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

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>p-value</th>
<th>Signi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress</td>
<td>Male</td>
<td>69.828</td>
<td>33.944</td>
<td>-7.2986</td>
<td>&lt;0.05</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>89.034</td>
<td>35.655</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical and personal stress</td>
<td>Male</td>
<td>14.662</td>
<td>9.4609</td>
<td>-7.6837</td>
<td>&lt;0.05</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>20.231</td>
<td>9.7119</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational stress</td>
<td>Male</td>
<td>35.282</td>
<td>15.049</td>
<td>-7.1683</td>
<td>&lt;0.05</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>43.365</td>
<td>14.782</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familial and social stress</td>
<td>Male</td>
<td>11.294</td>
<td>6.8389</td>
<td>-5.8760</td>
<td>&lt;0.05</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>14.785</td>
<td>8.7635</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychological and emotional stress</td>
<td>Male</td>
<td>8.5886</td>
<td>7.4923</td>
<td>-3.8846</td>
<td>&lt;0.05</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>10.651</td>
<td>6.5242</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Marital Status</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>p-value</th>
<th>Signi.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress</td>
<td>Married</td>
<td>80.709</td>
<td>34.954</td>
<td>1.885</td>
<td>&gt;0.05</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Unmarried</td>
<td>74.273</td>
<td>40.065</td>
<td>1.760</td>
<td>&gt;0.05</td>
<td>NS</td>
</tr>
<tr>
<td>Physical and personal stress</td>
<td>Married</td>
<td>17.777</td>
<td>9.5802</td>
<td>1.760</td>
<td>&gt;0.05</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Unmarried</td>
<td>16.115</td>
<td>11.382</td>
<td>1.527</td>
<td>&gt;0.05</td>
<td>NS</td>
</tr>
<tr>
<td>Occupational stress</td>
<td>Married</td>
<td>39.902</td>
<td>14.929</td>
<td>1.992</td>
<td>&lt;0.05</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Unmarried</td>
<td>36.992</td>
<td>17.232</td>
<td>0.0</td>
<td>&gt;0.05</td>
<td>NS</td>
</tr>
<tr>
<td>Familial and social stress</td>
<td>Married</td>
<td>13.270</td>
<td>7.9562</td>
<td>1.527</td>
<td>&gt;0.05</td>
<td>NS</td>
</tr>
</tbody>
</table>
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.

Reference: