

A Study of Secondary School Teacher's Stress Management

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Abstract – The stress among teachers may effects their performance and their belief about themselves. So, the need was felt to conduct research on the phenomenon of stress management. The study of stress management among teachers is of great significance. One's abilities are reflected through the performance and that performance is directly related to the mental state and physique. The school place where future nation is shaped. In the present study, the attempt is to highlight the level of stress management among secondary school teachers talking in to consideration their gender and locality difference. The different of school teacher's help with helps us know the difference in the level of stress management if it exists. In this paper significant differences if any between two groups of secondary school teachers of different locality (urban and rural) in reference to their stress management, compare the two group of secondary school teachers of different gender (male and female) in reference to their stress management.

Keywords – Secondary School, Teacher, Stress Management, Rural, Urban, Male, Female

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1. INTRODUCTION

Every civilisation is built on the foundation of education. It serves as a mirror for society's ideals. People can see where they've gone wrong by looking at this. Education's purpose and function have changed over time as society's requirements have developed. When education was all about religion, combat, and art to the current period of super-specialization, it was a long journey. It has undergone a number of processes before reaching its current state. An educational goal is to help a student become more self-sufficient and knowledgeable, as well as more literate. It strives to develop the whole person. Human progress can only be achieved via education. It not only helps people flourish financially, but it also helps them find greater contentment and joy in their daily lives. It teaches everyone how to be a good human being and how to progress both ethically and materially.¹ It has become an integral aspect of the development and expansion of societies around the world.. In addition, education has always been a significant social marker and a driving force in the economic and social growth of countries around the globe. A nation's success is primarily dependent on its educational system. The quality of a school's teachers is directly related to the quality of the teaching-learning process. Education is a process that revolves around the instructor. The effectiveness

and efficiency of a company's operations are largely determined by the calibre and level of dedication of its workforce. Teachers are at the top of the pyramid of education, and they manage both the goals of education and their students at the same time. Because of this, the effectiveness of any education plan or programme announced by the government relies heavily on the dynamism of the teachers involved. As the Kothari Commission (1964-1966) has stated, 'the quality and character of teachers are probably the most crucial'.²

1.1 Occupational Stress

To be successful in today's environment, you must also deal with the stress that comes with it. Stress can be found in any social or economic activity, from the home to the workplace. An individual is constantly confronted with a variety of stressful events from the moment of conception until their final exhalation. In our modern world, stress is one of the most pervasive phenomena, affecting everyone. Stress is defined as a feeling of being under a lot of pressure, which can lead to a lot of anxiety. We all have to deal with a certain degree of stress in our daily lives. Its severity varies from person to person and from context to scenario, even within the same person. Because of the negative effects of stress, it takes on a greater significance. Stress may have both positive and

negative impacts on the body, and when it becomes severe, it can create both mental and physical health problems.³

As people adapt to their surroundings, they experience stress as a normal, continuing, dynamic, and involved part of life. Stringere, which meaning to tighten, is derived from the Latin word *Strictus*, which means restricted or constrained. Those who have experienced stress in their lives may experience these thoughts of constricting themselves internally. When it comes to the sources of stress in people's lives, Pestonjee (1987) has highlighted three: (a) the workplace and organisation, (b) the social sector, and (c) the intrapsychic sector. In the first instance, the term "job and organisation" refers to the totality of the workplace (task, atmosphere, colleagues, compensation, policies etc.).⁴ It is the social/cultural setting of one's existence that is referred to as the "social sector." Religion, caste, community, and clothing are just a few examples. The intrapsychic sector includes things like temperament, values, abilities, and health that are personal and private. There is a belief that stress can come from any or all of these sectors. The term "stress," initially used in the physical sciences, has been adopted by the biological and human sciences to represent a state in which an organism's vital functions are threatened. Anxiety, depression, and other emotional disturbances can occur as a result of stress, which necessitates the use of extreme measures to maintain a state of structured behaviour or those who fail to do so (Korchin, 1963). When the nervous system and/or biological functions are unable to work properly, it is known as an agitated physiological condition.⁵

1.2 Stressor

a stimuli that has the potential to elicit the fight or flight response is known as a stressor. It's just the thing that makes you stressed out. Although the stressor can lead to both distress and eustress (negative or good stress), many researchers solely focus on distress.⁶

