



Job Stress of Rural School Teachers

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ABSTRACT

Job stress is the degree to which an individual felt psychological and physical pressure while performing his duties on the job. Stress in the workplace is the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Workplace stress can lead to poor health. The study was conducted during 2016-17 in Dharwad district. Dharwad and Kalaghatagi talukas were selected for the study. One hundred and fifty rural school teachers constituted the sample. Out of the total sample, eighty three primary school teachers and sixty seven secondary school teachers were selected for the study. Data was collected using pre-tested questionnaire. The purpose of the present study was to study the job stress of primary and secondary school teachers. The results of the study showed that majority (87.95 %) of the respondents experienced low level of job stress followed by medium level (12.05 %) and none of them belonged to high level of job stress. In case of secondary school teachers majority (79.10 %) of them experienced low level of job stress followed by medium level (20.90 %) and none of them belonged to high level of job stress. Overall majority (84.00 %) of the teachers experienced low level of job stress followed by medium level (16.00 %) and none of them belonged to high level of job stress.

Key words: Job stress, school, primary, secondary, teachers.

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INTRODUCTION

Education as we know the back bone of a progressive nation and the teacher is the pivotal of any education system, as he plays a key role in the whole process. So, the success of the education programmes depends to a great extent upon character and ability of the teacher who is the foundation stone of each of education system since, teaching is the organization of learning. So, teacher is essentially an organizer.

Teaching is a noblest of all profession. It is most rewarding too, not in terms of luxuries but in terms of it's being the dispenser of human destinies, we can rightly say that the density of India being in its classroom. No wonder that the teacher occupied the centre stage in the grand opera of learning, which is almost daily played in the classroom of India. No factor in the teaching -learning process is more important than that of the teacher. The educational benefits that the children of a nation derive depend greatly if not entirely on the quality of teachers. But this quality tends to vary from teacher to teacher [1].

Job stress is the degree to which an individual felt psychological and physical pressure while performing his duties on the job. Stress in the workplace is the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Workplace stress can lead to poor health.

Stress at work is a relatively new phenomenon of modern lifestyles. The nature of work has gone through drastic changes over the last century and it is still changing at whirlwind speed. They have touched almost all professions, starting from an artist to a surgeon, or a commercial pilot to a sales executive. With change comes stress will appear automatically. Job stress poses a threat to physical health. Work related stress in the life of organized workers, consequently, affects the health of organizations. Job stress is a chronic disease caused by conditions in the workplace that negatively affect an individual's performance and overall well-being of his body and mind. The objectives of the study are,

1. To analyze the level of job stress of primary school teachers.

2. To know the level of job stress of secondary school teachers.

MATERIALS AND METHODS

The study was carried out in the year 2016-17 in Dharwad district of Karnataka. Dharwad district was purposefully selected because it is considered as ‘education centre’ of northern Karnataka. Dharwad district consists of five talukas viz., Dharwad, Kalghatagi, Hubli, Navalgunda and Kundgol. Dharwad and Kalghatagi talukas were selected keeping in view the availability of time, the cost and of the researcher. List of villages and schools were obtained from the Block Education office of Dharwad district. The villages having more number of schools and schools having more number of teachers were randomly selected. Keeping in view the objectives and the variables under study, a questionnaire was prepared by reviewing the previous research studies, consultation and discussion with the experts as well as the school teachers.

The job stress was measured using the scale developed by Mattenson and Ivancevich [1] with slight modification. The scale consisted of 19 statements. The respondents were asked to indicate their degree of stress on a four point continuum as not a source of stress, rarely a source of stress, sometimes a source of stress and always a source of stress with scores of 0, 1, 2 and 3 respectively. Based on the sum of the total scores for all items obtained by each respondent, they were grouped into three categories like low stress, medium stress and high stress.

