

Received on 15<sup>th</sup> Aug. 2018, Revised on 18<sup>th</sup> Aug. 2018; Accepted 26<sup>th</sup> Aug. 2018

Research Paper

## A Study of Stress level of Secondary School Teachers in Ahmedabad District

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**Key words:** *Stress, secondary school etc.*

### Introduction

Teacher's stress is defined in terms of unpleasant negative emotions, such as anger, frustration, anxiety, depression and nervousness that teacher experiences due to some facets of their job (Kyriacou, 2001). Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession.

Research conducted by some specialist has revealed that teachers are exposed to various sources of stress. Major among these are: teaching unmotivated students; sustaining discipline in the classroom; a demanding workload; being exposed to frequent changes; being evaluated by others; undergoing difficult or challenging relationships with colleagues and administrators, and poor working conditions (Kyriacou, 2001).

In this research, for purpose of comparison, interest is focused especially on the data relating to secondary school teachers of Ahmedabad district.

### Background and Related Research:

The main objective of the present study was to study the stress level among secondary teachers in context of various boards. Relevant references from literature and research studies were collected from research articles and research papers from scientific journals. Various internet websites were also used for retrieval of literature.

Kyriacou (2001) lists the main sources of stress facing teachers: teaching pupils who lack motivation; maintaining discipline; time pressures and workload; coping with change; being evaluated by others; dealings with colleagues; self-esteem and status; administration and management; role conflict and ambiguity; and poor working conditions . Overall, the factors

that have been found to impact on the job satisfaction of teachers and principals can be divided into three broad categories: micro level (teacher background factors); meso level (school level factors); and macro level (factors associated with society and the education system). Meso-level factors can further be divided into different domains, namely, school, teacher and student domains.

### **Objectives of the Study**

Following were the objectives outlined for the present study:

- 1) To compare the stress level in secondary school teachers with respect to qualification
- 2) To compare the stress level in secondary school teachers with respect to experience

### **Hypothesis**

To accomplish the objectives of this research, the following hypothesis will be tested:

**Ho1:** There will be no significant difference in the mean scores of stress level of graduate and above graduate secondary school teachers.

**H02:** There will be no significant difference in the mean scores of stress level of experience having less than 5 years and more than 5 years secondary school teachers.

### **Delimitations**

The present study is delimited to secondary English medium secondary school teachers of Ahmedabad district

### **Operational Definition**

**Stress:** Stress is defined as “a state of psychological and physiological imbalance resulting from the disparity between situational demand and the individual's ability and motivation to meet those needs.” The scores obtained from the self-constructed stress scale will be the scores of stress level of teachers.

### **Variables:**

#### **Dependent Variable:**

1. Stress level

#### **Independent Variables:**

1. Qualification – Graduate and Above Graduate
2. Experience – Less than 5 years and More than 5 years

## Methodology

The present study was a descriptive type of survey research because in this study researcher studied about the current status of stress level of secondary school teachers of Ahmedabad district.

## Population

Secondary school teachers of English medium of Ahmedabad district is the population of the study.

## Sample

To select the sample for the study, stratified random sampling technique was used. Lottery method was used to identify proportionate numbers of schools from secondary schools of Ahmedabad district. Total 194 school teachers were taken as sample for the study. In which 91 Graduate Secondary School teachers and 103 Above Graduate Secondary School Teachers were taken. Similarly, 89 Secondary School Teachers with experience having less than 5 years and 105 Secondary School Teachers with experience having more than 5 years were selected.

## Tool for Data Collection

The researcher prepared a self-constructed teachers stress inventory with 5 point scale. (Likert scale). This inventory was constructed based on the components of stress (Demand, Control, Support, relationship, Role and Change).

## Data Collection:

A Self-Constructed Teacher Stress Inventory (TSI) was utilized for the purpose of Data Collection. In order to receive permission from the Principals of selected schools, the researcher explained the need of the study, its significance and the expected outcome of such a study. The researcher also assured the Principals of the school that the findings of the study would be used purely for research purpose only and would be kept confidential. The researcher then collected the data from the teachers on the scheduled day by administering the inventories to the teachers.

**Data Analysis and Interpretation:**

To check the objectives and hypothesis, of primary school teachers, the researcher used mean, standard deviation, standard error of deviation and t-value as statistical techniques on the basis of variables (qualification and experience).

**Table-1****Significance of Stress level of secondary school teachers**

Variables	Evaluation	N	Mean	S.D.	SD <sup>2</sup>	Sed	D=M1-M2	t-value	Sign of t
<b>Qualification</b>	Graduate	91	314.85	25.10	630.06	3.61	6.32	1.75	NS
	Above Graduate	103	321.17	25.16	632.82				
<b>Experience</b>	Less than 5 years	89	316.46	26.49	701.91	3.70	3.96	1.07	NS
	More than 5 years	105	320.42	24.67	608.68				

