

Teaching Professional Stressors: An Empirical Research with reference to Female Teachers working in Private Schools



K.A.Harish, B.Jeya Prabha

Abstract: *Teaching profession was once viewed as a very low stress work, it was known for low workload, it had been envied for tenure, looked at a very highly respectable profession and so on. But, off late, studies proved that the teaching profession is considered as the most stressful occupation. Surprisingly, this profession distinguishes itself into various sub categories, viz., stressors vary between the government and the private schools and amongst them, another variation amongst the male and the female employees. In view of the above facts in place, this study has examined the key stressors that play a vital role in cumulating the Work Stress amongst the teachers thereby affecting the productivity of an individual as well as the organization. The study is aimed in analyzing the stress levels between the male teachers and the female teachers from the various literature studies. The size of the sample taken for the study is fixed as 500 with the population being teachers within the city of Chennai of both private and government schools. The study is carried out for research purpose and the analysis is done as it is a crisis scenario building up gradually at all the levels of the teaching profession.*

Keywords: *Communication, Productivity, Socialization, Work Stressors*

I. INTRODUCTION

In today's fast-paced world, there's no denying that stress is a part and parcel of everyone's life. It is a "state of mental or emotional strain or tension resulting from adverse or demanding circumstances" – as described by the Oxford Dictionary.

Stress differs from one person to another. While some think of it as non-existent, others are completely taken over by it. The best way to address this problem is to focus on managing stress levels better which, in turn, ushers in relief, peace of mind and respite in one's life.

It is to be noted that the stress becomes higher, the employees develop unavoidable symptoms that affect and spoils their productivity in work and also results in health deterioration. They become nervous and worried chronically. This leads to other human symptoms like

excessive anger and unable to relax. It is to be noted the stress is associated with so many constraints and so many demands. The former restrains the employee from doing what he decides, the latter is the loss of an employee of what he decide.

Working women professionals carry additional burden performing duties of cooking, cleaning and taking care of children which creates stress to her at the home place.

II. BACKGROUND OF THE STUDY

Stress is the gap between the expectations of the person and its reality, if the gap is found to be more than the stress becomes larger and vice-versa. Any person joins an employment undergoes the stages of socialization process. A person initially faces the first stage, the anticipatory stage, where he/she thinks about the job, they presume few aspects about the job, they get with a feeling and they assume the job profile at a greater extent. Once they enter the workplace, they happen to see a different workstyle than the expected. Whatever they thought, whatever they assumed would be, whatever they felt would be the mode of operation would now look to be slightly different that their expectations and this stage is called the Encounter stage. This is the second stage in the process of socialization. The third stage, being the Metamorphosis stage is the stage where the person gets tuned to the system, policies and the procedures of the place where they are in. Positive signs in Peer relations, nominal and correct workload, job security, good pay package, career development opportunities would erode the negative aspects in the minds of the working fraternity and bring about the change in the work environment.

Studies conducted from 1970 to 2015 focus on the causes of occupational stress in teaching and the impact of those identified stress factors on teachers and the educational process [1]. Stress factors commonly cited include excessive workloads, the demand of meeting the requirements of all corners, lack of communication with the higher authorities, lack of fundamental resources, lack of involvement in decision making, poor peer-to-peer relationships and also ineffective communication with students, parents and other teachers, no proper guidance in student discipline matters etc., [2][3].

III. REVIEW OF LITERATURE

Mohanty (1992) in his study showed that the private-area administrators experienced more work stress, psychological issues and anticipated higher organizational assistance than public - area officials.

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* Correspondence Author

Harish.K.A*, Research Scholar, School of Management, Vel Tech Rangarajan Dr.Sagunthala R&D Institute of Science & Technology, Chennai, India. Email: harishvtht@gmail.com

Dr.B.Jeya Prabha, Professor & Head, School of Management, Vel Tech Rangarajan Dr.Sagunthala R&D Institute of Science & Technology, Chennai, India. Email: hodmba@veltech.edu.in

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Pervez and Rubina (2002) conducted study on stress level of different school teachers, their computation of information showed that women instructors of secondary schools presented elevated levels of stress when compared to elementary school instructors. The study also revealed that the public school instructors show higher level of stress than the self financed school instructors. The correlation was likewise made on some statistic factors and it was discovered that educators with more work experience, progressively number of understudies in a class show more pressure. Singhal (2004) conducted study on stress of teachers, It was found out that female teachers experience higher anxiety and stress compared to male teachers but had more positive self confidence because of scholastic competence.