RESULTS AND DISCUSSION

Table 1: Job stress of primary school teachers n = 83

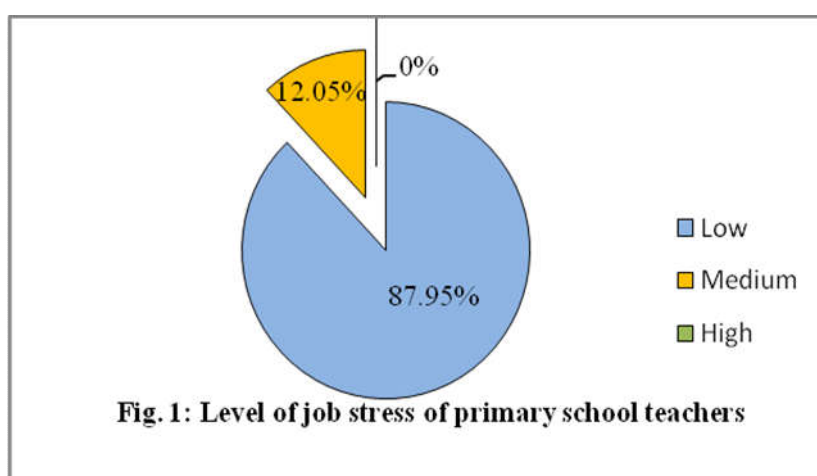
Sl. No.	Statements	Not a source of stress F	Rarely a source of stress F	Sometimes a source of stress F	Always a source of stress F
1	I work on my unnecessary job activities	36 (43.37)	30 (36.14)	15 (18.07)	2 (2.42)
2	My job activities are unclear to me	51 (61.45)	25 (30.12)	7 (8.43)	-
3	To keep up with my job, I always have to take work home with me	26 (31.33)	29 (34.94)	28 (33.73)	-
4	My job is boring	58 (69.88)	16 (19.28)	9 (10.84)	-
5	I am responsible for people	53 (63.85)	23 (27.71)	5 (6.02)	2 (2.42)
6	I try to work hard to complete my work on time	49 (59.04)	28 (33.73)	6 (7.23)	-
7	My work area is too crowded	49 (59.04)	25 (30.12)	4 (4.82)	5 (6.02)
8	I do not have authority to do my job well	50 (60.24)	20 (24.10)	13 (15.66)	-
9	My job is too difficult	58 (69.88)	16 (19.28)	6 (7.23)	3 (3.61)
10	My job has become too routine	61 (73.50)	15 (18.07)	7 (8.43)	-
11	There is not enough time to do my job	58 (69.88)	14 (16.86)	9 (10.84)	2 (2.42)
12	Work condition on my job are below satisfaction	45 (54.22)	19 (22.89)	19 (22.89)	-
13	I receive conflicting requests from two or more people	46 (55.42)	27 (32.53)	10 (12.05)	-
14	I am not sure of what is expected of me	52 (62.64)	23 (27.71)	6 (7.23)	2 (2.42)
15	I am responsible for too many jobs	45 (54.22)	26 (31.33)	11 (13.25)	1 (1.20)
16	My job is too confusing	48 (57.83)	35 (42.17)	-	-
17	I am responsible for helping others to solve their problems	51 (61.45)	26 (31.33)	5 (6.02)	1 (1.20)
18	I do not have time to take an occasional break from the job	50 (60.24)	20 (24.10)	13 (15.66)	-
19	My working conditions are not as good as the working conditions of others	43 (51.81)	27 (32.53)	13 (15.66)	-
Overall job stress Index					22.17

Figures in the parentheses indicate percentage

A glance at the data in Table 1 indicated that majority (73.50 %) of the primary teachers expressed as not a source of stress to the statements ‘my job has become too routine’ followed by ‘I am responsible for people’ (63.85 %) and ‘I am not sure of what is expected of me’ (62.64 %). Equal per cent (69.88 %) of the teachers rated as not a source of stress to the statements ‘my job is boring’, ‘my job is too difficult’ and ‘there is not enough time to do my job’.

The teachers expressed as rare source of stress to the statement ‘my job is too confusing’ (42.17 %) followed by ‘I work on my unnecessary job activities’ (36.14 %), ‘to keep up with my job, I always have to take work home with me’ (34.94 %) and ‘I try to work hard to complete my work on time’ (33.73 %). Same per cent (32.53 %) of them rated as rare source of stress to the statements ‘I receive conflicting requests from two or more people’ and ‘my working conditions are not as good as the working conditions of others’.

