A Study Of Stress Of Secondary School Teachers In Relation To Gender And Marital Status

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Introduction:

Job stress is the most common psychological phenomenon in different jobs and professions. "The stress studies are initially directed towards industrial organizations within the private sector. In common, the term "Stress" and "Strain" are used synonymously in a non-scientific manner. But what really stress refers to and what does it mean in the real sense? Derived from the Latin word "Stringere", stress was popularly used in the seventeenth century to mean hardship, strain, adversity or affliction Researchers have come to believe that stress may be especially prevalent among human service professions, particularly the teaching profession" (Kyriacou, Sutcliffe, 1979).

Objectives of the Study:

1. to find out the effect of stress among Secondary school teachers
2. to study the relationship of Teachers' stress with regard to moderate variables such as gender and marital status

Variables of the Study:

Dependent Variable:

Teachers' Stress and its dimensions

1. Physical and personal stress
2. Occupational stress
3. Familial and social stress
4. Psychological and emotional stress

Moderator Variables:

1. Gender (Male / Female)
2. Marital Status (Married / Unmarried)

Tools Used:

1. Stress Inventory for Teachers (SIT) is prepared by Sheeja (1990)
2. Job Satisfaction Inventory developed by Pramod Kumar and Mutha (1975)

Population and Sample:

All the teachers those who are working in Secondary schools in the academic year 2015-2016 were considered as population of the study. 700 Secondary school teachers of Hubli- Dharwad Corporation area were selected by Stratified Random Sampling technique keeping in view their Gender and Marital Status.

Statistical Analyses:

The investigator has used the differential statistical analyses for the study

Data Analyses and its interpretation:

Hypothesis: There is no significant difference between Male and Female teachers of Secondary schools with respect to Teachers' Stress and its dimensions

To test this hypothesis the unpaired t-test was applied and the results are presented in the following table

Table 1: Results of t-test Between Male and Female Teachers of Secondary Schools With respect to Teachers' Stress and its dimensions

Variable	Gender	Mean	SD	t-value	p-value	Signi.
Stress	Male	69.8286	33.9445	-7.2986	<0.05	S
	Female	89.0343	35.6555			
Physical and personal stress	Male	14.6629	9.4609	-7.6837	<0.05	S
	Female	20.2314	9.7119			
Occupational stress	Male	35.2829	15.0490	-7.1683	<0.05	S
	Female	43.3657	14.7828			
Familial and social stress	Male	11.2943	6.8389	-5.8760	<0.05	S
	Female	14.7857	8.7635			
Psychological and emotional stress	Male	8.5886	7.4923	-3.8846	<0.05	S
	Female	10.6514	6.5242			

From the results of the above table it is observed that

1. The Male and Female teachers of Secondary schools differ significantly with respect to their stress (t=-7.2986, p<0.05) at 0.05% level of significance. Hence the null hypothesis is rejected

and alternative hypothesis is accepted. It can be concluded that the Female teachers have higher stress when compared to Male teachers of Secondary schools.

2. The Male and Female teachers of Secondary schools differ significantly with respect to dimension of Stress i.e. physical and personal stress (t=-7.6837, p<0.05) at 0.05% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that the Female teachers have higher physical and personal stress when compared to Male teachers of Secondary schools.
3. The Male and Female teachers of Secondary schools differ significantly with respect to dimension of stress i.e. occupational stress (t=-7.1683, p<0.05) at 0.05% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that the Female teachers have higher occupational stress when compared to Male teachers of Secondary schools.
4. The Male and Female teachers of Secondary schools differ significantly with respect to dimension of stress i.e. familial and social stress (t=-5.8760, p<0.05) at 0.05% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that the Female teachers have higher familial and social stress when compared to Male teachers of Secondary schools.
5. The Male and Female teachers of Secondary schools differ significantly with respect to dimension of stress i.e. psychological and emotional stress (t=-3.8846, p<0.05) at 0.05% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that the Female teachers have higher psychological and emotional stress when compared to Male teachers of Secondary schools.

Hypothesis: There is no significant difference between Married and Unmarried teachers of Secondary schools with respect to Teachers' Stress and its dimensions

To test this hypothesis the t-test was applied and the results are presented in the following table

Table 2: Results of t-test Between Married and Unmarried Teachers of Secondary Schools With respect to Teachers' Stress and its dimensions

Variable	Marital Status	Mean	SD	t-value	p-value	Signi.
Stress	Married	80.7094	34.9549	1.8857	>0.05	NS
	Unmarried	74.2734	40.0651			
Physical and personal stress	Married	17.7772	9.5802	1.7609	>0.05	NS
	Unmarried	16.1151	11.3821			
Occupational stress	Married	39.9020	14.9293	1.9923	<0.05	S
	Unmarried	36.9928	17.2326			
Familial and social stress	Married	13.2709	7.9562	1.5270	>0.05	NS

	Unmarried	12.1079	8.3663			
Psychological and emotional stress	Married	9.7594	7.4860	1.0440	>0.05	NS
	Unmarried	9.0576	5.2153			

The Married and Unmarried teachers of Secondary schools differ significantly with respect to dimension of Stress i.e. Occupational stress ($t=1.9923$, $p<0.05$) at 0.05% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It can be concluded that the Married teachers have higher dimension of Stress i.e. Occupational stress when compared to Unmarried teachers of Secondary schools.

Conclusion:

In a rapidly changing society this management paradigm can help teachers to manage change significantly and creatively and thus to reduce unnecessary stress. Total Quality Education should not be seen as panacea for preventing stress, but as one of the ways in which the aim could be realized, thereby enhancing the quality of education in general. Teacher's work must be recognized without any favoritism and partiality. Teaching profession must be above any discrimination.

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