



Effect of professional qualifications and teaching experience on source of job stress of secondary school teachers

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Abstract

Stress is today as natural as blood in all bi-peds. It should be noticed to be averted. This study helps one in moving along the line of progress from stress. Stress, in most cases, is not radically uprooted. In such instances, one needs, at least, to curb it or to dilute its density. This study helps one in how to look into stress. Every experience in life needs an outlet, or life will be cramped. Teaching sustains such an outlet. If teaching is proper, the outlet will result in better fruits. This study unveils the effective fruit-bearing nature of teaching.

Keywords: stress, job stress, teacher stress, source of stress, profession, teaching and secondary school teachers

Introduction

Stress is your body's way of responding to any kind of demand or threat. When you sense danger-whether it's real or imagined-the body's defenses kick into high gear in a rapid, automatic process known as the "fight-or-flight" reaction, or the stress response.

The stress response is the body's way of protecting you. When working properly, it helps you stay focused, energetic, and alert. In emergency situations, stress can save your life-giving you extra strength to defend yourself, for example, or spurring you to slam on the brakes to avoid an accident.

Stress can also help you rise to meet challenges. It's what keeps you on your toes during a presentation at work, sharpens your concentration when you're attempting the game-winning free throw, or drives you to study for an exam when you'd rather be watching TV. But beyond a certain point, stress stops being helpful and starts causing major damage to your health, your mood, your productivity, your relationships, and your quality of life.

Causes of Teacher Stress

Teacher stress can be caused from a variety of situations. Stress often comes about when teachers have difficult negotiating various aspects of interactions with students (Hepburn & Brown, 2001) or from any circumstances that are considered too demanding, depriving of time, and interfering with instruction (Blasé, 1986).

Effects of Stress

There are numerous emotional and physical disorders that have been linked to stress including depression, anxiety, heart attacks, stroke, hypertension, immune system disturbances that increase susceptibility to infections, a host of viral linked disorders ranging from the common cold and herpes to AIDS and certain cancers, as well as autoimmune diseases like rheumatoid arthritis and multiple sclerosis. In addition stress can have direct effects on the skin (rashes, hives, atopic

dermatitis, the gastrointestinal system (GERD, peptic ulcer, irritable bowel syndrome, and ulcerative colitis) and can contribute to insomnia and degenerative neurological disorders like Parkinson's disease. In fact, it's hard to think of any disease in which stress cannot play an aggravating role or any part of the body that is not affected (see stress effects on the body stress diagram) or. This list will undoubtedly grow as the extensive ramifications of stress are increasingly being appreciated.

Review of Related Literature

Ravichandran, R. and Rajendran, R. (2007) ^[5] conducted a study on perceived sources of stress among the teachers. The findings of the study were the teachers' qualification as a source of stress was found significant only on personal stress and on teaching, whereas it was not significant in rest of the variables. Experience is directly contributing to sources of stress among teachers' personal stress, lack of support from parents, organizational policy and parental expectations. In remaining factors experience is not found as a significant source of stress.

Sabu, S. and Jangaiah, C. (2005) ^[5] conducted a study on adjustment and teachers' stress. The findings of the study were there is a significant difference among the teachers of different qualifications in their stress. Further, when the means were compared; it was found that the stress experienced by the teachers with pre-degree and language teachers training is greater than that of others. Hence, the teachers with pre-degree and language teachers training have higher stress and teachers with post-graduation and B.Ed have lower stress. There is no significant difference among the teachers with varying lengths of experience in their stress.

Boyle, Borg, Falzon, and Baglioni. (1995) studied the dimensions of stress were workload, student misbehavior, professional recognition needs, time resource difficulties, and poor colleagues' relations. Student misbehavior and workload emerged as the strongest predictors of stress and were entirely

consistent with studies reported elsewhere. However results for time/resource difficulties and professional recognition needs, contradicted the findings of other researchers. Poor relations with colleagues failed to emerge as a direct predictor of stress in its own right, in contrast to results generally reported by other researchers. Regardless of the apparent contradiction in some of these results, the study still offers support for the notion of multiple sources of teacher stress, in line with similar research.

