

A study on Organizational stress among teachers of secondary schools in Bargarh District

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Abstract: *The present study identified the relationship between demographic variables with organizational stress among secondary school teachers. The population of this study consists of 254 teachers (115 male and 139 female). Data was collected through both primary and secondary sources. Data was analyzed by SPSS23. Descriptive statistics-test and F-test is used for the study. The results of the analysis, female teachers are facing high level of organizational stress as compare to male teachers. It was recommended that teachers should focuses on proper planning and implementation of their work at priority basis*

Key Words: *Organizational stress, Demographic, Secondary school teachers*

1. INTRODUCTION:

In the first moving changing environment every occupation is the challenging one for achieving the competitive advantage. In recent times teaching job itself is very demanding and stressful job. Teachers facing stress though various stressors like work environment, students behavior, changing the teaching styles, curriculum etc. More stress cannot satisfy the employees they cannot contribute more than the responsibilities or assigned duty. The productivity of organization reduces. Mostly teachers are working in the private and schools are feeling much stress in work place. This study attempts to identify how the demographics factors affect the organizational stress among teachers.

1.1. REVIEW OF LITERATURES:

Sliskovic.A& Sersic.M.D (2011) conducted a study “Work stress among university teachers: Gender and position difference.” The researcher investigates exposure to stress at work in university teachers and also identify the difference between men and women as well as between positions. Data was collected from 1168 teachers employed at universities in Croatia. The researcher focuses on six groups of stressors like workload, material and technical conditions at work, relationships with colleagues at work, work with students, work organization and social recognition and status. Women have greater stress as compare to men. This study indicates the teachers in higher education are exposed to high level of occupational stress, middle positions and women in particular. Kaur.S (2011) conducted a study “Comparative study of occupational stress among teachers of private and govt.schools in relation to their age, gender and teaching experience. The researcher focuses the causes of stress and effect of stress and how to manage stress. The researchers identify the stress through different methods like self-analysis, mutual analysis, organizational roles, occupational stress and the various responsibilities of teachers. Reddy.L.G & Anuradha.V.R (2013) conducted a study “Occupational stress of higher secondary teachers working in Vellore District. The study identify the occupational stress of teachers working at higher secondary level. 327 sample size was taken for the study. For analyzing the data percentage, mean, SD, t-test, F-tests and multiple regression analysis. The researcher found that 88% of higher secondary teachers are experiencing moderate and high levels of occupational stress. This indicates the need for interventions in strengthening and reinforcing teacher’s self-confidence and positive attitude and weaking the stress creating factors. The researchers have suggested some measures which could prove beneficial to teachers in coping with stress are improving self-esteem; build self-confidence practice yoga meditation etc. Hasan.A (2014) study entitled “A study on occupational stress of primary school teachers”. This study focuses to compare teachers’ occupational stress of primary government and private schools teachers. 100 sample size was collected from 50 governments and 50 private schools. The researchers found that in general both primary teachers are highly stressed. Moreover, the private primary school teachers have found to be highly stressed in comparison to government primary school teachers. Ganapa.P& Sreedevi. A (2015) conducted a study on “A comparative study of work related stress among government and private school teachers of Kurnool town”. The main objective of the study was to study the difference in stress levels and their associated factors between government and private school teachers and identify the stress related symptoms among school teachers. This study was conducted among 180 school teachers and 94 private

school teachers. The researchers found that there is a significant difference between private and government teachers in relation to personality and system factors, but no significant difference is seen in interpersonal factors. Also private teachers show more symptoms of stress. Nasser.F & Alhija.A (2015) in this study entitled “Teachers stress and coping: The Role of Personal and job characteristics”. The researcher examine the effect of teachers’ personal and job characteristics on the level of stress from various sources as well as their perception of the effectiveness of cognitive, behavioral and emotional coping strategies. Data was collected from 425 Israeli school teachers. The researcher found that the effects of gender, experience, school level and culture on levels on stress caused by some stressors categories and recommended some coping strategies. Shkempi.F et.al (2015) study entitled “Work place stress among teachers in Kosovo”. This study aimed to identify age and gender-related patterns of workplace stress as well as examine the role of marital status, educational level and working experience of Kosov teachers. The sample size was 799. Data was analyzed by the mean, standard deviation. The research found that high level of stress occurred among teachers in Kosovo. Work place stress was significantly predicted by place of residence, educational level but not age, gender, marital status or work experience. Findings have implication for future research. Margaret.K et al (2018) conducted a study on “Sources of occupational stress and coping strategies among teachers in Borstal Institutions in Kenya”. This study aim to find out the sources of occupational stress and coping strategies among teachers in Borstal Institutions in Kenya”. The researcher found that working conditions, living conditions and lack of resources were the main sources of stressors. Mohamed.T (2018) conducted a study on “Sources of occupational stress among teachers: A field of study for teachers working in Libyan schools in Turkey”. This study identifies the various sources of occupational stress among school teachers in Libyan schools in Turkey. Cross-sectional survey design used in this study. Data were collected from the 103 teachers. The researcher found that the major sources of the occupational stress is the nature of work and the last source of the occupational stress is the wages and incentives.

