

Val II, Issue:VIII, Sept 2012

ISSN : 2230-7850

# ***Indian Streams Research Journal***



**Monthly Multidisciplinary  
Research Journal**



**Executive Editor**  
**Ashok Yakkaldevi**

**Editor-in-Chief**  
**H.N. Jagtap**

## Welcome to ISRJ

**RNI MAHMUL/2011/38595**

**ISSN No.2230-7850**

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

### ***International Advisory Board***

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathmatical Sciences, University of South Carolina Aiken, Aiken SC 29801	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Department of Chemistry, Lahore University of Management Sciences [ PK ]
Janaki Sinnasamy Librarian, University of Malaya [ Malaysia ]	Catalina Neculai University of Coventry, UK	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Ecaterina Patrascu Spiru Haret University, Bucharest	Horia Patrascu Spiru Haret University, Bucharest, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pintea, Spiru Haret University, Romania
Anurag Misra DBS College, Kanpur	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Titus Pop	George - Calin SERITAN Postdoctoral Researcher	Nawab Ali Khan College of Business Administration

### ***Editorial Board***

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University, Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yalikar Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU, Nashik
Salve R. N. Department of Sociology, Shivaji University, Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust),Meerut	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Ph.D , Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra
	Sonal Singh	

**Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India**  
**Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net**



## An Empirical Study On Job Stress Among Secondary School Teachers

Bidula Sarmah<sup>1</sup> and Manoshikha Baruah<sup>2</sup>

<sup>1</sup>Asst.Professor, M.Ed.Deptt. of Education, Gauhati University  
E-mail: [bidulasarmah@gmail.com](mailto:bidulasarmah@gmail.com)

<sup>2</sup>Vice Principal, College of Education, Nagaon. (Assam)  
E-mail: [manoshikha.baruah@gmail.com](mailto:manoshikha.baruah@gmail.com)

### Abstract:

*The modern era is considered as the “age of stress.” Work Stressors can be identified in almost all aspects of one's job. Teaching is also not an exception. The present study is an attempt to assess job stress level among 60 selected secondary school teachers from Guwahati city of Assam. Out of 60 teachers, 30 were male and the rests 30 were female. Gender and stressor wise comparison were done by adopting a standardised scale named as Indore Teachers Job Stressors Scale (ITJSS) developed by Dr.M.Buddhisagar Rathod and Dr.M. Varma.*

### KEY WORDS:

Empirical Study, Stress, Job Stress, Secondary School Teacher.

### RATIONALE OF THE STUDY:

The modern era is considered as the 'age of stress.' Modern life is full of stress. Job life is one of the most important parts of our daily lives which cause a great deal of stress. Due to the competitive nature of the job environment, most of the people in the world are spending their time for job related work by ignoring the stressor those are influencing their work and life. Work Stressors can be identified in almost all aspects of one's job. Job stress differs from person to person. Stress is the result of any emotional, physical, social, economic, or other factors that require a response or change. Some kind of stress is referred to as "challenge" or "positive stress", but when stress occurs in amounts that we cannot handle both mental and physical changes may occur. Every job has a level of stress associated with it. We all get stressed at some time in our working life, some more than others. Teaching is also not an exception. Before taking action to eliminate or reduce these stressors, we have to identify their sources and isolate these factors so that corrective action can begin.

Considering all these points in mind, the investigators have carried out an empirical study on:

### STATEMENT OF THE PROBLEM:

AN EMPIRICAL STUDY ON JOB STRESS AMONG SECONDARY SCHOOL TEACHERS

Please cite this Article as : Bidula Sarmah<sup>1</sup> and Manoshikha Baruah<sup>2</sup> , An Empirical Study On Job Stress Among Secondary School Teachers Indian Streams Research Journal (Sept. ; 2012)



**OPERATIONAL DEFINITIONS OF DIFFERENT TERMS USED:**

1. Empirical Study: Empirical study is a way of gaining knowledge by means of direct [observation](#) or experience. Empirical evidence (the record of one's direct observations or experiences) can be analyzed quantitatively or qualitatively.
2. Stress: Stress is the feeling of an individual towards any situation, problem or demand, which affect his/her physiological and psychological actions.
3. Job Stress: Job Stress is the stress which is an outcome of one's own job/profession.
4. Secondary School Teacher: Teacher who teaches at secondary school level.