From the study of Mohanty (2007) it is found that the male instructors revealed high level of teaching stress compared to female teachers and the tutors who have more qualification than the eligibility criteria showed increased level of pressure as compared to the equivalent of that diversity. Rajendran (2007) conducted a study on stress on gender basis. His study revealed that female educators have higher pressure than the male. Hore (2008) in his study on approach of stress of higher secondary school educators and found that, women faculty members encounter more teaching stress than men.

Studies have also shown that teachers in their early years of teaching are reported to have experienced higher level of stress related to many factors in the school. The asymmetry between the work needs and the resources in the school atmosphere may lead to the increase in the stress of the teachers.

The findings of Ansarul (2014) revealed that the elementary school instructors have found to be highly stressed. Furthermore, the self financed primary school tutors experience high level of stress when compared with the public school teachers. Raj & Lalita (2013) tried to measure the extent of process pride most of the non-public and govt. colleges trainer and found no sizeable distinction inside the degree of fulfillment level of instructors of both the genders. Zilli and Zahoor (2012) conducted an examination to discover the administrative responsibility between men and women tutors and found out that the women had noticeably high level of administrative responsibility. Mehta (2012) of their studies showed that there may be huge contrast inside the degree of process pride of public and private school tutors.

The above studies show that the tutors are also not excused from pressure, but the percentage of susceptibility varies for every case.

IV. OBJECTIVES

- To identify the dimensions of work satisfaction between the teachers of both genders.
- To measure the severity of work satisfaction of the teachers working in public and the self-financing schools.
- To analyze the proportion and the degree of the work pressure between the teachers of both segments, self-financing and public school teachers.
- To classify, analyze and distinguish the level of various stressors amongst the teaching fraternity working in the self-financing and the public schools.

V. DATA ANALYSIS AND INTREPRETATIONS

The detailed information about the Target Audience is described in Table-I.

Table- I: Detailed Information of the Target Audience (N = 300)

S.No.	Parameter	Target Audience	Sample size	Percent
1	School	Government	150	50
		Private	150	50
2	Designation	PRT	100	33
		TGT	100	33
		PGT	100	33
3	Gender	Male	175	58
		Female	125	42
4	Age	Below 30	50	17
		30-39	125	42
		40-49	100	33
		Above 50	25	8
5	Marital Status	Married	225	75
		Unmarried	75	25
6	Qualification	Bachelor	50	17
		Master	225	75
		PhD	25	8

A. Analytical Results

T-test is conducted to find if there is any widespread difference among the satisfaction grade of tutors of both genders amongst the public and the self financing schools. If the score is found to be higher than 0.05, it would be indicate that there is no widespread difference among the satisfaction grade of tutors of both genders amongst the public and the self financing schools.

“Fig. 1” shows the graphical representation of the values of mean and standard deviation of the various stressors that are having mean values greater than 4.0. The figure pictorially reveals that Work Satisfaction, Authority & Responsibilities, Interesting & Challenging work, Respect by colleagues, Job Satisfaction, Working hours and Utilization of individual skills are the key stressors which affects the overall degree of job satisfaction of the teachers.

Table- II: Overall level of Teachers Job Satisfaction (N = 300)

S.No.	Parameters of Performance	Mean	Standard Deviation
1	Work Satisfaction	4.47	0.59
2	Interesting & Challenging Work	4.43	0.692
3	Job Satisfaction	4.31	0.873
4	Working hours	4.21	0.980
5	Development of employee	3.94	0.881
6	Training	3.84	1.016
7	Scope for skill development	3.9	1.021
8	Promotion by norms	3.23	1.33
9	Salary as per norms	3.81	1.02

10	Rewards as per norms	3.84	0.922
11	Authority & Responsibilities	4.47	0.751
12	Involvement in the work & school	3.81	0.991
13	Involved in decision making	3.72	0.93
14	Respect by colleagues	4.37	0.71
15	Utilization of individual skills	4.11	0.76
16	Opportunity for career development	3.84	0.81
17	Satisfied with the success	3.91	0.88
	TOTAL	68.21	15.16

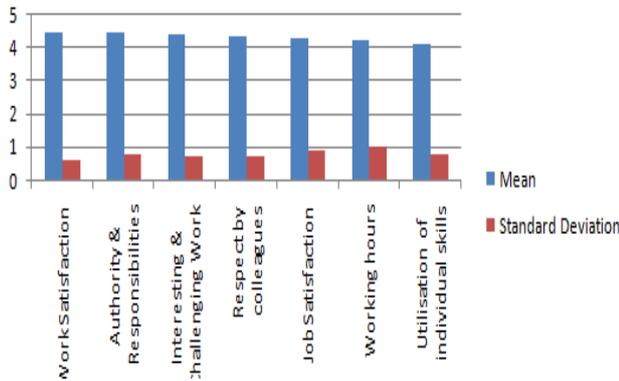


Fig. 1. Mean & Standard Deviation of various stressors.

