

<table>
<thead>
<tr>
<th>Teachers’ Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-ratio</th>
<th>LS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy OC</td>
<td>27</td>
<td>108.93</td>
<td>18.34</td>
<td>3.18**</td>
<td>.01</td>
</tr>
<tr>
<td>Unhealthy OC</td>
<td>21</td>
<td>125.48</td>
<td>17.19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data

The observation of Table 1 reveals that there is significant difference in the job stress of teachers of the schools having healthy and unhealthy organizational climate, because the t value is significant at .01 level of significance. Since the mean value of the teachers of the schools having unhealthy
organizational climate is higher than the mean value of the teachers of the schools having healthy organizational climate, so it is clear that the teachers of the schools having unhealthy organizational climate had more job stress than the teachers of the schools having healthy organizational climate. Thus, hypothesis No. 1 that ‘there would be no significant difference in the job stress of teachers working in the schools having healthy and unhealthy organizational climate’ is rejected.

**Table 2: Comparison of Job Stress of Urban and Rural Secondary School Teachers**

<table>
<thead>
<tr>
<th>Teachers’ Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-ratio</th>
<th>LS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Teachers</td>
<td>205</td>
<td>117.33</td>
<td>13.84</td>
<td>1.99*</td>
<td>.05</td>
</tr>
<tr>
<td>Rural Teachers</td>
<td>55</td>
<td>121.85</td>
<td>18.86</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data

Table 2 reveals that there is significant difference between urban and rural teachers in their job stress, because the t value is significant at .05 level of significance. Since the mean value of rural teachers is higher than the mean value of urban teachers, so it is clear that rural teachers had more job stress than urban teachers. Thus, hypothesis No.2 that ‘there would be no significant difference in the job stress of urban and rural teachers’ is rejected.

**Table 3: Comparison of Job Stress of Teachers of Government and Aided Private Secondary Schools**

<table>
<thead>
<tr>
<th>Teachers’ Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-ratio</th>
<th>LS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt. Schools</td>
<td>93</td>
<td>118.90</td>
<td>13.30</td>
<td>.49</td>
<td>NS</td>
</tr>
<tr>
<td>Aided Private Schools</td>
<td>167</td>
<td>117.94</td>
<td>16.07</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary data

Table 3 reveals that there is no significant difference between teachers of government and private schools in their job stress, because the t value is not significant either at .05 level or at .01 level. This makes clear that the teachers of government and aided private schools were almost similar in their job stress. Thus , hypothesis No. 3 that ‘there would be no significant difference in the job stress of teachers working in government and aided private schools’ is accepted.

**RESULTS**

On the basis of the analysis data the study revealed the following results:

1. There was significant difference in the job stress of teachers of the schools having healthy and unhealthy organizational climate where the teachers of the schools having unhealthy organizational climate had more job stress than the teachers of the schools having healthy organizational climate.

2. There was significant difference in the job stress of urban and rural teachers where rural teachers had more job stress than urban teachers.

3. There was no significant difference in the job stress of teachers of Government and aided private schools. The teachers of government and private schools were almost similar in their job stress.

**DISCUSSION**

Stress affects teacher’s emotional and physical fatigue and a reduction in work motivation, involvement, and satisfaction’. Feeling overly stressed can result in erosion of one’s idealism, sense of purpose and enthusiasm. The present study revealed that teachers of unhealthy school organizational climate experienced more job stress in comparison to the teachers of healthy school organizational climate. Similarly, rural school teachers had more job stress than urban school teachers. The reasons of it are absolutely clear, because many researchers have reported that unhealthy and uncongenial school.
organizational climate promotes job stress among most of the teachers. Similar results have been found concerning job stress of teachers working in rural schools. It is because of unhealthy school environment and poor working conditions of these schools. The teachers of government and private schools were found almost similar in their job stress. The reason of it is that the government as well as aided private schools is governed by same rules and regulations with regard to teachers’ salary and other benefits. The working conditions of these schools are almost similar.

CONCLUSION

Teachers of unhealthy school organizational climate experienced more job stress in comparison to the teachers of healthy school organizational climate. Similarly, rural school teachers had more job stress than urban school teachers. But teachers of government and aided private schools were similar in their job stress.

REFERENCES