1.3 Consequences of Occupational Stress

Many personal consequences of occupational stress have been identified. These responses to occupational stress can be categorized as follows:

- Physiological consequences of stress
- Psychological consequences of stress
- Behavioural consequences of stress
- Organizational consequences of stress

Stress can have a wide range of physiological effects on workers, including headaches and body aches, an inability to fight sickness, skin, heart, and digestive

issues, high blood pressure, weariness, depression, difficulties sleeping, eating more or less than normal, and even mortality. Research suggests the following generalisations about the connection between coronary heart disease and various types of stressful work contacts with other people:

1. Job problems and dissatisfaction are associated with coronary heart diseases and related risk factor.
2. Job pressures (such as heavy workloads) are associated with coronary heart diseases and related factors. Psychological consequences of stress:

Work-related stress can cause a wide range of psychological reactions that include worry, exhaustion, impatience and aggression, a lack of self-confidence and an inability to concentrate. Having a lot of work to do is linked to sorrow. Stress's effect on behaviour: Negative behavioural changes such as tense gesturing, child abuse, poor interpersonal interactions, physical attack, damaging expressions of rage, bitterness, and impatience are all linked to high levels of workplace stress. Stress and its effects on the workplace: There are a number of negative repercussions of poor organisational performance, including absenteeism, turnover, low productivity, and a loss of interest in the company.⁷

2. REVIEW OF LITERATURE

Clark (2015) Teachers at Auburn were surveyed on their level of stress. There were 391 teachers in the sample. Teachers were found to be stressed out by five causes, according to the findings of the study. For these reasons, teachers felt inadequate in their professional roles, had a poor relationship with their administrator, and were overworked.⁸

Amodio (2017) the study of urban and suburban teachers' stress-related alienation syndrome. There were a total of 181 teachers who participated in the research. More than 80 percent of teachers are dissatisfied with their jobs, and the majority have a negative outlook on the profession. Teachers and school administrators' relationships, student traits, administrative incompetence, and conflict were also found to contribute to stress, according to the study.⁹

Pandey (2018) conducted a study on the pressures teachers face. One of the study's primary focuses was on how teachers deal with stress, while the other two were on the impact of different demographic characteristics on teachers' levels of stress and how teachers show signs of stress. Teachers' stress is exacerbated

by interpersonal relationships with their principal, colleagues, pupils, and parents, according to the results of the investigation. Teachers' stress was also exacerbated by excessive paperwork, a heavy workload, a lack of school facilities, and a secluded school environment. Secondly, instructors' stress was caused by their emotional reactions to diverse situations.¹⁰

Punch and Tuettman (2019) In Western Australian secondary schools, researchers looked at how supportive the work environment was in terms of reducing teacher stress. Among the stressors found in the study were (1) poor access to facilities, (2) lack of support from colleagues, (3) student misbehaviour, and (4) excessive societal expectations. There are two possible paths for remedy: (1) support from coworkers and principals, and (2) acknowledgment and praise.¹¹

Brown and Ralph (2017) The British Teachers' Union conducted a comprehensive investigation on the subject. Researchers found that teachers' stress was exacerbated by structural change, classroom discipline, excessive workload, and a lack of resources. More than 70% of instructors reported experiencing work-related stress during their workdays, according to a new survey.¹²

Blix (2017) Secondary school teachers' stress levels were studied. Female teachers were shown to be more stressed than their male counterparts, according to the survey. As stress levels rose, so did one's ability to perform at work. In addition to burnouts, stress-related health issues and decreased work productivity, teachers also expressed concerns about changing jobs. The most prevalent reason for a job move was due to a heavy workload.¹³

Ragu (2017) aimed to investigate the impact of teachers' work stress on their effectiveness and attitudes toward their profession. Teachers' performance suffered while they were under stress, according to the findings of this study. A study indicated that teachers with high levels of stress were less efficient in the classroom. In contrast, instructors who had a positive attitude about their profession were shown to be more successful and less stressed in their work.¹⁴

Davis (2017) instructors' stress levels were examined in a research project. Compared to government school teachers, private school teachers were found to be more stressed out. On the basis of occupational stress, public school instructors were significantly different from private school teachers. It was also shown that instructors in larger schools were more likely to experience occupational stress than those in smaller and medium-sized schools.¹⁵

