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**A STUDY ON WORK STRESS OF SECONDARY SCHOOL TEACHERS IN VIZIANAGARAM CITY, AP, INDIA**

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**ABSTRACT**

*The purpose of this research study is to identify the role stress in secondary school female teachers living in Vizianagaram city and is a district headquarters of Vizianagaram district in the Indian state of Andhra Pradesh. A total number of 100 teachers belong to 13 Government and private schools located in the study area have participated in the present study. At the conclusion of this study it is seen that Post graduate teachers have higher role stress than graduate teachers and also Government Telugu medium school teachers have higher role stress than their Private and English medium school counterparts.*

**KEYWORDS**

Role Stress, Sampling Statistical techniques, Teacher.

**INTRODUCTION**

 Stress is the "wear and tear" our bodies experience as we adjust to our continually changing environment. It has physical and emotional effect on us and can create positive or negative feelings. Positive influence stress can help compel us to action. It can result in a new awareness and an exciting new perspective. Negative influence it can result in feelings of distrust, rejection, anger, and depression, which in turn can lead to health problems such as headaches, stomach upset, rashes, insomnia, ulcers, high blood pressure, heart disease, and stroke. Adjusting to different circumstances, stress will help or hinder us depending on how we react to it. The most significant or sensible way out is a change in life style. Relaxation techniques such as meditation, physical exercises, listening to soothing music, deep breathing, various natural and alternative methods, personal growth techniques, visualization and massage are some of the most effective of the known non-invasive stress busters. The word 'stress' is defined by the Oxford Dictionary as "a state of affair involving demand on physical or mental energy". A condition or circumstance (not always adverse), which can disturb the normal physical and mental health of an individual. In medical parlance 'stress' is defined as a perturbation of the body's homeostasis. This demand on mind body occurs when it tries to cope with incessant changes in life. A 'stress' condition it seems a 'relative' in nature. Extreme stress conditions, psychologists say, are detrimental to human health but in moderation stress is normal and, in many cases, proves useful. Stress, nonetheless, is synonymous with negative conditions. Today, with the rapid diversification of human activity, we are facing with numerous causes of stress and the symptoms of stress and depression. Stress arises when Individuals perceive that they cannot adequately cope with the demands being made on them or with threats to their will being. Cox, T (1978) observes that stress can only be sensibly defined as a perceptual phenomenon arising from a comparison between the demand on the person and his or her ability to cope. An imbalance in this mechanism, when coping is important, gives rise to the experience of stress, and to the stress response. Palemer, S (1989) defines stress is the psychological, physiological and behavioral response by an individual when they perceive a lack of equilibrium between the demands placed upon them and their ability to meet those demands, which, over a period of time, leads to ill-health. We know that stress does not do the same thing to all people. One of the factors that are involved is how the impact of stress in situations is altered by how it is perceived by individuals who are affected by the situation.

**REVIEW OF THE LITERATURE**

Kyriacou and Sutcliffe (1978) believe that the behavioral gesture of a person, the focus of control and the method of opposing to stress are influential factors in the adjustment of the relationship between job satisfaction and stress and people who have an outside focus control, are faced with more stress. Teacher's burnout may be defined as a syndrome resulting from prolonged teacher stress, characterized by physical, emotional and attitudinal exhaustion (Kyriacou, 1987). High levels of occupational stress often lead to job dissatisfaction, absenteeism and work turnover. Response correlates of teacher stress may be psychological (anxiety, depression), physiological (headaches, tachycardia, hypertension, increased blood pressure) and/or behavioural (alcohol consumption, smoking, life-style, sleeping problems. Kinnune & Leskinen (1989) assessed 142 teachers by repeated self-report during the autumn and spring terms of an academic year. It was found that recovery from stress occurred each weekend during the spring term, but that by the end of the longer autumn term weekend recovery no longer took place. Classroom discipline is also a significant source of stress. Travers & Cooper (1996) found that teachers named lack of government support, lack of information about changes, constant change and the demands of the National Curriculum as among their greatest sources of stress. These 'trickle-down' systemic factors act in addition to and feed into the dynamics of individual organizations (Jennings & Kennedy, 1996). A study of 1000 students teachers (Morton et al, 1997) revealed that classroom management was their second greatest sources of anxiety, the greatest being evaluation apprehension. Of all the stressors reported, classroom management anxiety was the only one that did not decline following teaching practice. Evaluation apprehension is an issue of increasing import, as quality assurance procedures increasingly demand lesson observation. The phenomenon is currently under researched in qualified teachers, although there is a modest body of research on student teachers. Capel (1997) questioned student PE teachers following first and second teaching practices on their levels and sources of anxiety. Evaluation apprehension emerged as the stressor in both practices. A substantial body of contemporary research has examined the cognitive factors affecting individual susceptibility to stress amongst teachers. A study by Pitchers and Soden (1998) has highlighted role overload as a significant stressor in teachers. They assessed levels of strain, organizational roles and stress in 322 Australian and Scottish vocational and PE



