



Study to Assess Institutional and Gender differences on Professional stress among Secondary School Teachers in Fazilka

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Subject of Paper

(Education)

Abstract

Professional stress in the secondary school teachers can be attributed to either the nature of institutions in which teachers are employed or the gender difference or both factors can be involved in the professional stress in teachers.

The present study aimed at assessing the institutional and gender differences on professional stress among secondary school teachers in the Fazilka city in Punjab. Present study was made up of total 203 secondary school teachers. The participants were selected by simple random sampling method. The information was collected through the pre-structure questionnaires. The present study showed that mean difference (92.77 ± 12.92) in professional stress in private secondary school teachers is significantly ($p=0.01$) higher than mean difference (88.28 ± 13.69) in professional

stress in government secondary school teachers. The mean difference (92.76 ± 15.15) in professional stress in male secondary school teachers is significantly ($p=0.02$) higher than mean difference (88.73 ± 12.24) in professional stress in female secondary school teachers.

Key Words: Secondary school Teachers, Gender difference, Government and Private schools, Professional stress

Introduction

Modern society is highly urbanized and industrialized. The global economy has wide influences on its architecture. Along with the modern day advantages in the society, it is witnessing the ill effects of the industrialization and globalization. The disintegrated families and stress are the hall marks of the success that the society has achieved. The term stress was coined by Seyle in 1936.

Stress is considered as the reaction to the environment. Stress is the response of the human body to the demands that need to be fulfilled and it can be either beneficial or harmful. The beneficial stress is termed as eustress and harmful stress is called as distress (Selye, 1977)

Stress is the physiological, psychological and behavioral reaction given by the person when the equilibrium is disturbed in the demands that are to be fulfilled and the ability of the person to meet the demands within a specified time period (Palmer, 1989).

The perception of stress varies from one person to another person. A situation that can create stress for one person can be health for another person. Stress results when an individual finds that he is unable to cope with demands that are imposed upon him (Lazarus, 1966).

Stress in teaching profession is widely recognized in developed as well as in developing countries. The teaching institutions are involved with teaching and learning that generate stress in both students and teachers. The causes of stress in learning institutions originate from environment of the teaching institutions (Schein, 1992).

A study involving government school teachers and private school teachers in the Kurnool town was conducted to find the institutional difference on professional stress in teachers. All the teachers in government schools were permanent employees while the 1/3rd teachers in private schools were permanent employees. The study showed that moderate

stress and severe stress were higher in the private school teachers in comparison to government school teachers (Ganapa & Sreedevi, 2015)

A study involving primary school teachers was conducted in Northern and Eastern regions of England to find out the gender difference on professional stress in primary school teachers. The professional stress was higher in male teachers than female teachers related to behavior of students and attitude (Chaplain, 1995)

Aim

The aim of the present study was to assess institutional and gender differences on professional stress among secondary school teachers in Fazilka

Objectives

1. To assess institutional differences on the professional stress among secondary school teachers in Fazilka
2. To assess gender differences on the professional stress among secondary school teachers in Fazilka

Hypothesis

1. There would be no significant institutional differences on the professional stress among secondary school teachers in Fazilka
2. There would be no significant gender differences on the professional stress among secondary school teachers in Fazilka

Limitations of Study

Present study was limited to the secondary schools in the tehsil Fazilka in Punjab. The study consisted of only the secondary school teachers.

Research Methodology

Research Design

Present study was conducted on the basis of descriptive research design. The descriptive method of study explains the characteristics of the specified population or the event that is subject of the study.

Sampling Design

The sample of the present study was consisted of secondary school teachers. The sample was collected with the help of random sampling method in two stages. During the 1st stage, secondary schools were selected by randomization. Sample of secondary schools (n=31) was selected that was nearly 30% of sample frame as shown in table 1, graph 1. During the 2nd stage, all the secondary school teachers who were present in the given school were selected (cluster). Sample of secondary school teachers (n=203) was selected as shown in table 2, graph 2.

Table1. Sample Size of Secondary Schools

| Category | Secondary Schools | Total |
|--------------------|-------------------|-------|
| Government Schools | 18/60 (30%) | 18 |
| Private Schools | 13/44 (29.5%) | 13 |
| Total | 31 | 31 |