**For Ho1: Comparison of Stress level of Graduate and Above Graduate Secondary School Teachers**

**Table-1.1****Comparison of mean scores of Stress level of Secondary School Teachers**

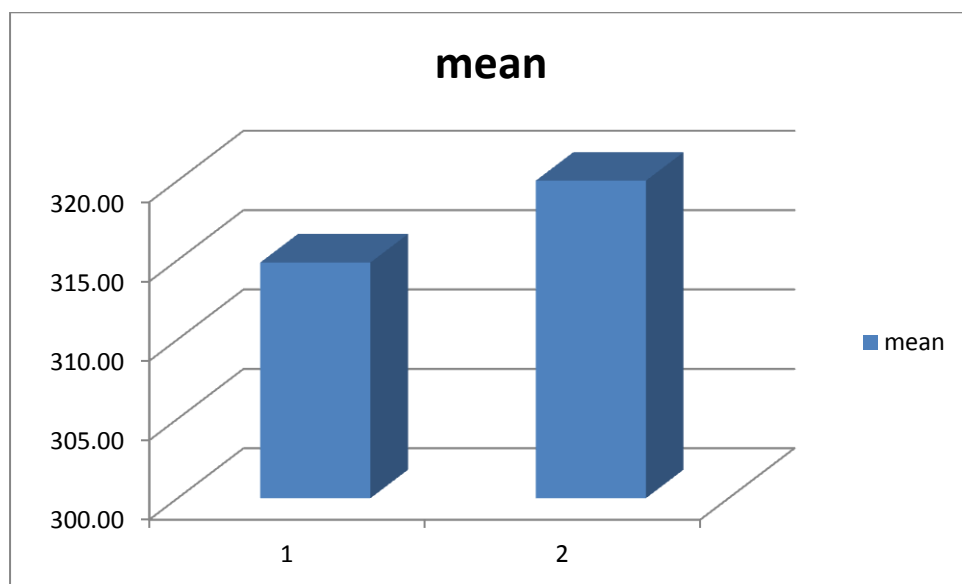
Qualification	N	Mean	S.D.	SED	t-value
Graduate	91	314.85	25.10	3.61	1.75
Above Graduate	103	321.17	25.16		

It was found from table 1.1 that calculated t value of stress level of graduate and above graduate school teachers was 1.75 whereas table value at 0.05 was 1.96. It means Ho1 is accepted. Hence stress level does not significantly differamong graduate and above graduate school teachers.

**Bar Chart 1.1**

### Comparison of mean scores of Stress level of Secondary School teachers with respect to Qualification

(1-Graduate and 2-Above Graduation)



For Ho2: Comparison of mean scores of Stress level of Secondary

School Teachers with respect to Experience

Table 2.1

Comparison of mean scores of Stress level of Secondary

School Teachers with respect to Experience

(Less than 5 years and more than 5 years)

Experience	N	Mean	S.D.	SED	t-value
Less than 5 years	89	316.46	26.49	3.70	1.07
More than 5 years	105	320.42	24.67		

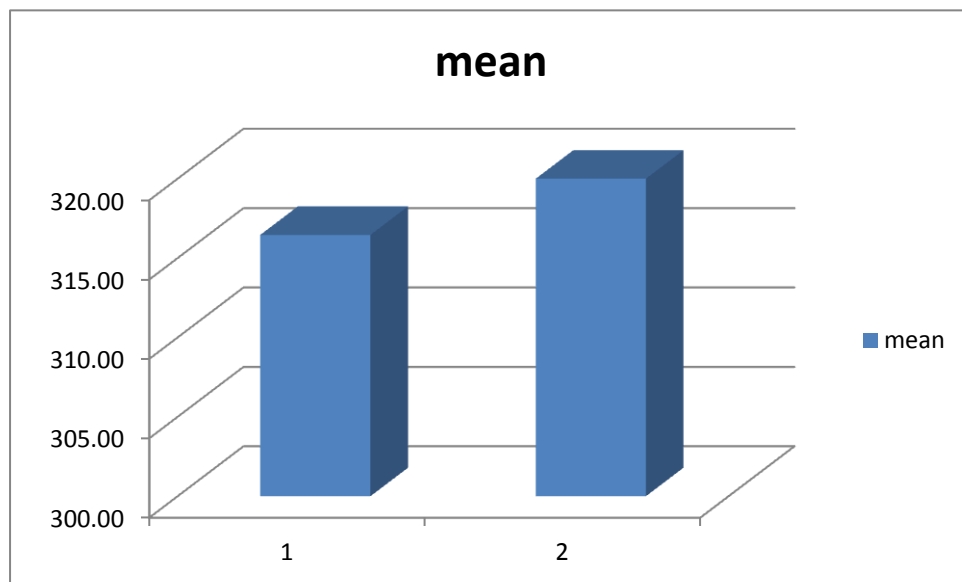
It was found from table 2.1 that calculated t-value of experience having less than 5 years and more than 5 years of secondary school teachers was 1.07. whereas table value at 0.05 was 1.96. It means Ho2 is accepted. Hence the stress level does not significantly differ among experience having less than 5 years and more than 5 years school teachers of Ahmedabad district.

**Bar Chart 2.1**

Comparison of mean scores of Stress level of

Secondary school teachers with respect to Experience

(1-Less than 5 years and 2-More than 5 years)

**Findings**

- 1) The study revealed that there is not a significant difference in the level of Above Graduate Secondary School Teachers and Graduate Secondary School Teachers. The above graduate secondary school teachers are found to have significantly more stress than the graduate secondary school teachers in Ahmedabad District.
- 2) The study revealed that there is not a significant difference in the level of experience having more than 5 years and experience having less than 5 years. The experience having more than 5 years are found to have significantly more stress than the experience having less than 5 years.

**Conclusion**

Initially, our study aimed to determine the level of work related stress among secondary school teachers in Ahmedabad district. It is very important for a teacher to maintain a healthy lifestyle. Previous studies on teacher stress revealed that teachers are over burdened with regular teaching work and non-teaching work as election duties, duty in census; populations counting etc. the teachers are often heard of complaining about. In general, teachers not only have the stress of dealing with so many diverse children on a daily basis.

They are also charged with educating and helping to mould these children into productive members of society. The job is very demanding in that it has hardly any end. Though stress is there in the teaching profession but hardly any differences found between the two variables, Qualification and Experience. Hence we can conclude that the effect of Qualification and experience does not significantly differ on secondary school teachers of Ahmedabad District.

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