lecturers. Strain was found to be average in both national groups, but there were high levels of stress, with role overload emerging as the major cause. Some research has identified a cyclical pattern in the effects of overwork, contingent on the academic year. In another study by Bibou-Nakou et al (1999) the role of attributions was examined. 200 primary schools teachers were presented with four hypothetical class management situations and they were questioned as to their attributions in each case. There was a significant association between internal attributions and symptoms of burnout, suggesting that teachers who blame themselves for difficulties are more vulnerable to stress. Self-efficacy has also been researched as a cognitive vulnerability factor. Lewis (1999) examined teachers' estimations of stress arising from being unable to discipline pupils in the way they would prefer. Overall, maintaining discipline emerged as a stressor, with those worst affected being teachers who placed particular emphasis on pupil empowerment. At the level of the institution factors such as social support amongst colleagues and leadership style have found to be important in affecting levels of stress. Friedman (2000) examined the self-reports of newly qualified teachers and described his findings as the 'shattered dreams of idealistic performance'. Respondents revealed sharp declines in self-efficacy as they found that they could not live up to their ideal performances. A vast number of studies exist in the relevant literature identifying the main job stressors facing teachers. The bulk of evidence points to specific factors that are responsible for high levels of psychological pressure for teachers, such as high ratio between teacher pupils, limited progress of pupils, heavy workload, role overload and role conflict, relationships with colleagues/poor working environment, insufficient salary, status, time/resource difficulties, professional and recognition needs (Laughlin 1984, Manthei & Solman, 1988, , Borg et al, 1991, Guglielmi & Tatrow, 1998). Relevant research evidence derived from studies conducted in mainstream schools (primary and secondary) showed that for secondary school teachers the negative feelings, the area of school, the teachers' goals (occupational and financial) and the gender (Women appeared more vulnerable than men) seemed to be associated with increased stress levels and psychosomatic symptoms (Papastilianou, 1997). Lewis R. (1999) in his study on "Teachers Coping with the stress of Class Room Discipline" explains that the teachers' estimations of stress arose from being unable to discipline pupils in the way they would prefer. Large numbers of teachers report high levels of stress (Jarvis, 2002). Xiao Z., et al (2003) in their study on "Teachers Needs in China" reveal that during the past ten years or more, a majority of researchers job satisfaction in China have mainly focused on urban areas rather than on rural areas with more and more emphasis on education in rural areas, especially in areas of high poverty, recent studies have paid more attention to teacher job satisfaction in rural areas. Sargent, T. and Hannum, E. (2005) in their study on "keeping Teachers Happy job Satisfaction among Primary School Teachers in Rural North-west China" comparative study highlight an in-depth research on teacher job satisfaction in rural north-west China, in terms of community factors, school environment factors, and teacher characteristics. Their findings were mostly in alignment with previous studies, but contrary to their assumptions, however, teachers with greater workloads, felt more satisfied. Further more economic development was negatively connected with teacher's satisfaction. Stressed teachers had more illness, medicine intake, anxiety, depression, and sexual passivity. More psychological and psychosomatic symptoms were reported by teachers experiencing high burnout (Bauer et al., 2006). Studies on the relationship between teacher's occupational stress and their qualification have shown that postgraduate teachers have significantly less job satisfaction on job role item than the undergraduate and graduate teachers (Mondal et al., 2011). Khurshid et al. (2011) showed that the teachers with low income experience more occupational role stress than teachers with higher income level.

## NEED OF THE STUDY

Teacher stress is a much talk of phenomenon, however there is little consensus between different professional groups regarding its etiology, or how to tackle it. Based on a review of international research, it is concluded that teacher stress is a real phenomenon and that high levels are reliable associated with a range of causal factors, including those intrinsic to teaching, individual vulnerability and systemic influences. Limitations with the current research bas of teacher stress are identified; we have a reasonable understanding of the etiology of teacher stress, but little is known about the effects of reducing or mediating the impact of stressors. There are very few studies of effective interventions and none involving large samples or long term follow up. There are serious problems in generalizing findings from stress management in other occupational sectors. As well as addressing these gaps in our understanding, future research based on a social representations approach is needed to allow teachers and stress management practitioners a shared understanding of stress.