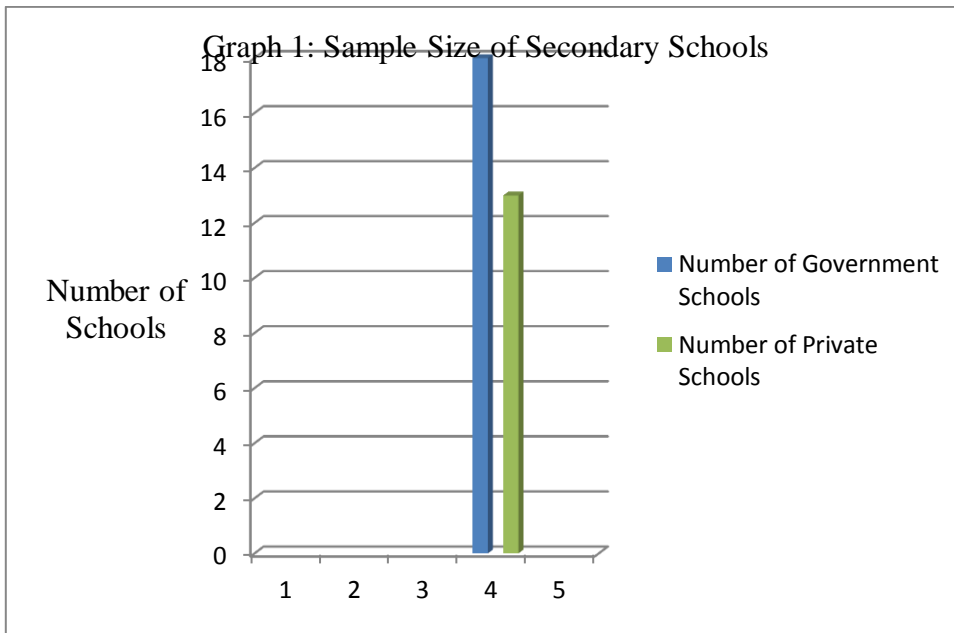
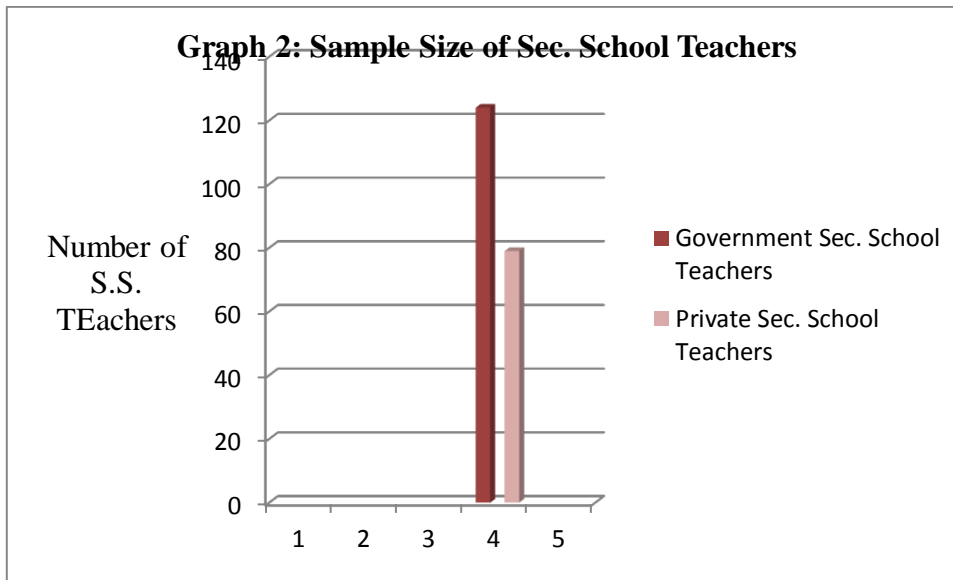


Table2. Sample Size of Secondary School Teachers

| Category | Secondary School Teachers | Total |
|--------------------|---------------------------|-------|
| Government Schools | 124 (61.09%) | 124 |
| Private Schools | 79 (38.91%) | 79 |
| Total | 203 (100%) | 203 |



Data Design

The present study was made up of primary data which was collected via pre-structured questionnaires. The questionnaires were given to the teachers with the help of investigator. The questionnaires were filled by the participants through three points scale.

Results and Discussion

Hypothesis-1

There would be no significant institutional differences on the professional stress among secondary school teachers in Fazilka

Table-3 Professional stress Mean Differences of Government and Private Secondary School Teachers

| Variables | Number of Teachers | Mean differences | SD | t value | p value |
|---------------------------------|--------------------|------------------|-------|---------|---------------------|
| Government Sec. School Teachers | 124 | 88.28 | 13.69 | 2.328 | 0.01 Significant |
| Private Sec. School Teachers | 79 | 92.77 | 12.92 | | |

Table No.3 depicts that the professional stress mean differences between Government and Private secondary school teachers. The unpaired “t” test value is calculated as ($t=2.328$) it was statistically significant ($p=0.01$). The test value is higher than table value ($t=1.64$) at 5% significance level.

Thus, null hypothesis, “**There would be no significant institutional differences on the professional stress among secondary school teachers in Fazilka**” is rejected.

Present study shows that private secondary school teachers have higher professional stress than the government secondary school teachers. The present study data is supplemented by study of Ganapa & Sreedevi (2015). They reported strong and direct influence of institutional differences on professional stress in teachers. They reported more professional stress in private school teachers.

Hypothesis-2

There would be no significant gender differences on the professional stress among secondary school teachers in Fazilka

Table-4 Professional stress Mean Differences in Male and Female Secondary School Teachers

| Variables | Number of teachers | Mean differences | SD | t value | p value |
|-----------------|--------------------|------------------|-------|---------|---------------------|
| Male Teachers | 72 | 92.76 | 15.15 | 2.062 | 0.02 Significant |
| Female Teachers | 131 | 88.73 | 12.24 | | |

Table No.4 describes professional stress mean differences in between male and female secondary school teachers. The unpaired “t” test value is calculated as ($t=2.062$) at ($p=0.02$). The test value is higher than table value ($t=1.64$) at 5% significance level.

Thus, null hypothesis, “**There would be no significant gender differences on the professional stress among secondary school teachers in Fazilka**” is rejected.

In the present study, the male teachers have higher professional stress than the female teachers.

The data in the present study is supported by study of Kumar (2015). He reported that male teachers have higher stress in the teaching institutions than female teachers due to varied factors.

Conclusion

Present study furnishes descriptive data related to institutional and gender differences on the professional stress in secondary school teachers in Fazilka. Study shows a close relation between the physical environment and biological environment of teaching institutions. Multiple factors like job security, salary structure and regular payment of salary, personality, and gender have effect on the professional stress in teachers. Effective remedial measures can reduce the stress in teachers

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