1.2. SIGNIFICANCE OF THE STUDY:

Teacher’s responsibilities are not confined with only teaching the students. But also assigns more responsibilities for meeting the institutional objectives. To meet the increasing needs of the students and to maximize the effectiveness of curriculum teachers need to develop and update their skills continuously. With the continuous increase of the teachers responsibilities, they become over loaded and to work under stress. Identifying demographics factors and how help teachers to choose positive coping strategies in educational institutions and give better performance for the development of institutions.

1.3. OBJECTIVES OF THE STUDY:

To study the relationship of organizational stress with gender, age, teaching experience, qualification among secondary school teachers.

1.4. RESEARCH QUESTIONS:

- What is the level of organizational stress among secondary school teachers?
- Do demographic factors explain the differences in organizational stress of secondary school teacher?

HYPOTHESES:

Null Hypothesis: - There is no significant difference between male and female teachers with respect to the organizational factors.

Alternative Hypothesis: - There is significant difference between male and female teachers with respect to the organizational factors.

2. METHODOLOGY:

- ✓ Research design-Descriptive
- ✓ Population of the study- secondary school teachers
- ✓ Sample size-254
- ✓ Sampling technique-Simple random sampling
- ✓ Data sources-Both primary and secondary data can be used for the study.
- ✓ Primary data-Primary data can be collected through questionnaire.
- ✓ Secondary data-Secondary data can be collected through books, journal, websites, articles etc.
- ✓ Statistical tools-By using SPSS23 descriptive statistics-t-test, F-test

3. DATA ANALYSIS AND INTERPRETATION

Teachers stress levels are divided into low, moderate and high level of stress according to the average stress scores obtained. Table.1 shows that the percentages of high, moderate and low stressed groups of teachers are 39.37%, 48.81%, and 11.81% respectively. In male categories 37.4%, 56.5%, 6.1% respectively and female categories 41%,

42.4%, 16.5% respectively. From this above study most of the teachers are highly stressed. More number of female teachers is highly stressed.

Table-1: Percentage of Teachers Experiencing High, Moderate and Low Stress towards job

Group	N	Organizational stress level	No of teachers in each group	Percentage
Total	254	High level	100	39.37
		Moderate level	124	48.81
		Low level	30	11.81
Male	115	High level	43	37.4
		Moderate level	65	56.5
		Low level	7	6.1
Female	139	High level	57	41
		Moderate level	59	42.4
		Low level	23	16.5

TABLE-2 AGE-WISE DISTRIBUTION OF SAMPL

AGE	FREQUENCY	PERCENTAGE
20-30	28	11.0
30-40	92	35.4
40-50	35	13.5
50-60	79	30.4
60-70	20	7.9

Table.2 shows that 11% of teachers are in 20-30 age groups, 35% of teachers are in 30-40 age group, 13.5% teachers are in 40-50 age group, 30.4% teachers are in 50-60 age group and 7.9% teachers are in 60-70 age group

TABLE-3 QUALIFICATION-WISE DISTRIBUTION SAMPLE

QUALIFICATION	FREQUENCY	PERCENTAGE
GRADUATE	62	24
POST GRADUATE	131	51.57
MPHIL	40	15.74
PHD	21	8.26

Table.3 shows that 24% teachers are graduates, 51.5% teachers are post graduates, 15.74% teachers are mphil and 8% teachers are phd holder

TABLE-4 EXPERIENCE-WISE DISTRIBUTION SAMPLE

EXPERIENCE	FREQUENCY	PERCENTAGE
1-5YEARS	54	21.25
5-10YEARS	99	38.97
10-15YEARS	26	10.23
15-20YEARS	52	20.47
20-25 YEARS	16	6.29
25-30 YEARS	7	2.75

Table.4 shows that 21% teacher's are 1-5 yr experience, 38.97% are 5-10 yr experience, 10% teacher's are 10-15 yr, 20% teacher's are 15-20yr, 6% teachers are 20-25 yr and 2% teachers are 25-30 years.

