



## A STUDY ON OCCUPATIONAL STRESS AMONG HIGHER SECONDARY SCHOOL TEACHERS IN COIMBATORE DISTRICT

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### Abstract

Nowadays, occupational stress is increasingly prevalent in teaching profession mostly because of increased job pressure and increased financial pressure on individual teachers. A main source of stress among teachers is the result of failure of school to fulfill the job demands and personal and social needs of the teachers. The exploratory factor analysis indicates organizational climate, interaction, professional efficiency, work life interface and internal environment are the dimensions of occupational stress among higher secondary school teachers. The regression analysis shows that organizational climate, professional efficiency, interaction, work life interface and internal environment are negatively and significantly influencing the level of stress among higher secondary school teachers. In order to reduce the occupation stress among higher secondary school teachers, the school management should give adequate training, appropriate job design and good work environment. In addition the school management must provide adequate and fair compensation, incentives, effective and efficient communication and should encourage teachers in decision making process for school related activities.

**Key Words:** Higher Secondary School, Occupational Stress, Teachers.

### 1. Introduction

Teaching profession is normally regarded as noble profession with bunch of expectations from parents towards their children's education and overall development of their personalities and many expectations from the school management on producing the high results and to create the reputation and brand name of the school. As teachers are working very hard and sometimes compelled to work extra hours to meet these expectations of the school management and parents, but parents are not cooperative to the teacher's and the school management does not provide the good atmosphere in the school. Only the expectations play a crucial role in the life of teachers and these expectations may also lead to a stress.

Now-a-days, occupational stress is increasingly prevalent in teaching profession mostly because of increased job pressure and increased financial pressure on individual teachers. A main source of stress among teachers is the result of failure of school to fulfill the job demands and personal and social needs of the teachers. The organizational features and contents assume significance because of their influence on the shaping of instructions related with specific position.

Teaching profession comes under the scope of stress creating it highly demanding and taxing each and everyday (Johnson et al 2005) as teachers have to carry multiple responsibilities and roles remaining in mind the timelines. These roles include as a planner, assessor, information provider, curriculum developer, facilitator, role model and generator of resources. The responsibilities include effective teaching, planning lessons, maintenance of discipline, supervision, evaluation and accountability of student performance and or achievements and conducting extra and co-curricular activities. In spite of performing these responsibilities and roles, they have to be warm with the principal, administration and colleagues on the one hand and on the other hand, they have to take due care of their family life also. Keeping a balance in all these circumstances generally leads to increase in stress thus, affecting their mental and physical health. Therefore, the present research is made to study the occupational stress among higher secondary school teachers in Coimbatore district.

### 2. Methodology

Coimbatore district has been selected for the present study. The higher secondary school teachers have been chosen by using multi stage random sampling technique. The data have been collected from 300 teachers of higher secondary schools through pre tested and structured questionnaire. The frequency and percentage analysis have been done to know the socio-economic profile of higher secondary school teachers. The exploratory factor analysis has been carried out to identify the dimensions of occupational stress among higher secondary school teachers. The multiple regression analysis has been used to analyze the influence of dimensions of occupational stress on level of stress among higher secondary school teachers.

### 3. Results and Discussion

#### 3.1. Socio-Economic Profile of Higher Secondary School Teachers

The socio-economic profile of higher secondary school teachers was analyzed and the results are presented in Table-1. The results show that 59.67 per cent of higher secondary school teachers are females and the remaining 40.33 per cent of higher

secondary school teachers are males. It is observed that 34.33 per cent of higher secondary school teachers belong to the age group of 26 – 35 years, 28.67 per cent of higher secondary school teachers belong to the age group of 36 – 45 years, 17.00 per cent of higher secondary school teachers belong to the age group of below 25 years, 11.33 per cent of higher secondary school teachers belong to the age group of 46 – 55 years, and 8.67 per cent of higher secondary school teachers belong to the age group of above 55 years.