With regard to the statements sometimes a source of stress, about 34.00 per cent (33.73 %) of the respondents expressed ‘to keep up with my job, I always have to take work home with me’ followed by ‘work condition on my job are below satisfaction’ (22.89 %) and ‘I work on my unnecessary job activities’ (18.07 %). Overall job stress index of primary school teachers was found to be 22.17.



It was evident from the Fig. 1 that majority (87.95 %) of the respondents experienced low level of job stress followed by medium level (12.05 %) and none of them belonged to high level of job stress.

Table 2: Job stress of secondary school teachers n = 67

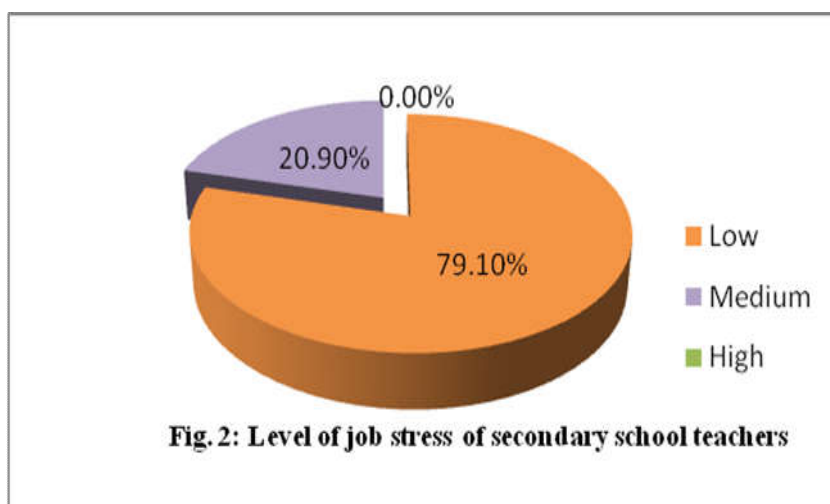
Sl. No.	Statements	Not a source of stress	Rarely a source of stress	Sometimes a source of stress	Always a source of stress
		F	F	F	F
1	I work on my unnecessary job activities	22 (32.84)	23 (34.33)	20 (29.85)	2 (2.98)
2	My job activities are unclear to me	26 (38.81)	30 (44.78)	10 (14.92)	1 (1.49)
3	To keep up with my job, I always have to take work home with me	19 (28.36)	28 (41.79)	18 (26.87)	2 (2.98)
4	My job is boring	32 (47.76)	24 (35.83)	10 (14.92)	1 (1.49)
5	I am responsible for people	38 (56.72)	23 (34.33)	4 (5.97)	2 (2.98)
6	I try to work hard to complete my work on time	30 (44.78)	24 (35.83)	12 (17.90)	1 (1.49)
7	My work area is too crowded	35 (52.24)	22 (32.84)	8 (11.94)	2 (2.98)
8	I do not have authority to do my job well	35 (52.24)	20 (29.86)	10 (14.92)	2 (2.98)
9	My job is too difficult	35 (52.24)	20 (29.86)	10 (14.92)	2 (2.98)
10	My job has become too routine	43 (64.18)	19 (28.36)	5 (7.46)	-
11	There is not enough time to do my job	35 (52.24)	18 (26.87)	12 (17.90)	2 (2.98)
12	Work condition on my job are below	29	22	15	1

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	satisfaction	(43.28)	(32.84)	(22.39)	(1.49)
13	I receive conflicting requests from two or more people	28 (41.79)	21 (31.35)	17 (25.37)	1 (1.49)
14	I am not sure of what is expected of me	30 (44.78)	21 (31.25)	11 (16.43)	5 (7.46)
15	I am responsible for too many jobs	29 (43.28)	24 (35.83)	13 (19.40)	1 (1.49)
16	My job is too confusing	33 (49.25)	34 (50.75)	-	-
17	I am responsible for helping others to solve their problems	32 (47.76)	24 (35.83)	10 (14.92)	1 (1.49)
18	I do not have time to take an occasional break from the job	26 (38.81)	19 (28.36)	20 (29.86)	2 (2.98)
19	My working conditions are not as good as the working conditions of others	38 (56.72)	17 (25.37)	10 (14.92)	2 (2.98)
Overall job stress Index					28.43