**OBJECTIVES OF THE STUDY: THE OBJECTIVES OF THE PRESENT STUDY ARE:**

1. To assess the Job stress among the teachers.
2. To make a comparative analysis of job stress with respect to the variable gender.
3. To assess the job stress among the sample teachers according to the six stressors, viz-Overloadedness (OL), Role Ambiguity (RA), Powerlessness (PL), Role Conflict (RC), Motivelessness (ML) and Frail Interpersonal Relationship (FIR).

**HYPOTHESIS:**

As the objective 1 and 3 are related with the fact finding issues, so there is no need to formulate any hypothesis for the first and third objectives. For the objective 2, the investigators have formulated the following null and research hypotheses.

**NULL HYPOTHESIS H0:**

There is no significant mean difference in job stress scores between the male and female teachers.

**RESEARCH HYPOTHESIS H1:**

There is a significant mean difference in job stress scores between the male and female teachers.

**METHOD:**

Descriptive survey method was followed for the present study.

**SAMPLE:**

Sixty (60) secondary school teachers were randomly selected from six (6) purposively selected secondary schools of greater Guwahati. Out of 60 sample teachers, 30 were male and the rests 30 were the female teachers.

**TOOL USED FOR DATA COLLECTION:**

For the present study, the investigators have adopted a standardised scale named as Indore Teachers Job Stressors Scale (ITJSS) developed by Dr.M.Buddhisagar Rathod and Dr.M. Varma.

**DESCRIPTION OF THE TOOL:**

The scale was constructed by considering six (6) main job stressors which are directly related with the work situations and adversely affect the teacher's performance. They are as follows:

- i. Overloadedness (OL): It refers to condition of increased level of work than a person has to do according to rules and regulation for prescribed job.
- ii. Role Conflict (RC): It refers to a situation in which an individual perceives disagreement, interference or incompatible work demands in his/her job.
- iii. Powerlessness (PL): Powerlessness is the cause of stress when an individual is not in a position to control the outcome and do not have sufficient power to act according to his/her wish.
- iv. Role Ambiguity (RA): It refers to the role when it is uncertain, not clearly expressed or not distinct with

reference to the particular job.  
v.Motivelessness (ML): It refers to a situation of stress when an individual perceives obstacle in attaining the desired goal which motivates him/her to do something.  
vi.Frail Interpersonal Relationship (FIR): It refers to situation in which an individual perceives stress due to existing unhealthy relationship with colleagues, officers or subordinates.

SCORING PROCEDURE OF THE TOOL:

Likert five point rating scale was adopted for the purpose of scoring. There were five options in all the 49 items of ITJSS namely Always, Many Times, Occasionally, Rarely and Never. For the positive items, the scores were adopted as: Always=5, Many Times=4, Occasionally =3, Rarely=2, Never=1. For the negative items, the scores were adopted in the reverse orders such as: Always=1, Many Times=2, Occasionally =3, Rarely=4, Never=5. As there are all total 49 items in the scale, so the range of score is 49 to 245.

STATISTICAL MEASURES USED IN THE PRESENT STUDY:

Basic statistical tools like Mean (M) and Standard Deviation (SD) are computed.  
To make comparison of the Job Stress Scores between male and female teachers, the t- test has been adopted for testing the significance.

DELIMITATION OF THE STUDY:

The investigators are restricted to study about the job stress among secondary school teachers in the Guwahati city only. Hence, the findings cannot be generalized to all the school teachers of Assam.  
Analysis and Interpretation: Analysis of relevant data have been made objective wise in tabular form as shown below:

Objective 1:

To study the Job stress among secondary school teachers.