TABLE-5. t- test for significance of difference between male and female teachers with respect to the organizational stress factors

ORGANIZATIONAL STRESS FACTORS	GENDER	MEAN	SD	t-value	P value
I have to do a lot of work	Male	3.9217	1.02724	2.252	.025
	Female	3.6331	1.00825		
Does your work require hard work?	Male	3.7739	1.1475	-3.812	.000
	Female	4.2446	.815		
I have many extra assignment	Male	2.7304	1.27954	-6.905	.000
	Female	3.8129	1.21326		
I have long working hours	Male	2.9301	1.322	-7.237	.000
	Female	4.0288	1.096		
I have to do things that should be done differently	Male	3.4783	1.2589	.346	.729
	Female	3.4245	1.209		
I am having a lot of work which cannot be finished within a normal working day	Male	3.3130	1.230	-2.059	.041
	Female	3.6187	1.131		
I often have to face unreasonable pressure for more work	Male	3.6957	1.133	-2.469	.014
	Female	4.0144	.9254		
I am unable to carry out my assignments to my satisfaction on account of excessive load of work	Male	3.5217	1.223	-4.280	.000
	Female	4.1151	.98598		
I have to do some of the work which ought to be done by others	Male	3.6522	1.3298	-1.828	.069
	Female	3.9281	1.0810		
I have a lot of work and fear that they little time to do it	Male	3.2957	1.317	-.128	.898
	Female	3.3165	1.274		
I am not clear about the scope and responsibilities of my job	Male	3.1565	1.525	1.625	.106
	Female	2.8561	1.417		
I am not getting the information that is necessary to carry out my duties properly	Male	3.7478	1.909	3.454	.001
	Female	3.1942	1.334		
I take part in the decision making with others that affected	Male	3.2174	1.467	-4.112	.000
	Female	3.9065	1.2032		
I have given chance to do the best.	Male	3.0696	1.5143	-4.357	.000
	Female	2.6259	1.4904		
I feel that there is a lack of administrative support in my job	Male	1.8348	1.0423	-.403	.687
	Female	2.9137	1.5155		
I feel that my boss lacks insight into my work problems	Male	3.0174	1.53316	-1.120	.264
	Female	3.0935	1.4689		
I really look forward to my work	Male	3.4000	1.449	1.624	.106
	Female	3.5471	1.34982		

I think people believe in individuality only to impress others	Male	3.5217	1.45908	1.376	.170
	Female	3.2230	1.4598		
Inadequate, inconsideration or unsupported supervision	Male	3.2435	1.5309	.560	.576
	Female	2.9928	1.3649		
Poor relationship with co-workers	Male	3.6870	1.41648	-2.770	.006
	Female	4.0863	.85553		
No agreed procedures for dealing with problems or complaints	Male	3.1478	1.3523	1.517	.131
	Female	2.8849	1.3939		
Lack of promotion prospects	Male	3.1391	1.3757	-4.337	.000
	Female	3.7914	1.01778		
Job insecurity	Male	3.3130	1.48303	-1.588	.114
	Female	3.5899	1.2955		
Lack of appreciation	Male	3.4957	1.3477	.486	.628
	Female	3.4101	1.4386		
I am satisfied by the salary given	Male	3.4609	1.1339	2.161	.032
	Female	3.4870	1.3401		
Unclear or unfair performance evaluation systems	Male	3.8849	1.1425	-2.554	.011
	Female	3.7478	1.2200		
This job has enhanced my social status	Male	3.1478	1.3523	.234	.815
	Female	2.8849	1.3939		
I am seldom required for my hard labour and efficient performance	Male	3.1391	1.3757	2.161	.032
	Female	3.7941	1.01778		
Unclear or unfair performance evaluation systems	Male	3.3130	1.48303	-2.554	.011
	Female	3.5899	1.2955		
This job has enhanced my social status	Male	3.4957	1.3466	.234	.815
	Female	3.4101	1.4386		
I am seldom required for my hard labour and efficient performance	Male	3.4609	1.1339	.129	.897
	Female	3.367	1.234		
I get ample opportunity to utilize my abilities and experience independently	Male	3.4870	1.3401	2.039	.042
	Female	3.8849	1.1425		
I am not able to satisfy the different demands of various peoples above me	Male	3.7478	1.2200	2.289	.023
	Female	3.7122	1.1932		
I am not able to satisfy the conflicting demands of my colleagues an juniors	Male	2.5391	1.1719	-.403	.687
	Female	2.5180	1.395		
I am not able to satisfy the demands of students and others because they are opposite to each other	Male	3.3652	1.2518	1.495	.136
	Female	3.0360	1.30445		
The expectations of my seniors different from my juniors	Male	3.1130	1.26189	-3.337	.001
	Female	2.7554	1.2208		
I am concerned about the different expectations of different peoples	Male	2.8435	1.49027	.083	.934
	Female	3.0935	1.3877		