Milstein, M.M. Golazewski, T.J. and Duquette, R.D. (1984) studied an organizationally based stress: what bothers teachers. They noted that urban elementary school teachers of their sample identified issues related to the core task of working with students in the classroom as the most stressful.

Kyriacou, C. and Sutcliffe, J. (1977) concluded on "Teachers' Stress - A Review". Though many possible sources for teachers' stress were identified research on teachers' stress was still in early stage. He used questionnaires and interview techniques for his investigation and identified that sources of stress had numerous shortcomings. Such methods failed to take into account the fact that different teachers might interpret the meaning of the items in the questionnaire and interview differently and their responses might be affected by ego defensive mechanisms.

Statement of the Problem

Title of the present the investigation is "Effect of Professional qualifications and Teaching experience on Source of Job Stress of Secondary School Teachers".

Operational Definitions

Stress

"Stress is a generalized response of body to demands placed on it, whether they are pleasant or unpleasant".

----- Selye, H. (1976)^[7].

Sources of Teacher Job Stress

There are various sources responsible for teacher stress. The important one among them is workload. It is found to be one of the most prominent causal factors of teacher stress. A major factor related to workload is role overload, which takes place when teachers have to cope with a number of competing roles within their job. Another important source of stress among teachers includes constant changes within the profession and a lack of information as to how changes are to be implemented. Apart from these the sources of teacher stress include pupil's misbehavior, student absenteeism, negative student attitude towards learning, poor working conditions, time pressure, large classes, too much correction work, lack of encouragement, feeling of failure, non-cooperative parents, job insecurity, lack of public esteem, poor colleague relations, criticism by colleagues, lack of control over the job etc.

Teacher Stress

Kyriacou, C. and Sutcliffe, J. (1978) described "Teacher stress as a 'response to negative effect by a teacher usually accompanied by potentially pathogenic, physiological and biochemical changes resulting from aspects of teacher's job'" (Alice Mathews, Sr., 2005, p. 122)^[1].

Job Stress

Beechr, T.A. and Newman, J. E. (1986) described "A condition arising from the interaction of people with their jobs and characterized by changes within people that face them to deviate from their normal functioning" (Shashire Khat and Siva Kumar, Ch., 2008, p.115).

Secondary School Teacher

This term is used to indicate teachers handling classes VI to X in secondary schools. They are Secondary Grade Teachers and B.Ed. Assistants.

Objectives of the Study

1. To study the influence of the following variables on sources of job stress of secondary school teachers.
 1. Professional qualifications.
 2. Teaching experience.

Hypotheses of the Study

1. There is a significant difference in the sources of job stress of secondary school teachers in relation to the following variables.
 1. Professional qualifications.
 2. Teaching experience.

Methodology

The descriptive or survey method of research is the most suitable type for this study.

Sampling of the Study

There are 716 secondary schools in East Godavari district, retrieved from the <http://www.mabadi.com>. These 716 schools are distributed in seven revenue divisions. 80 high schools have been selected from the seven divisions randomly by adopting lottery technique giving due importance to geographical location, availability of resources, basic amenities available and urban/rural classification. The tools have been administered to the teachers available at the school at the time of visit. The tool had been administered to a total of 560 teachers working in the 80 schools selected. Thus the average representation of each school comes to 7 at this juncture. It was found that 58 forms were defective for some reason or other. Thus the final left over sample comes to 502. The data has been analyzed considering the 502 forms.

Tool Used

The Sources of Job Stress inventory was constructed by Martha Davis, Psychologist in the Department of Psychiatry at Kaiser Permanente Medical Center in Santa Clara, California, Elizabeth Robbins Eshelman, MSW, Clinical Social Worker, Group of the Kaiser Foundation Health Plan, San Francisco Bay Area, and Matthew Mc Kay, Professor, Wright Institute in Berkeley, California (The Relaxation and Stress Reduction Workbook, Fifth Edition, 2000, pp.223-226). In this workbook no mention was made about the validity and reliability of the tool.