Table 1: Statistical measures of Job Stress Scores among all 60 sample teachers

Mean	196.38
SD	6.31
First Quartile(Q	192
Third Quartile(Q	201



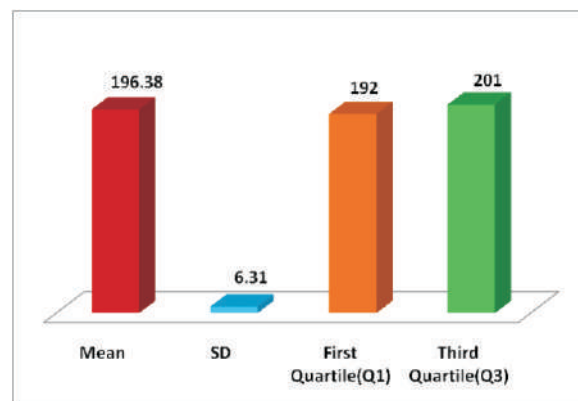


Figure 1.1: Graph showing 4 important statistical measures of Job Stress among the 60 sample Teachers

Table 1 and figure 1.1 have depicted that the mean Job Stress Score among all the 60 selected teachers was 196.38 along with the standard deviation (SD) score of 6.31. The Q1 value of job stress score was found to be 192 and the Q3 value was 201.

#### CATEGORISATION OF TEACHERS ACCORDING TO STRESS LEVEL:

The teachers, who have scored less than Q1 value (i.e. <192), were treated as less stressful; while the teachers who scored above Q3 value (i.e. >201) were treated as more stressful. The teachers who scored between Q1 and Q3 values (i.e. between 192 to 201) were treated as average stressful. On the basis of this criterion, teachers were categorised into three categories namely Less Stressful, Average Stressful and More Stressful. The following table shows the number of teachers of these three categories:

**Table 2: Distribution of Teachers according to Job Stress Level**

Job Stress Level	Number of Teachers	%
Less Stressful	14	23.33
Average Stressful	32	53.33
More Stressful	14	23.33

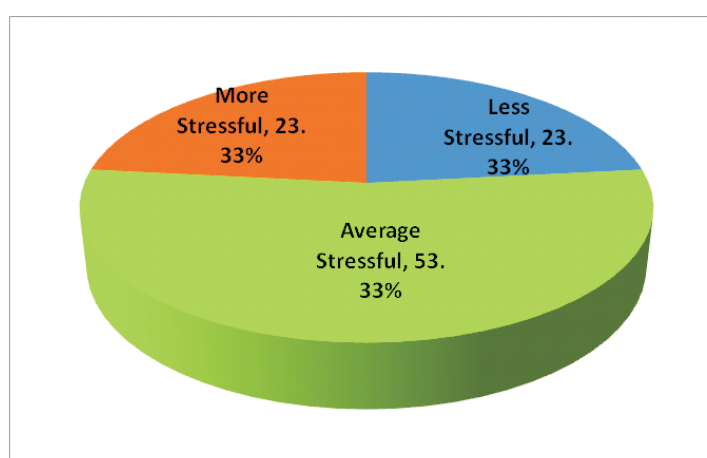


Figure 2.1: Pie diagram showing the % distribution of teachers according to their Job Stress Level



Table 2 and figure 2.1 have shown that out of 60 teachers, 32(i.e.53.33%) were average stressful as they have secured scores between Q1 to Q3 values , 14(i.e. 23.33 %) were less stressful as they scored less than Q1 value and the rests 14(i.e.23.33 %) teachers were more stressful as they have scored more than Q3 value.

Objective 1 has been fulfilled from table 1 and 2.

#### Objective 2:

To make a comparative analysis of Job Stress with respect to the variable gender.