Priority of work	Male	3.0435	1.32050	-5.607	.000
	Female	3.5540	1.1175		
Suitable using of tools	Male	2.7043	1.2976	-1.632	.104
	Female	3.5899	1.214		
Use of knowledge and skills	Male	2.8870	1.4854	.109	.913
	Female	3.3669	1.286		
Continous superior supervisions	Male	2.7478	1.4858	-2.759	.006
	Female	3.0578	1.3766		
Doing the works on the time	Male	3.7826	1.15305	-1.722	.086
	Female	3.4748	1.1692		
Trying to have error freework	Male	3.2000	1.3585	-1.573	.117
	Female	3.4604	1.2755		
Proper communication to authority	Male	3.2696	1.5120	-3.118	.002
	Female	3.8129	1.2658		
Performance of work	Male	3.4522	1.25826	2.126	.034
	Female	3.1079	1.3060		
The available information relating to my job-role and outcomes are vague and insufficient	Male	3.8783	1.25060	-.977	.330
	Female	4.000	.70196		
The objective of my work-role are quite clear and adequately planned	Male	2.8870	1.4373	-1.858	.064
	Female	3.2158	1.3766		
I have to do some work unwillingly owing to certain group/political pressure	Male	3.3217	1.4114	4.058	.000
	Female	2.6187	1.34270		
Job description	Male	3.4087	1.45032	-1.448	.149
	Female	3.6475	1.17870		
It is unclear what type of work and behavior my higher authorities and colleagues expect of me	Male	3.4348	1.48755	.795	.428
	Female	3.2878	1.45086		
Direction by supervisors	Male	3.5739	1.4269	-.473	-.0807
	Female	3.6547	1.2893		
Salary	Male	2.9043	1.35707	-3.22	-.5345
	Female	3.6547	1.2893		
Recreational	Male	2.6261	1.40463	.915	.361
	Female	2.4676	1.34752		
organizational stress	Male	1.6870	.58287	-.820	-.0684
	Female	1.7554	.72073		

From the above table reveals that p value is greater than 0.05 for different work(.729), little time(.898), scope(.106), lack of administrative support(.687), recreational (0.361), unclear work(.428), job description(.149), job role(.330), error free work(.117), use of knowledge and skill(.913). Since p value is greater than 0.05, the null hypothesis is accepted at 5% level of significance. Hence it is concluded that there is no significant difference between different work, scope, and unclear work, lack of administrative support, job description, job role, free work, and use of knowledge with gender. Since p value is less than 0.01, the null hypothesis is rejected at 1% level of significant. Workload, poor communication, insecurity salary, promotion, organizational stress, direction by supervision, performance of work, political pressure. Hence there is significant difference between male and female with respect to those organizational factors.

Table-6 Summary of analysis of variance in respect to organizational stress and age group of teachers
ANOVA

age					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.113	2	9.556	7.043	.001
Within Groups	340.576	251	1.357		
Total	359.689	253			

One-way ANOVA was used to compare the age group of teachers. Organizational stress is different in different age group of teachers.

Table-7 Summary of analysis of variance in respect to organizational stress and qualification of teachers
ANOVA

qualification					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.515	2	3.257	4.596	.011
Within Groups	177.911	251	.709		
Total	184.425	253			

One-way ANOVA was used to compare the qualification of teachers. Organizational stress is different in different qualifications of teachers.

Table-8 Summary of analysis of variance in respect to organizational stress and type of teachers
ANOVA

type					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.472	2	6.236	14.584	.000
Within Groups	107.323	251	.428		
Total	119.795	253			

One-way ANOVA was used to compare the type of teachers. Organizational stress is significant different in different types of teachers.

Table-9 Summary of analysis of variance in respect to organizational stress and experience of teachers.
ANOVA

experience					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.194	2	2.097	1.173	.311
Within Groups	448.845	251	1.788		
Total	453.039	253			

One-way ANOVA was used to compare the experience of teachers. Organizational stress is no significant different in experience.

4. RESULTS:

- In this study female teachers are more number as compare to male teachers.
- Female teachers are facing more organizational stress as compare to male teachers.

- Workload, poor communication, job insecurity, salary, promotion, organizational stress, direction by supervision, performance of work, political pressure are affected differently in male and female teachers.
- Organizational stresses are different for different level of teachers.

5. CONCLUSION:

The study identified that organizational stress level affected through the various demographic factors like gender, age, experience, qualification. Based on this finding female teachers are highly stressed as compare to male teachers. Workload, poor communication, job insecurity, salary, promotion, organizational stress, direction by supervision, performance of work, political pressure are affected differently in male and female teachers. To reducing the organizational stress level among teachers the workload should be reduces, effective strategies for improving morale, ignoring the stressor environment. It was recommended that teachers should focuses on proper planning and implementation of their work at priority basis.

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