## STATEMENT OF THE PROBLEM

The main focus of this study is to find out the stress among school teachers and identify variables causing stress.

## OBJECTIVES OF THE STUDY

This study is carried out to analyse the role of stress among the female secondary school teachers in Vizianagaram city and is a district headquarters of Vizianagaram district in the Indian state of Andhra Pradesh

1. To study the role stress of female teachers and classify them.
2. To study the impact of some school related variables like subjects handled type of management and medium of instruction on role stress of teachers.
3. To study the impact of some personal variables like qualification, marital status, type of family, income of family and experience on role stress of teachers.

## HYPOTHESIS OF THE STUDY

1. There exists no significant difference between graduate and post graduate teachers on their role stress.
2. There exists no significant difference between government and private school teachers on their role stress.
3. There exists no significant difference between English and Telugu Medium school teachers on their role stress.
4. There exists no significant variance between teachers handling different subjects and their role stress.
5. There exists no significant variance between teachers with more, less or middle level experience and their role stress.
6. There exists no significant difference between married and unmarried teachers on their role stress.
7. There exists no significant difference between teachers in nuclear and joint families on their role stress.
8. There exists no significant variance between teachers having high, medium and low incomes on their role stress.

## SCOPE AND LIMITATIONS OF THE STUDY

The scope of the present study is confined to studying the role stress of hundred secondary school teachers using a questionnaire.

## LIMITATIONS OF THE STUDY

1. The study is limited to 100 teachers working in Vizianagaram town.
2. The study is limited to 2 types of schools.
  - (i) Urban Private Schools (Telugu & English Medium Schools)
  - (ii) Urban Government Schools (Telugu Medium)
3. The study is limited to female teachers of Vizianagaram city only.

**VARIABLES OF THE STUDY**

The variables chosen for the study are:

S.No	Independent Variable	Dependant Variable
1	Educational Qualification	Graduate/Post graduate
2	Type of Management	Government/Private
3	Medium of Instruction	English/Telugu
4	Subjects handled	Languages, Mathematics, Physical Science, Biological Science, Social Studies
5	Experience as teacher	More/Middle level/low
6	Marital Status	Married/Unmarried
7	Type of Family	Nuclear/Joint family
8	Income of Family	High/middle/Low

**METHODOLOGY AND COLLECTION OF DATA**

The present study is based on sampling and statistical techniques. Sampling has been conducting through a survey among 100 female secondary school teachers in Government and Private schools located in the study area. The author personally went to each of the selected teachers took permission from the respective heads of the institution and administered the tool to 100 teachers. Before administering the questionnaire teachers were informed that their responses would be treated as strictly confidential. They were asked to be frank in their responses and teachers were asked to respond all the items.

**TOOLS USED IN THE STUDY**

The tool used was a modified version of the tool prepared by Prof. Mrs. Vijayalakshmi Ghali. A pool of 40 items was made and after consultation relevant to causing stress among school teachers. The three option were strongly agree, neutral and disagree and marks were given on likert model as 3,2,1 for positive statements and vice versa for negative statements.

**SAMPLE SIZE**

S.No	Type of School	Area	No. of Schools	No. of Teachers
1	Government Schools	Urban	7	50.
2	Private Schools	Urban	6	50
	Total		13	100

**STATISTICAL TECHNIQUES USED**

Various statistical techniques like Arithmetic Mean, Standard Deviations, Skewness, Kurtosis, 't' Value, Correlation Coefficient, Anova were used for the analysis of obtained data.

**ANALYSIS AND INTERPRETATIONS**

Organization of data: The mass of data collected through the use of various suitable and valid tools, are raw. It needs to be systematized and organized i.e., edited, classified, and tabulated before it can serve any worthwhile purpose.

Analysis of the data: Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simple points and putting the points together in new arrangements for purpose of interpretation. A plan of analysis can and should be prepared in advanced before the actual collection of material. Data should be studied from as many angles as possible to find out new and newer facts.

**ROLE STRESS OF TEACHERS**

In attempting to assess the status of teachers, the overall Role Stress of teachers was calculated. Table 1 presents mean, S.D. Skewness and Kurtosis of the whole sample of teachers with respect to their role stress.