Kaur (2015) analysed teachers' mental health and coping resources in connection to their level of occupational stress in high and higher secondary

schools. The study showed that school instructors were experiencing an average degree of stress in their job. They had an average amount of responsibility and work load. Compared to male instructors, female teachers were found to be more susceptible to physical pressures. Compared to government school teachers, private school teachers had a higher level of occupational stress. Teachers in rural areas reported similar levels of work stress to those in urban areas.¹⁶

Kumar (2014) Teachers' job satisfaction and personality traits are being studied in relation to teachers' perceptions of stress in the classroom. More over three-quarters of the study's participants were teachers in elementary through high school. Teachers' Stress Inventory and Kumar's Job Satisfaction Scale were utilised to gather data. Teachers who were dissatisfied with their jobs were shown to be more prone to stress-related symptoms than those who reported being happy in their positions, according to the findings. Additionally, the study indicated that teachers with positive personality traits were less stressed than those with negative personality traits.¹⁷

Aftab and Khatoon (2018) wanted to find out if differences in stress levels among secondary school teachers were associated with differences in their demographics. There were 608 instructors from 42 schools in Uttarpradesh included in the study's sample. Data were gathered using the Teachers' Occupational Stress Scale. (a) Nearly half of secondary school teachers experience less stress toward their work (b) male teachers have more occupational stress than female teachers (c) trained graduate teachers have higher occupational stress than post-graduate and untrained teachers (d) teachers with more teaching experience have more occupational stress than teachers with less teaching experience.¹⁸

Mehta (2017) analysed college professors' job motivation in connection to the climate of the institution. From a sample of 122 colleges, the teachers were chosen. Work motivation and institutional climate were shown to be linked in a favourable and substantial way in this study. As compared to instructors in a poor institutional climate, teachers in a good climate were more enthusiastic about their work.¹⁹

3. OBJECTIVES OF THE STUDY

The following objectives were undertaken for the present investigation:

1. To find out the significant differences if any between two groups of secondary school teachers of different locality (urban and

rural) in reference to their stress management

2. To compare the two group of secondary school teachers of different gender (male and female) in reference to their stress management

4. METHODOLOGY

For the present study, experimental method of research was used by the researcher. It provides much control and establishes a systematic and logical association between manipulated factors and observed effects. The researcher defines a problem and proposes a tentative answer or hypothesis. The researcher tests the hypothesis and accepts or rejects it in the light of the controlled variable relationship that has been observed. In the present study single group pre-test and post-test, experimental design was used. The researcher is interested in knowing the effectiveness of SIM and Job involvement on Job stress among secondary school teachers. In order to pursue this objective the researcher has carried out the procedure in three phases. The researcher personally visited the schools selected through random sampling technique and with the prior permission of the concerned authorities Job stress scale was administered to 120 secondary teachers of Udham Singh Nagar District, which is termed as pre-test.

4.1 Sampling

1. Population

The population of the study consists of secondary school teachers of Udham Singh Nagar district which includes rural, urban, and private and government secondary schools which include both male and female teachers.

2. Sample

For the present study simple random sampling technique was used by the researcher where secondary school teachers were the sample to study the relationship, difference and effects between independent variables with dependent variable. Hence, among secondary schools of Udham Singh Nagar district 120 teachers from 40 schools which include Government and Private, Rural and Urban, Male and Female teachers were selected randomly. Multistage random sampling was used to choose a representative sample of 120 teachers from Udham Singh Nagar District government secondary schools. After that researcher has selected 40 schools in which from 20 urban and 20 from rural area. From these 40 schools 120 teachers were selected randomly as sample for data collection, among them, finally researcher has randomly selected 60 teachers (30 male and 30 female teachers) from urban schools 60 teachers (30 male and 30 female

teachers) from rural schools. Accordingly, high and low occupationally stressed teachers were determined. Work Motivation Teachers' Working Circumstances Scale and Teacher Adjustment Inventory were used on secondary school teachers to investigate their motivation, working conditions and adjustment.

4.2 Tools Used for Collection of Data

In the present study for the collection of data the following tools were used by the researcher.

In the survey type researches data are selected with the help of suitable tool fulfilling the demand of study. The tool used for data collection should be appropriate. The choice of the tools to be employed for data collection depends.

Statistical treatment

Once the data collection and scoring of stress management scale was done, the following Statistical measures mean standard deviation and t-test were employed to analysis the raw scores obtained, the hypothesis and raw inferences.

Self-Instructional Material - (SIM): Prepared and developed by the researcher. The main objective was to prepare Self-instructional material (SIM) in order to know its effectiveness on Job stress of secondary school teachers. Hence to achieve this objective self-instructional material was developed by the researcher keeping in view the stress among secondary school teachers.

Stress Test: Teacher's Job stressors scale prepared by Meena Buddhisagar Rathod and Madhulika Varma (2011).

4.3 Administration of Tool and Data Collection

The nature of study was based on the individual survey carried out by investigator. The purpose of the study was the assess the status of stress management among male and female secondary school teachers from different locality. The investigator himself personally went to the concerned school to collect the required data. After approaching the principal/ senior teachers and explaining the purpose of visit, got the consent and co-operation of teachers. After explain the purpose of visit, got the consent and co-operation of the teachers. Investigators established report and asked the teachers to fill up the questionnaires and personal data. After explanation, the teachers were found very curious and co-operative and whole work has finished smoothly. The sample subject were requested to fill the stress management scale without omitting any item, while collecting the

response sheet the researcher insured that they were completely filled. There is no time limit.

- ▶ There is no discrimination between the groups of urban male and urban female teachers in reference to their level of stress management as they both are found with insignificant difference.
- ▶ There is no discrimination between the groups of rural male and rural female teachers in reference to their level of stress management as they both are found with insignificant difference.
- ▶ Female secondary school teachers of rural locality have scored higher mean value than their male counterpart teachers.
- ▶ Significant discrimination is found between the groups of urban and rural male teachers of secondary schools I reference to their level of stress management as they both are found with the significant differences.
- ▶ There is no discrimination between the groups of urban female and rural female teachers in reference to their level of stress management as they both are found with insignificant difference.

5. RESULT AND DISCUSSION

5.1 There is no significant difference between two groups of secondary school teachers of different locality (urban and rural) in reference to their stress management

To test the above assumption or hypothesis, the statistical test i.e. independent t test was performed and the outcome of test is presented in the following table.

Table 1: Showing n, mean, SD, SE, t value and p-value between teachers of rural and urban secondary schools with respect to their Job stress scores

Variable	Location	n	Mean	SD	SE	t-value	Signi.
Pretest	Rural	24	182.08	11.62	2.37	1.4006	>0.05, NS
	Urban	26	177.42	11.88	2.33		
Posttest	Rural	24	153.46	10.71	2.19	8.1962	<0.05, S
	Urban	26	128.69	10.64	2.09		
Differences	Rural	24	28.63	14.21	2.90	-4.3713	<0.05, S
	Urban	26	48.73	17.92	3.51		

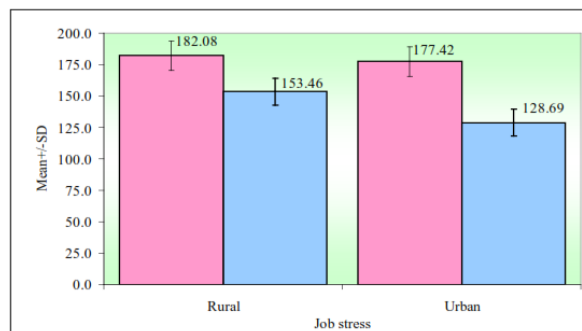


Figure 1: Comparison of teachers of rural and urban secondary schools with pretests and posttest Job stress scores

5.2 There is no significant difference between urban male and urban female teachers of secondary schools in reference to their stress management

To test the above assumption or hypothesis, the two factor analysis of variance with interaction design was performed and the outcome of test is presented in the table given below.