The results indicate that about 35.67 per cent of higher secondary school teachers have the educational qualification of PG with B.Ed., M.Phil., 30.67 per cent of higher secondary school teachers have the educational qualification of PG with M.Ed., 13.33 per cent of higher secondary school teachers have the educational qualification of PG with B.Ed., 12.00 per cent of higher secondary school teachers have the educational qualification of PG with M.Ed., M.Phil., and 8.33 per cent of higher secondary school teachers have the educational qualification of PG with M.Ed., Ph.D.

**Table-1. Socio-Economic Profile of Higher Secondary School Teachers**

Socio-Economic Profile	Number of Teachers	Percentage
<b>Gender</b>		
Male	121	40.33
Female	179	59.67
<b>Age Group</b>		
Below 25 years	51	17.00
26 – 35 years	103	34.33
36 – 45 years	86	28.67
46 – 55 years	34	11.33
Above 55 years	26	8.67
<b>Educational Qualification</b>		
PG with B.Ed.	40	13.33
PG with M.Ed.	92	30.67
PG with B.Ed., M.Phil.	107	35.67
PG with M.Ed., M.Phil.	36	12.00
PG with M.Ed., Ph.D.	25	8.33
<b>Type of School</b>		
Government School	99	33.00
Government Aided School	82	27.33
Private School	119	39.67
<b>Nature of School</b>		
Boys	103	34.33
Girls	75	25.00
Co-education	122	40.67
<b>Work Experience</b>		
Below 5 years	33	11.00
6 – 10 years	113	37.67
11 – 15 years	87	29.00
16 – 20 years	52	17.33
Above 20 years	15	5.00

It is clear that 39.67 per cent of higher secondary school teachers are working in private schools, 33.00 per cent of higher secondary school teachers are working in Government schools and 27.33 per cent of higher secondary school teachers are working in Government aided schools. The results reveal that 40.67 per cent of higher secondary school teachers are working in co-education schools, 34.33 per cent of higher secondary school teachers are working in boys schools and 25.00 per cent of higher secondary school teachers are working in girls schools. It is apparent that 37.67 per cent of higher secondary school teachers have work experience of 6 – 10 years, 29.00 per cent of higher secondary school teachers have work experience of 11 – 15 years, 17.33 per cent of higher secondary school teachers have work experience of 16 – 20 years, 11.00 per cent of

higher secondary school teachers have work experience of below five years and 5.00 per cent of higher secondary school teachers have work experience of above 20 years.

### 3.2. Dimensions of Occupational Stress Among Higher Secondary School Teachers

To identify the dimensions of occupational stress among higher secondary school teachers, the exploratory factor analysis has been done and the rotated component matrix is presented in Table-2. The results of Kaiser-Meyer-Olkin (KMO test) measure of sampling adequacy (KMO = 0.762) and Bartlett's test of Sphericity (Chi-square value = 0.0038; Significance = 0.000) indicates that the factor analysis method is appropriate.

Five dimensions that are extracted accounting for a total of 80.67 per cent of variations on 45 variables. Each of the five dimensions contributes to 24.15 per cent, 19.72 per cent, 17.56 per cent, 10.90 per cent and 8.34 per cent respectively.

**Table-2. Dimensions of Occupational Stress among Higher Secondary School Teachers**

Dimension	Item	Rotated Factor Loadings	Eigen Value	% of Variation	Dimension Name
I	Large class size with students of different needs	0.70	4.92	24.15	<b>Organizational Climate</b>
	Lack of opportunities for promotion in the school	0.69			
	Long working hours and expectations to do more work	0.73			
	Working on assignments which are not necessary to the profession	0.66			
	Inadequate training to meet the demands of the profession	0.78			
	Lack of involvement in the decision making process in related to the profession	0.65			
	Lack of information in doing the professional responsibilities	0.67			
	Doing multiple responsibilities in a short period of time	0.71			
	Lack of equipments and teaching- learning materials	0.66			
	Inadequate supportive staff in the school	0.78			
	Lack of time to pay individual attention to each special needs student	0.73			
	Inflexible rules and regulations in the school that hinders to act independently	0.71			
	Taking responsibilities for the activities of others	0.61			
Dimension	Item	Rotated Factor Loadings	Eigen Value	% of Variation	Dimension Name
II	Difficult to adjust with the fellow teachers in the school	0.65	3.56	19.72	<b>Interaction</b>
	Lack of pro-active	0.67			