**TABLE 1: ROLE STRESS OF TEACHERS – WHOLE SAMPLE**

Sample	N	Mean	% of Mean	S.D	Kurtosis	Skewness
Whole	100	51.12	68	5.28	2.93	-4.001

Table 1 presents descriptive statistics of whole sample role stress. The mean and % of mean role stress of teachers is 51.12 and 68 with SD being 5.28 i.e., teachers have a fair amount of role stress. The Skewness value of distribution is -4.001 and Kurtosis is 2.93 indicating that the distribution is Leptokurtic and negatively skewed. Stress is inevitable in any organization in optimal limits. It motivates and mobilizes the potentialities of the individual to work more effectively. However increasing amount of stress for prolonged periods may create overwhelming frustration and anxiety in the individuals which may in turn affect their morale. In this study it is found that teachers are on the threshold of reaching distress levels of stress. Thus, it is necessary that teachers stress factors are identified and stress busting techniques are practiced.

**CLASSIFICATION OF TEACHERS ON THE BASIS OF THEIR ROLE STRESS**

Teachers were classified on the basis of their properties as

- Teachers with High Role: Scores greater than mean + S.D i.e., >56
- Teacher with Moderate Role Stress: Scores between mean + SD and mean -SD i.e., 45 – 56
- Teachers with poor role Stress: Scores less than mean -SD i.e., < 45

**TABLE 2: CLASSIFICATION OF TEACHERS ON THE BASIS OF THEIR ROLE STRESS**

S.No	Classification	Score Range	N
1	High Role Stress	> 56	13
2.	Moderate Role Stress	45 – 56	85
3	Poor Role Stress	<45	2

From the table 2, it is observed that there are only 2 teachers with poor role stress. A large number i.e., 85% of teachers have average role stress and 13 % have role stress. Stress at work place is a relatively new phenomenon of modern day life style. The nature of work has undergone drastic changes and stress as a phenomenon has invaded all professions teaching profession being no exception. The data in table 2 is a grim reality and alarm signal as where 98% of teachers have reported to be having substantial amount of role stress.

**ROLE STRESS AND QUALIFICATION OF TEACHERS**

One of the objective of the study was to find out the difference between graduates and post graduate teachers in their role stress and data pertaining to it is presented in table 3.

**TABLE 3: ROLE STRESS OF GRADUATE AND POST GRADUATE TEACHERS**

Variable	N	Mean	% of Mean	SD	't' value
Graduate	60	51.32	68.42	12.97	2.558*
Post Graduate	40	51.8	69.06	12.22	

\* Significant at 0.05 level

The mean value of the role stress of the 60 graduate's teachers is 51.32, SD is 12.97 and the percentage of mean is 68.42. In comparison the mean, % of mean and SD for role stress of post graduate teachers is 51.8, 69.06 and 12.22. The 't' value obtained to find the significance of mean difference between graduate and post graduate teachers is 2.558 which is significant at 0.001 level. Post graduate teachers are probably not satisfied with their job. Since, they are having higher qualifications. Also they are teaching at secondary levels and hence more stressed since their teaching is linked to student achievement results. Hence the hypothesis 1 formulated that there exists no significant difference between graduate and post graduate teachers on their role stress is rejected.

#### INFLUENCE OF TYPE OF SCHOOL AND ROLE STRESS OF TEACHERS

The present study attempted to find out the difference between the Government and Private School teachers on role stress and data pertaining to it is provided in a table 4.

**TABLE 4: ROLE STRESS OF GOVERNMENT AND PRIVATE SCHOOL TEACHERS**

Variable	N	Mean	% of Mean	SD	't' value
Graduate	50	51.9	69.2	9.64	2.58106*
Post Graduate	50	51.12	68.16	15.50	

\* Significant at 0.05 level

The mean value of the role stress of government school teachers is 51.9, SD is 9.642857 and the % value is 69.2, mean value of the role stress of private teachers is 51.12. SD is 15.4955102 and the % of mean value is 68.16. The 't' value for significance for mean difference between government and private school teachers role stress is 2.58 which indicates that the difference is significant. It is rather surprising that government school teachers have expressed that they have higher role stress than their private school counterparts. It is a general feeling that teachers in private schools have more work load, lesser pays and are generally not happy. But it is probable that in spite of all there they are not having a role stress and are experiencing job satisfaction. It is possible that government school teachers are working in very pathetic conditions and are under stress to produce extraordinary results at times. Hence the hypothesis 2 formulated that there exists no significant difference between government and private school teachers on their role stress is rejected.