Method of Scoring

In this inventory, a five point scale was used. The responses

were in the form of Never carries a score of 0, Occasionally a score of 1, Somewhat often a score of 2, Frequently a score of 3, and Almost Always a score of 4 The range of scores of the present inventory is from a minimum of 0 to a maximum of 176 as there are 44 items.

Reliability of the Tool

From the self-correlation of the half tests the reliability coefficient of the whole test was established using the Spearman Brown Prophecy Formula, the correlation value obtained for the whole test was $r = 0.54$.

Statistical Techniques Used

The following statistical techniques have been used depending on the need. Mean Standard Deviation, Critical Ratio, ANOVA / F-Test.

Analysis of Data and Interpretation

H1: Professional qualifications of secondary school teachers make a significant difference in their sources of job stress.

H0: Professional qualifications of secondary school teachers do not make a significant difference in their sources of job stress.

To test this hypothesis, the following procedure is adopted. Means and S.Ds for the three sub groups of professional qualifications of the whole group were computed separately. F-value was calculated (Sharma, R. A., 2006, Advanced Statistics in Education and Psychology, p.233) and the data is presented in table Nos.1 and 2.

Table 1: Sources of job stress-professional qualifications-means-s.ds

Professional qualifications	N	Mean	S.D.
B.Ed.	447	51.22	30.09
M.Ed.	008	52.88	31.04
Pandit trained	047	47.63	26.59

From table 1, it can be observed that the lowest mean score among the three groups is 47.63 of the pandit trained group. The highest mean score is 52.88 of the M.Ed. group.

Table 2: Sources of job stress-professional qualifications-anova

Source of variation	df	Sum of squares	Means squares	F-value
Between groups	2	579.65	289.82	0.33
Within the groups	499	443079.68	887.94	
Total	501	443659.33		

Not significant at 0.05 level

From table 2, the obtained F-value for the sources of job stress of secondary school teachers with regard to their professional qualifications is 0.33 for $df=2$ and 499 less than the table

Table 5: Sources of job stress-teaching experience-means-s.ds-t-values

Variable	N	Mean	SD	df	D	$\frac{\sigma}{D}$	t-value
Below 5 years	194	46.01	27.64	324	9.14	3.23	2.86**
6 to 10 years	132	55.15	29.41				
Below 5 years	194	46.01	27.64	284	6.61	3.86	1.71
11 to 15 years	092	52.62	31.82				

value of 3.01, which is not significant at 0.05 level. Hence, the null hypothesis is retained. It can be inferred that the professional qualifications of the secondary school teachers do not make a significant difference in their sources of job stress. As F-value is not significant at 0.05 level, no further probing of obtained differences in sub-groups of the professional qualifications is attempted (Sharma, R. A., 2006, Advanced Statistics in Education and Psychology, p.188 & 231).

H2: Teaching experience of secondary school teachers makes a significant difference in their sources of job stress.

H0: Teaching experience of secondary school teachers does not make a significant difference in their sources of job stress.

To test this hypothesis, the following procedure is adopted. Means and S.Ds for the four sub-groups of teaching experience of the whole group were computed separately. F-value was calculated (Sharma, R. A., 2006, Advanced Statistics in Education and Psychology, p.233) and the data is presented in table Nos. 3 and 4.

Table 3: Sources of job stress-teaching experience-means-s.ds

Teaching experience	N	Mean	S.D.
Below 5 years	194	46.01	27.64
6 to 10 years	132	55.15	29.41
11 to 15 years	092	52.62	31.82
Above 16 years	084	53.69	31.63

From table No. 3, it can be observed that the lowest mean score among the four groups is 46.01 of the teaching experience group of below 5 years. The highest mean score is 55.15 of the teaching experience group of 6 to 10 years.