	communication with the management				
	Lack of healthy interactions between/among the teachers	0.70			
	Difficult to satisfy the requirements of the management	0.64			
	Poor quality of feedback and supervision that address teacher concerns	0.61			
	Inadequate knowledge to give guidance and counseling to students and parents	0.67			
	Stressful interactions with parents and lack of parental support	0.70			
	Lack of teamwork and professional collaboration to meet the diverse needs of children	0.76			
	Difficulty in understanding the students' behaviour	0.73			
	Difficult to discuss the failure of the students with their parents	0.69			
	Angry with the students for their continuous failure	0.70			
<b>Dimension</b>	<b>Item</b>	<b>Rotated Factor Loadings</b>	<b>Eigen Value</b>	<b>% of Variation</b>	<b>Dimension Name</b>
<b>III</b>	Lack of opportunities for professional development in the form of participation in professional meetings/ seminars/ conferences	0.68	2.78	17.56	<b>Professional Efficiency</b>
	Problem in identification and assessment procedures	0.70			
	Inadequate knowledge in using new aids and appliances	0.69			
	Difficulty in managing students in the classroom	0.66			
	Thrusting on development of curricular innovations and materials	0.71			
	Difficulty in solving the problems that arise out of work	0.64			
	Over qualified to perform the job	0.67			
	Unable to complete the task within a stipulated period of time	0.72			
	Lack of commitment and interest to perform the job	0.64			

	Face problems in decision making process	0.67			
	Difficult to implement new policies and procedures in place of those already in practice	0.62			
<b>Dimension</b>	<b>Item</b>	<b>Rotated Factor Loadings</b>	<b>Eigen Value</b>	<b>% of Variation</b>	<b>Dimension Name</b>
<b>IV</b>	Insufficient salary is troubling both my family and work environment	0.69	1.34	10.90	<b>Work Life Interface</b>
	Family needs are taking priority than the teaching	0.62			
	Health of my children is disturbing a lot	0.65			
	Education of my children is interfering in my job	0.61			
	Financial problems at home are hindering my work	0.70			
	Difficult to concentrate in the class due to tension with my spouse	0.63			
<b>V</b>	Complaints by the students	0.65	1.02	8.34	<b>Internal Environment</b>
	Complaints by other staff members	0.70			
	Difficult to solve students disputes	0.62			
	Problems with students' indiscipline	0.64			
	Cumulative % of Variation	-	-	80.67	-
	Cronbach's Alpha	-	-	-	0.89

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Rotation converged in 13 iterations.

Dimension-I consists of large class size with students of different needs, lack of opportunities for promotion in the school, long working hours and expectations to do more work, working on assignments which are not necessary to the profession, inadequate training to meet the demands of the profession, lack of involvement in the decision making process in related to the profession, lack of information in doing the professional responsibilities, doing multiple responsibilities in a short period of time, lack of equipments and teaching- learning materials, inadequate supportive staff in the school, lack of time to pay individual attention to each special needs student, inflexible rules and regulations in the school that hinders to act independently and taking responsibilities for the activities of others. Therefore, this dimension is named as **Organizational Climate**.

Dimension-II comprises of difficult to adjust with the fellow teachers in the school, lack of pro-active communication with the management, lack of healthy interactions between/among the teachers, difficult to satisfy the requirements of the management, poor quality of feedback and supervision that address teacher concerns, inadequate knowledge to give guidance and counseling to students and parents, stressful interactions with parents and lack of parental support, lack of teamwork and professional collaboration to meet the diverse needs of children, difficulty in understanding the students' behaviour, difficult to discuss the failure of the students with their parents and angry with the students for their continuous failure. So, this dimension is named as **Interaction**.