Figures in the parentheses indicate percentage

The data pertaining to job stress of secondary school teachers in Table 2 showed that, more number (64.18 %) of the teachers expressed 'my job has become too routine' as not a source stress. Also about 57.00 per cent of the respondents (56.72 %) expressed as not a source of stress to the statement 'I am responsible for people' and 'my working conditions are not as good as the working conditions of others'. Similarly, about 52.00 per cent of the respondents expressed as not a source of stress for the statements 'my work area is too crowded' (52.24 %), 'I do not have authority to do my job well' (52.24 %), 'my job is too difficult' (52.24 %) and 'there is not enough time to do my job' (52.24 %). About 51.00 per cent (50.75 %) of the teachers found a rare source of stress to the statements 'my job is too confusing' followed by 'my job activities are unclear to me' (44.78 %) and 'to keep up with my job, I always have to take work home with me (41.79 %). Equal per cent (35.83 %) of them rated as rare source of stress with respect to 'my job is boring', 'I try to work hard to complete my work on time', 'I am responsible for too many jobs and helping others to solve their problems'. With regard to the stress statements of sometimes, equal per cent (29.85 %) of the teachers expressed 'I work on my unnecessary job activities' and 'I do not have time to take an occasional break from the job'. More than one third (26.87 %) of them said as sometimes source of stress to the statement 'to keep up with my job, I always have to take work home with me' followed by 'I receive conflicting requests from two or more people' (25.37 %) and work condition on my job are below satisfaction (22.39 %). Overall job stress index of secondary school teachers was 28.43.



It could be seen from the Fig. 2 that majority (79.10 %) of the teachers experienced low level of job stress followed by medium level (20.90 %) and none of them belonged to high level of job stress.

Table 3: Overall job stress of primary and secondary school teachers n = 150

Sl. No.	Statements	Not a source of stress	Rarely a source of stress	Sometimes a source of stress	Always a source of stress
		F	F	F	F
1	I work on my unnecessary job activities	58 (38.67)	53 (35.33)	35 (23.33)	4 (2.67)
2	My job activities are unclear to me	77 (51.33)	55 (36.67)	16 (10.67)	2 (1.33)
3	To keep up with my job, I always have to take work home with me	45 (30.00)	57 (38.00)	46 (30.67)	2 (1.33)
4	My job is boring	90 (60.00)	40 (26.67)	19 (12.67)	1 (0.66)
5	I am responsible for people	91 (60.66)	46 (30.67)	8 (5.33)	5 (3.33)
6	I try to work hard to complete my work on time	79 (52.67)	52 (34.67)	18 (12.00)	1 (0.66)
7	My work area is too crowded	84 (56.00)	47 (31.33)	12 (8.00)	7 (4.67)
8	I do not have authority to do my job well	85 (56.67)	40 (26.67)	23 (15.33)	2 (1.33)
9	My job is too difficult	93 (62.00)	36 (24.00)	16 (10.67)	5 (3.33)
10	My job has become too routine	104 (69.33)	34 (22.67)	12 (8.00)	-
11	There is not enough time to do my job	93 (62.00)	32 (21.33)	21 (14.00)	4 (2.67)
12	Work condition on my job are below satisfaction	74 (49.33)	40 (26.67)	34 (22.67)	2 (1.33)
13	I receive conflicting requests from two or more people	74 (49.33)	48 (32.00)	28 (18.67)	-
14	I am not sure of what is expected of me	82 (54.67)	44 (29.33)	17 (11.33)	7 (4.67)
15	I am responsible for too many jobs	74 (49.33)	50 (33.34)	24 (16.00)	2 (1.33)
16	My job is too confusing	77 (51.33)	48 (32.00)	21 (14.00)	4 (2.67)
17	I am responsible for helping others to solve their problems	83 (55.33)	50 (33.34)	15 (10.00)	2 (1.33)
18	I do not have time to take an occasional break from the job	76 (50.67)	39 (26.00)	33 (22.00)	2 (1.33)
19	My working conditions are not as good as the working conditions of others	81 (54.00)	44 (29.33)	23 (15.34)	2 (1.33)
Overall job stress Index					18.72