#### Null Hypothesis H0:

There is no significant mean difference in job stress scores between the male and female teachers.

#### Research Hypothesis H1:

There is a significant mean difference in job stress scores between the male and female teachers.

**Table 3: Mean and SD score of Job Stress among the teachers according to gender and their t-value**

Gender	N	Mean	SD	t-value	Significance
Male	30	201.40	3.69	11.67**	Highly Significant (p<0.01)
Female	30	191.37	2.92		

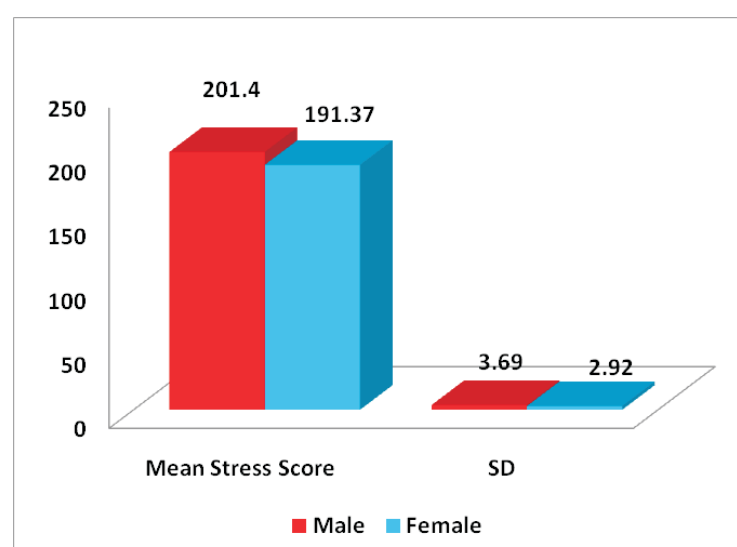


Figure 3.1: Graph showing the mean and SD of Job Stress Scores among the teachers according to their gender

Table 3 and corresponding figure 3.1 have shown the mean and SD values of Job Stress among the male and female teachers. It was found that the male teachers were more stressful than their female counterparts. The mean and SD values of Job Stress Scores among male teachers were 201.10 and 4.92 respectively; while those were 194.35 and 7.96 respectively among the female teachers.

For statistical significance, t-test was adopted to test whether there is a significant difference in Job Stress Scores between the male and female teachers. The table reveals that there was a highly significant difference in Job Stress Scores between the male and female teachers as the computed value of t (i.e.11.67) is much higher than the critical value of t for 60-2=58 degrees of freedom at 0.01 level of significance. So, the null hypothesis Ho has been rejected and the research hypothesis H1 has been accepted.

The objective 2 has been fulfilled from table 3.

Objective 3:

o assess the job stress among the sample teachers according to the six job stressors

Table 4: Mean and SD scores among the teachers according to six stressors

Stressors	Mean	SD
OL	20.27	3.32
RC	35.13	3.65
PL	32.85	2.31
RA	42	2.39
ML	33.48	2.55
FIR	32.65	1.89

(OL Overloadedness, RC Role Conflict, PL Powerlessness, RA Role Ambiguity, ML Motivelessness, FIR Frail Interpersonal Relationship)

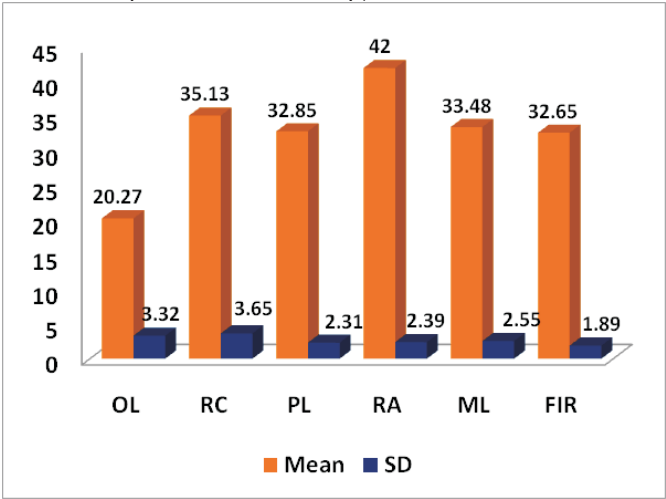


Figure 4.1: Graph showing the stressor wise mean and SD scores among the teachers