Dimension-III It encompasses lack of opportunities for professional development in the form of participation in professional meetings/ seminars/ conferences, problem in identification and assessment procedures, inadequate knowledge in using new

aids and appliances, difficulty in managing students in the classroom, thrusting on development of curricular innovations and materials, difficulty in solving the problems that arise out of work, over qualified to perform the job, unable to complete the task within a stipulated period of time, lack of commitment and interest to perform the job, face problems in decision making process and difficult to implement new policies and procedures in place of those already in practice. Thus, this dimension is named as **Professional Efficiency**.

Dimension-IV includes insufficient salary is troubling both my family and work environment, family needs are taking priority than the teaching, health of my children is disturbing a lot, education of my children is interfering in my job, financial problems at home are hindering my work and difficult to concentrate in the class due to tension with my spouse. Hence, this dimension is named as **Work Life Interface**.

Dimension-V consists of complaints by the students, complaints by other staff members, difficult to solve students disputes and problems with students' indiscipline. Therefore, this dimension is named as **Internal Environment**.

Cronbach's Alpha value of the scale is 0.89 revealing that the internal consistency is at acceptable level. The results show that organizational climate, interaction, professional efficiency, work life interface and internal environment are the dimensions of occupational stress among higher secondary school teachers.

### 3.3. Influence of Dimensions of Occupational Stress on Level of Stress Among Higher Secondary School Teachers

To analyze the influence of dimensions of occupational stress on level of stress among higher secondary school teachers, the multiple linear regression has been used and the results are presented in Table-3. The coefficient of multiple determination ( $R^2$ ) is 0.65 and adjusted  $R^2$  is 0.63 indicating the regression model is good fit. It shows that 63.00 per cent of the variation in dependent variable (Level of Stress) is explained by the independent variables (Dimensions of Occupational Stress). The F-value of 29.527 is statistically significant at one per cent level indicating that the model is significant.

**Table-3. Influence of Dimensions of Occupational Stress on Level of Stress among Higher Secondary School Teachers**

Dimensions of Occupational Stress	Regression Co-efficients	t-Value	Sig.
Intercept	1.012**	7.329	.000
Organizational Climate ( $X_1$ )	-.394**	6.327	.000
Interaction ( $X_2$ )	-.295**	5.160	.000
Professional Efficiency ( $X_3$ )	-.326**	5.942	.000
Work Life Interface ( $X_4$ )	-.218**	4.675	.000
Internal Environment ( $X_5$ )	-.204**	4.496	.000
$R^2$	0.65	-	-
Adjusted $R^2$	0.63	-	-
F	29.527	-	.000

\*\* Significance at one per cent level

The results reveal that organizational climate, professional efficiency, interaction, work life interface and internal environment are negatively and significantly influencing the level of stress among higher secondary school teachers at one cent level. Hence, the null hypothesis of there is no significant influence of dimensions of occupational stress on level of stress among higher secondary school teachers is rejected.

### 4. Conclusion

The foregoing analysis shows that more than half of higher secondary school teachers are females and more than one third of them are in the age group of 26 – 35 years. More than one third of higher secondary school teachers have educational qualification of PG with B.Ed., M.Phil and more than one third of them are working in private schools. More than two fifth of higher secondary school teachers are working in co-education schools and nearly one third of them have work experience of 6 – 10 years.

The exploratory factor analysis indicates organizational climate, interaction, professional efficiency, work life interface and internal environment are the dimensions of occupational stress among higher secondary school teachers. The regression analysis shows that organizational climate, professional efficiency, interaction, work life interface and internal environment are negatively and significantly influencing the level of stress among higher secondary school teachers.



In order to reduce the occupation stress among higher secondary school teachers, the school management should give adequate training, appropriate job design and good work environment. In addition the school management must provide adequate and fair compensation, incentives, effective and efficient communication and should encourage teachers in decision making process for school related activities.

Besides, the higher secondary school teachers should build self confidence and competencies to meet and solve both professional and personal problems. In addition, the teachers of higher secondary schools must eat well and sleep adequately and should practice yoga and mediation and do physical exercises in order to keep them agile.

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