Table 4: Sources of job stress-teaching experience-anova

Source of variation	df	Sum of squares	Mean squares	F-value
Between groups	3	7949.18	2649.73	3.03*
Within the groups	498	435930.88	875.36	
Total	501	443880.06		

* Significant at 0.05 level

From table 4, the obtained F-value for the sources of job stress of secondary school teachers with regard to their teaching experience is 3.03 for $df=3$ and 498 greater than the table value of 2.62, which is significant at 0.05 level. Hence, the null hypothesis is rejected. It can be inferred that the teaching experience of the secondary school teachers makes a significant difference in their sources of job stress.

Since the F-value is significant, further probe was attempted to know, which teaching experience groups differ significantly in their sources of job stress with other sub-groups (Sharma, R. A., 2006, Advanced Statistics in Education and Psychology, p.188 & 231).

Below 5 years	194	46.01	27.64	276			1.93
Above 16 years	084	53.69	31.63		7.68	3.97	
6 to 10 years	132	55.15	29.41	222			0.61
11 to 15 years	092	52.62	31.82		2.53	4.18	
6 to 10 years	132	55.15	29.41	214	1.46	4.29	0.34
Above 16 years	084	53.69	31.63				
11 to 15 years	092	52.62	31.82	174			0.22
Above 16 years	084	53.69	31.63		1.07	4.78	

**Significant at 0.01 level

From table 5, the obtained t-value (2.86) for $df = 324$ is greater than the table value of 2.59. It is significant at 0.01 level. Hence, the null hypothesis is rejected. Therefore, the secondary school teachers with below 5 years of teaching experience differed significantly with the teachers having teaching experience 6 to 10 years in their sources of job stress. The mean score 46.01 implies that secondary school teachers with experience of below 5 years have a low level of sources of job stress. Hence, it is inferred that the secondary school teachers with below 5 years of teaching experience possess a low level of sources of job stress, when compared to the experience group 6 to 10 years.

The remaining t-values are not significant at 0.05 level. Hence, the null hypotheses are retained. It can be inferred that teaching experience of secondary school teachers does not make any significant difference in their sources of job stress except between the first two sub-groups.

Major Findings

1. Professional qualifications of the secondary school teachers do not make a significant difference in their sources of job stress.
2. Teaching experience of the secondary school teachers makes a significant difference in their sources of job stress. The secondary school teachers with below 5 years of teaching experience possess a low level of sources of job stress, when compared to the experience group 6 to 10 years.

Educational Implications

The investigator is not attempting to make sweeping generalization on the base of single study. However, on the basis of the findings of the study a few educational implications of the study may be indicated as follows.

1. As teachers differ in job stress training modules are to be incorporated in the teacher training programmes to prepare trainee teachers to cope with job stress.
2. As teachers differ in sources of job stress it is necessary to apply Human Resource practices and Organizational analysis procedures in educational administrations also to identify such sources and introduce necessary interventions in the form of guidance and counseling to teachers.

Suggestions for Further Research

Keeping in view the procedure adopted for this study and its limitations, the following suggestions are made for further research in this area.

1. A similar study may be conducted with large sample in the entire coastal districts of Andhra Pradesh.
2. A study may be undertaken in the three regions of Andhra

Pradesh namely, Coastal, Ryalaseema and Telangana.

3. A comparative study may be undertaken with the samples in Southern States of India, namely Andhra Pradesh, Tamil Nadu, Karnataka and Kerala.

Conclusion

Modern studies on teaching gave much importance to several psychological and managerial aspects of teaching and learning. Researches in other fields like nursing, hotel and police have highlighted many unexplored avenues in the field of education. There have been many significant studies to understand the influence of stress, teacher burnout, teacher effectiveness, the personality variables associated with job satisfaction etc. This study helped the investigator to identify certain variables like gender, age, locality of living, teaching experience etc., which have a say on the stress sources and stress levels of the secondary school teachers.

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