#### INFLUENCE OF MEDIUM OF INSTRUCTION ON ROLE STRESS OF TEACHERS

The study attempted to find out the difference between the teachers of English and Telugu medium school on their role stress and data pertaining to it is provided is table 5.

**TABLE 5: ROLE STRESS OF ENGLISH AND TELUGU MEDIUM SCHOOL TEACHERS**

Variable	N	Mean	% of Mean	SD	't' value
English Medium	41	51.04878	68.065	9.64	2.8839*
Telugu Medium	59	51.82.50	69.107	15.50	

\* Significant at 0.01 level

The mean value of the role stress of English medium school teachers is 51.04878, SD is 16.547560 and % mean value is 68.065 and in comparison the mean value of the role stress of Telugu Medium teachers is 51.83050, SD is 9.832846 and the % mean value is 69.107. The 't' value for significance of mean difference between English Telugu medium school teachers is 2.88 and is significant at 0.01 level. It indicates that Telugu Medium school teachers are experiencing more role stress than English medium school teacher. This result is in tune with the earlier finding that government school teachers and experiencing more role stress since most private schools are English medium schools. Thus, the hypothesis 3 id formulated that there exists no significant difference between English and Telugu medium school teachers on their role stress is rejected.

#### INFLUENCE OF SUBJECT HANDLED ON ROLE STRESS TEACHERS

Teachers were grouped into 5 groups based on the subjects they teach i.e., (i) Language teachers (ii) Mathematics (iii) Natural Sciences (iv) Physical Science (v) Social Studies. The following Table 6 presents data related to it.

**TABLE 6: ROLE STRESS OF TEACHERS AND SUBJECT HANDLED**

Subject handled	Mean	SD	% of Mean
Languages	51	13.3333	68
Mathematics	52	11.8242	69.33
Natural Science	49	6.5277	65.33
Physical Science	52	13.1025	69.33
Social Studies	52	14.4952	69.33

#### ANOVA

Source of Variation	Sum of Variation	Df	Mean Square	F
Between Groups	55.978	4	14	1.162 <sup>NS</sup>
With in Groups	1191.011	95	13	
Total	1246.99	99		

NS: Significant at 0.05 level

From the table 6 it can be seen that Natural science teachers have least stress i.e., % of mean role stress is 65.33, Mathematics, Science and Social have identical role stress of 69.33%. But the ANOVA table shows that there is no significant variance between teachers teaching different subjects as evidenced by F obtained 1.116. The facilities or treatment method out to teacher do not appear to be dependent on their subjects. It is not a person or subject which is influencing their role stress but other factors which are causing their role stress. Hence the hypothesis 4 formulated that there exists no significant variance between teachers handling different subjects and their role stress is accepted.

#### INFLUENCE OF EXPERIENCE ON ROLE STRESS

One of the objectives of the study is to find out the influence of experience on role stress of teachers. The following table .7 presents ANOVA data pertaining to influence of experience on role stress of teachers.

**TABLE 7: EXPERIENCE AND ROLE STRESS OF TEACHERS**

Experience	Mean	SD	% of Mean
More experience (>15 yrs)	49	11.3142	65.33
Middle level experience (5-10 yrs)	51	9.9173	68
Less experience (<5 yrs)	52	12.4283	69.33

#### ANOVA

Source of Variation	Sum of Variation	Df	Mean Square	F
Between Groups	12.3244	2	61	5.275106
With in Groups	124.666	97	12	
Total	1246.99	99		

From the table 7 it can be seen that the stress of teacher decreases with experience. The mean and % of mean role stress for teachers with experience less than 5 years is 69.33, for those with 5-10 years experience it is 68, and for those with experience greater than 15 years it is 65.33, but the 'F' value calculated is 5.26 which shows that variance is significant. Teacher's role stress is decreasing with advancing age. This phenomenon could be probably attributed to the fact that older teachers have adjusted to the demands of their job and are able to live with the difficulties they encounter. Also, the youngsters since they are new

entrants are probably a little apprehensive and hence higher role stress, but the worrying factor is that they are on the threshold of distress. In contract with the present study where experience influences role stress, Usha (1993) in her study didn't find any significant difference in role that middle aged teachers on the basis of their tenure of service but Gupta (1993) found that middle aged teachers perceived more role conflict that younger and older teachers. Hence the hypothesis 5 formulated that there exists no significant variance between teachers with more, middle level and less experience on their role stress is rejected.