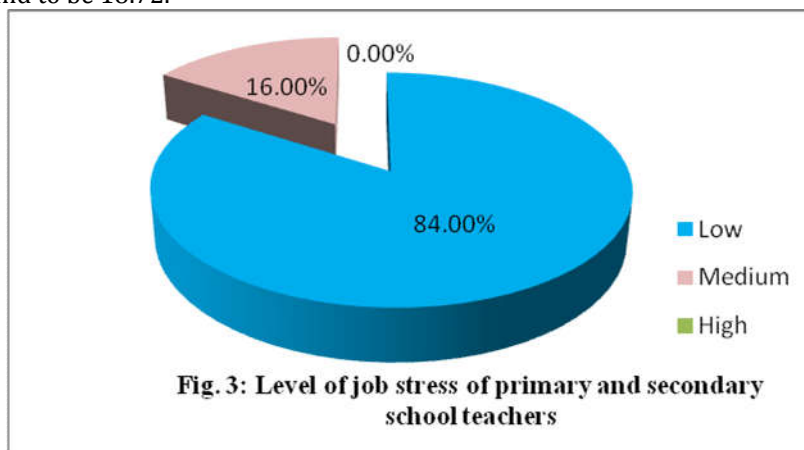
Figures in the parentheses indicate percentage

The data with respect to overall job stress of rural school teachers is projected in Table 3. It revealed that 30.67 per cent of the teachers expressed the statement 'to keep up with my job, I always have to take work home with me' as sometimes a source of stress while, the same statement rated as rare source of stress by more than one third (38.00 %) of the respondents.

With respect to not a source of stress statements, about 70.00 per cent (69.33 %) of the teachers expressed 'my job has become too routine' followed by 'my job is too difficult' (62.00 %), 'there is not enough time to do my job' (62.00 %), 'my job is boring' and 'I am responsible for people' (60.00 %) and 'my job is boring' (60.00 %). The respondents were rated 55 and 56 as not a source of stress to the statements 'I do not have authority to do my job well' (56.67 %) followed by 'my work area is too crowded' (56.00 %) and 'I am responsible for helping others to solve their problems' (55.33 %).

The teachers expressed as rare source of stress to the statement 'my job activities are unclear to me' (36.67 %) followed by 'I work on my unnecessary job activities' (35.33 %) and 'I try to work hard to complete my work on time' (34.67 %). Equal per cent (33.34 %) of the respondents rated as rare source of stress to the statement 'I am responsible for too many jobs and helping others to solve their problems'.

Similarly, for the statements 'I receive conflicting requests from two or more people' (32.00 %) and 'my job is too busy' (32.00 %), same number of respondents expressed as rare source of stress [Table 3]. The respondents rated as sometimes source of stress with respect to 'I work on my unnecessary job activities' (23.33 %) followed by 'working condition on my job are below satisfaction' (22.67 %) and 'I do not have time to take an occasional break from the job' (22.00 %). Overall job stress index of rural school teachers was found to be 18.72.



It is clear from the Fig. 3 that majority (84.00 %) of the teachers experienced low level of job stress followed by medium level (16.00 %) and none of them belonged to high level of job stress. It might be due to that most of the teachers have put on a total service of over 12 years hence, they are well acquainted with the nature of their job and do not find their job to be highly demanding. Also, they have clear concept about their job chart, roles and responsibilities which might have helped them to discharge their duties without stress and complete the assigned work with ease. The findings of the study are not in line with Girija *et al.* [3], Vijayalakshmi [6], Manjula [4] and Mohan [5].

CONCLUSION

Stress is very common in day to day life. Now a day's it's become our part of life. We can overcome stress but we cannot avoid stress. Stress is not bad all the time. But it occurs during the work time it will affect our performance in work. Majority (84.00 %) of the teachers experienced low level of job stress followed by medium level (16.00 %) and none of them belonged to high level of job stress.

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