The following “Fig. 2” shows the graphical representation of the mean scores of the various parameters of job satisfaction among the male and female teachers. The figure pictorially reveals that Work Satisfaction, Interesting & Challenging work, Job Satisfaction, Respect by colleagues and Working hours are the key stressors which are having a mean value greater than 4. Further, the table shows that there is no widespread difference in the satisfaction level of teachers of both the genders as the value of t-test is found to be higher than 0.05 in all the parameters.

Table- III: Outcome of the difference between Mean values of various parameters of job satisfaction for both the genders

S. No	Parameters of Performance	Male (N=300)		Female (N=300)		Significance value of t-test
		Mean	S.D	Mean	S.D	
1	Work Satisfaction	4.54	0.636	4.45	0.57	0.245
2	Interesting & Challenging Work	4.51	0.761	4.39	0.65	0.61
3	Job Satisfaction	4.47	0.929	4.22	0.76	0.32
4	Working hours	4.21	1.08	4.13	0.82	0.751
5	Development of employee	4.1	0.798	3.91	0.91	0.432
6	Training	3.77	1.13	3.83	0.9	0.89
7	Scope for skill development	3.66	1.19	3.9	0.84	0.29
8	Promotion by norms	3.23	1.326	3.27	1.32	0.77
9	Salary as per norms	3.89	0.786	3.76	1.2	0.51
10	Rewards as per norms	4.11	0.929	3.65	0.91	0.07
11	Authority & Responsibilities	4.23	0.939	4.62	0.51	0.012

12	Involvement in the work & school	3.79	1.1	3.89	0.87	0.91
13	Involved in decision making	3.77	1.0	3.61	0.89	0.41
14	Respect by colleagues	4.33	0.777	4.36	0.59	0.591
15	Utilization of individual skills	3.93	0.823	4.09	0.69	0.62
16	Opportunity for career development	3.82	0.856	3.76	0.67	0.72
17	Satisfied with the success	3.91	0.898	3.95	0.77	0.887

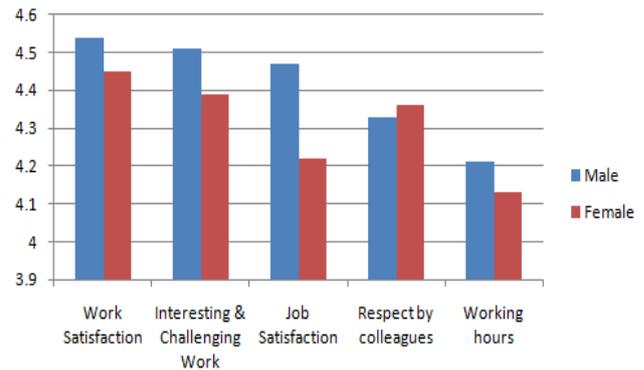


Fig. 2. Mean of various parameters of job satisfaction among the male and female teachers

“Fig. 3” shows the graphical representation of the mean scores of the various parameters of job satisfaction among the men and women respondents of the public and self financing schools. The figure pictorially reveals that Interesting & Challenging work, Work Satisfaction, Respect by colleagues, Authority & Responsibility and Job Satisfaction, are the key stressors which are having a mean value greater than 4. Also, from the table it is found that there is a significant difference in the satisfaction level of the Public and self financing school teachers in correspondence to the Salary and there is no significant difference in all the other cases.

Table- IV: Outcome of difference between Mean score of various dimensions of job satisfaction for Government vs Private School teachers

S. No	Parameters of Performance	Male (N=300)		Female (N=300)		Significance value of t-test
		Mean	S.D	Mean	S.D	
1	Work Satisfaction	4.51	0.567	4.5	0.65	0.891
2	Interesting & Challenging Work	4.54	0.571	4.31	0.77	0.119
3	Job Satisfaction	4.32	0.89	4.34	0.87	0.824
4	Working hours	4.2	0.952	4.21	1.11	1.01
5	Development of employee	3.99	0.841	3.97	1.01	1.05

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6	Training	3.71	0.929	3.91	1.05	0.321
7	Scope for skill development	3.82	0.87	3.77	1.12	0.712
8	Promotion by norms	3.46	1.29	3.17	1.25	0.239
9	Salary as per norms	3.51	1.10	4.29	0.8	0.004
10	Rewards as per norms	3.64	0.9	4.11	0.966	0.054
11	Authority & Responsibilities	4.42	0.71	4.39	0.91	0.791
12	Involvement in the work & school	3.71	0.927	3.99	1.09	0.11
13	Involved in decision making	3.66	0.91	3.72	1.05	0.39
14	Respect by colleagues	4.47	0.55	4.19	0.81	0.425
15	Utilization of individual skills	3.99	0.77	4.12	0.86	0.72
16	Opportunity for career development	3.76	0.72	3.99	0.97	0.451
17	Satisfied with the success	3.71	0.81	3.92	0.925	0.0891

4	Lack of Motivation	400	91	9	500
5	Negative attitude of colleagues	300	185	15	500
6	Excessive additional duty	200	295	5	500
7	Involvement in non-teaching duty	400	92	8	500
8	Lack of scope of research & personal growth	250	235	15	500
9	Work-home conflicts	455	43	2	500

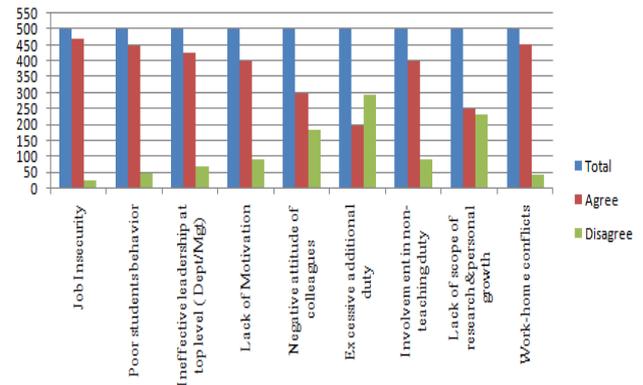


Fig. 4. Various key stress creators of teaching fraternity

Also, from the Table-IV it is found that there is a significant difference in the satisfaction level of the Public and self financing school teachers in correspondence to the Salary and there is no significant difference in all the other cases.

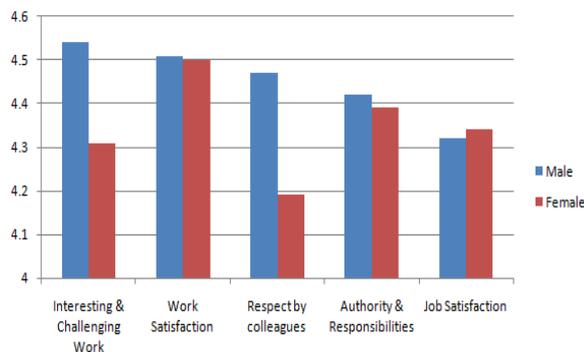


Fig. 3. Mean of various parameters of job satisfaction among the male and female teachers of Public & Self-financing Schools

The following “Fig. 4” reveals the various key stress creator factors about the teaching fraternity. It is found that Job Insecurity is the predominant key factor followed by Work-home conflicts, Poor student’s behavior, Ineffective leadership at top level, Lack of motivation, Involvement in non-teaching duty, Negative attitude of colleagues, Lack of scope of research & personal and Excessive additional duty.

Table- IV: Analysis of Stress Creator Factors

S. No	Factors	No of Respondents			Total
		Agree	Disagree	No response	
1	Job Insecurity	470	27	3	500
2	Poor students behavior	450	48	2	500
3	Ineffective leadership at top level (Dept/Mgt)	425	69	6	500

VI. CONCLUSION

In conclusion, the private teachers experience more stress than the government teachers and amongst the same, the female teachers experience more stressors than the male teachers. The stressors are found to be from on-the-job stressors, off-the-job stressors. Some of the stressors are found to be self-created and few have to come out due to family pressure and circumstances. High level stress often occurs due to factors such as salary and working environment and as a result of the same, they are not able to manage both the family situations and also could not adhere to the institution policies. Majority of the respondents strongly disagree that the stress does not affect their family and the work place.

The study reveals that private school teachers are very much sensitive and dissatisfied with the salary payment compared to government school sectors. Surprisingly, the study also claims poor promotion procedures for both the private and government school teachers. Unbiased and Fair Policies on decision-making in sensitive matters of concern can increase the level of satisfaction among the teachers in this regard. Through this study, it is therefore suggested that efforts should be put in place to reduce the occupational stress to a larger extent to effect job satisfaction.

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