Table 4 and its corresponding figure have depicted the stressor wise mean and SD scores among the teachers. It shows that the mean score was highest in the stressor Role Ambiguity (RA), next was Role Conflict (RC), then the stressor Motivelessness (ML), Powerlessness (PL), then Frail Interpersonal Relationship and the lowest mean stressor score was found in the stressor Overloadedness (OL).

These findings become very interesting, because generally overload in work is considered as the main indicator of inducing stress. In the present study, the investigators have got an opposite scenario as the mean stress score among the teachers was found to be lowest in the stressor Overloadedness.

#### MAJOR FINDINGS OF THE STUDY:

- 1)The mean Job Stress Score among the sample teachers was 196.38. The SD score of Job Stress was 6.31.
- 2)23.33% teachers were less stressful with their teaching job; 53.33% teachers had average stress and the rests 23.33% teachers were found to be more stressful with their job.
- 3)Male teachers were found to have more job stress as compared to their female counterparts.
- 4)There exists a highly significant difference in Job Stress among the teachers with respect to the variable gender.
- 5)The highest stress was found in the stressor Role Ambiguity; while the lowest stressor was Overloadedness.

#### CONCLUDING REMARKS:

The findings of the present study have important theoretical implications. As job burnout is the first reaction to stress, college teachers should be surveyed regularly for job burnout so that interventions can be administered in a timely manner, preventing job stress from contributing to mental or physical health problems. Empirical research has shown that individual interventions, such as teaching about the effects of stress and techniques to cope with occupational stress, are effective (Wu, Li, Wang, Wang, & Li, 2006). When teachers regulate themselves well, they may avoid the feeling of job stress.

#### REFERENCES

- 1.Garrett H.E. & Woodworth R.S. (1981): Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd.
- 2.Indore Teacher's Job Stressors Scale (ITJSS) developed by Dr.M.B.Rathod and Dr. M. Varma standardised at National Psychological Corporation, Agra.
- 3.Kothari C.R. (1991): Research Methodology Methods and Techniques, Willey Eastern Limited.
- 4.Mangal S.K. (2006): Statistics in Psychology and Education, Prentice Hall of India Pvt. Ltd.
- 5.Wu, S. Y., Li, J., Wang, M. J., Wang, Z. M., & Li, H. Y. (2006) Short communication: intervention on occupational stress among teachers in the middle schools in China. (Stress and Health, 22, 229-236.)
- 6.www.google.com

## **Publish Research Article**

***International Level Multidisciplinary Research Journal***

### **For All Subjects**

Dear Sir/Madam,

We invite original unpublished research paper. Summary of Research Project, Theses, Books and Books Review of publication, You will be pleased to know that our journals are..

#### **Associated and Indexed, India**

- OPEN J-GATE
- International Scientific Journal Consortium Scientific

#### **Associated and Indexed, USA**

- Google Scholar
- DOAJ
- EBSCO
- Index Copernicus
- Academic Journal Database
- Publication Index
- Scientific Resources Database
- Recent Science Index
- Scholar Journals Index
- Directory of Academic Resources
- Elite Scientific Journal Archive
- Current Index to Scholarly Journals
- Digital Journals Database
- Academic Paper Database
- Contemporary Research Index



Indian Streams Research Journal  
258/34, Raviwar Peth Solapur-413005, Maharashtra  
Contact: 9595359435  
E-Mail: ayisrj@yahoo.in / ayisrj2011@gmail.com  
Website: www.isrj.net