Table 2: Showing main effects, interaction effects of Job involvement (low and high) and gender (urban male and urban female) on pretest Job stress scores of secondary school teachers by two factor analysis of variance

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value
Main effects					
Job involvement (JI)	1	3064.15	3064.15	36.7881	0.0001*
Gender	1	0.07	0.07	0.0009	0.9764
2-way interaction effects					
JI x Gender	1	4.53	4.53	0.0544	0.8166
Error	46	3831.43	83.29		
Total	49	6900.19			

*p<0.05

Table 3: Pair wise comparison of interaction effects of Job involvement (low and high) and gender (urban male and urban female) on pretest Job stress scores of secondary school teachers

Interactions	Male with low JI	Female with low JI	Male with high JI	Female with high JI
Mean	187.14	186.62	170.82	171.50
SD	11.24	13.34	1.54	1.68
Male with low JI	-			
Female with low JI	p=0.9989	-		
Male with high JI	p=0.0005*	p=0.0008*	-	
Female with high JI	p=0.0006*	p=0.0010*	p=0.9980	-

*p<0.05

5.3 There is no significant difference between rural male and rural female teachers of secondary schools in reference to their stress management

To test the above assumption or hypothesis, the two factor analysis of variance with interaction design was performed and the outcome of test is presented in the table given below.

Table 4: Showing main effects, interaction effects of Job involvement (low and high) and gender (rural male and rural female) on posttest Job stress scores of secondary school teachers by two factor analysis of variance

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value
Main effects					
Job involvement (JI)	1	249.98	249.98	1.0856	0.3029
Gender	1	2168.44	2168.44	9.4171	0.0036*
2-way interaction effects					
JI x Gender	1	11.23	11.23	0.0488	0.8262
Error	46	10592.27	230.27		
Total	49	13021.91			

*p<0.05

Table 5: Pair wise comparison of interaction effects of Job involvement (low and high) and gender (rural male and rural female) on posttest Job stress scores of secondary school teachers

Interactions	Male with low JI	Female with low JI	Male with high JI	Female with high JI
Mean	149.71	135.54	144.27	132.00
SD	15.71	16.80	13.86	13.74
Male with low JI	-			
Female with low JI	p=0.0500*	-		
Male with high JI	p=0.8101	p=0.5028	-	
Female with high JI	p=0.0238*	p=0.9369	p=0.2270	-

*p<0.05

5.4 There is no significant difference between urban male and rural male teachers of secondary schools in reference to their stress management

To test the above assumption or hypothesis, the two factor analysis of variance with interaction design was performed and the outcome of test is presented in the table given below.

Table 6: Showing main effects, interaction effects of Job involvement (low and high) and location (urban male and rural male) on pretest Job stress scores of secondary school teachers by two factor analysis of variance

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value
Main effects					
Job involvement (JI)	1	2789.73	2789.73	33.5372	0.0001*
Location	1	8.69	8.69	0.1044	0.7480
2-way interaction effects					
JI x Location	1	0.35	0.35	0.0042	0.9485
Error	46	3826.43	83.18		
Total	49	6625.20			

*p<0.05

5.5 There is no significant difference between urban male and rural female teachers of secondary schools in reference to their stress management

To test the above assumption or hypothesis, the two factor analysis of variance with interaction design was performed and the outcome of test is presented in the table given below.

Table 7: Showing main effects, interaction effects of Job involvement (low and high) and location (urban male and rural female) on posttest Job stress scores of secondary school teachers by two factor analysis of variance.

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value
Main effects					
Job involvement (JI)	1	10.47	10.47	0.0889	0.7669
Location	1	7148.73	7148.73	60.7109	0.0001*
2-way interaction effects					
JI x Location	1	38.62	38.62	0.3280	0.5696
Error	46	5416.52	117.75		
Total	49	12614.34			

*p<0.05

6. CONCLUSION

Government secondary school instructors had a higher level of occupational stress than private school teachers, according to the results of the study. In order to combat teacher burnout, it is imperative that stress management and coping skills be made a priority in workshops and seminars. Teachers' efficiency to work is hampered by occupational stress, which is shown in their pupils' performance. As a result, it is recommended that teachers attempt to control events in a way that does not negatively impact students. The school authorities must have more interactions with instructors as well as generate

more opportunities for communications among members of the staff. This can be done by organising casual social meetings and various sorts of extra-curricular events for teachers with the purpose to foster mutual understanding and concern among instructors. The principle should actively take part in these events and endeavour to create a warm and supportive connection with the personnel. In the current inquiry, teachers in government rural schools are more under pressure. Teachers may benefit from further training in dealing with rural students more effectively. In addition, qualified candidates should be hired to fill teaching and non-teaching positions that are currently vacant. Educators who work in rural schools should be provided incentives and monetary incentives to encourage them to stay in rural areas. The development of these schools should also be supported financially.

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