#### ROLE STRESS AND MARITAL STATUS OF TEACHERS

The study attempted to find out the difference between married and unmarried teachers and data pertaining to it is provided in table 8.

**TABLE 8: ROLE STRESS AND MARITAL AND UNMARRIED TEACHERS**

Variable	N	Mean	% of Mean	SD	't' value
Married	91	52.6593	68.88	12.44	4.53*
Unmarried	9	50	66.76	13	

\* Significant at 0.01 level

The mean value of the role stress of married teachers is 51.6593, SD 12.4493278 and the percentage of mean is 68.879. The mean role stress value of the unmarried teachers is 50, SD is 13. The 't' value obtained is 4.53 which teachers is significant at 0.01 level. Hence it is can be seen that married and unmarried teachers have perceived a significantly higher role stress than unmarried teachers. Marriage makes a women teacher perform multiple roles at home as a mother, a wife, a daughter-in-law etc. The dual role of housekeeping and teaching appears to have cast a significant influence on the teachers role stress. The over burden of dual responsibilities is probably influencing the role stress of married teachers. Paratkar, G.Subhada (1994) did not find a correlation between role stress and marital status in contract to the findings of the present study which found that marital status had an impact on the role stress of teachers. Hence the hypothesis 6 formulated that there exists no significance difference between married and unmarried teachers on their role stress is rejected.

#### ROLE STRESS OF ENGLISH AND TELUGU MEDIUM SCHOOL TEACHERS

The study attempted to find out the difference between joint family and nuclear family teachers. The data pertaining to this is given in table 9.

**TABLE 9: ROLE STRESS OF ENGLISH AND TELUGU MEDIUM SCHOOL TEACHERS**

Variable	N	Mean	% of Mean	SD	't' value
Joint Family	48	50.75	67.66	12.10638	2.4319*
Nuclear Family	52	52.211	69.61	12.24849	

\* Significant at 0.05 level

The mean value of the role stress of Joint family teachers is 50.75, SD is 12.10638 and the % of mean value is 67.66. The mean value of the role stress of nuclear family teachers is 52.34, SD is 12.24849 and the percentage of mean value is 69.61. The 't' value is 2.4319 which shows that the differences between the joint family and nuclear family teachers is significant at 0.05 level. The result shows that teachers in nuclear family are experiencing higher role stress than those in joint family. This may be probably due to the fact that the stress at home may be transferred to school. The teachers of nuclear families have many more responsibilities at home. So maybe they are getting stressed out faster than their joint family counterparts. Hence, the hypothesis 7 formulated that there exists no significant difference between teachers in nuclear and joint families on their role stress is rejected.

#### INFLUENCE OF FAMILY INCOME ON ROLE STRESS

One of the objectives of the study was to find out the influence of family income on role stress of teacher and table 10 presents data pertaining to it.

**TABLE 10: ROLE STRESS AND FAMILY INCOME**

Groups	Mean	% of Mean	SD
High Income	52	69.33	9.95755102
Medium Income	50	66.66	16.42192192
Low Income	53	70.66	8.025641026

#### ANOVA

Source of Variation	Sum of Squares	df	Mean Square	F
Between Groups	71.57312	2	36	2.953246*
With in Groups	1175.417	97	12	
Total	1246.99			

\* Significant at 0.05 level

From the data in table 10 it can be seen that teachers of high and low income have similar role stresses i.e., mean and percentage of mean role stress are 52, 69.33 and 53, 70.66. But teachers of medium income have comparatively lesser role stress i.e., 50 and % of mean 66.66. But the 'F' value obtained 2.95 indicates that the differences is not significant. Hence the hypothesis 8 formulated that there exists no significant difference between teachers of high, low medium level incomes on their role stress is accepted.

#### HYPOTHESIS TESTING

The table 11 given on the next page presents an overall picture of the hypothesis testing data.



TABLE 11: OVERALL PICTURE OF THE HYPOTHESIS DATA

S. No.	Hypothesis	Variable	't' / F Values	Test of Significance	Finding
1	There exists significant difference between graduate and post graduate teachers on their role stress.	Gradates = 60 Post Graduate = 40	t = 2.56*	Significant at 0.05 level	Hypothesis is rejected. Post graduate teachers have higher role stress.
2	There exists no significant difference between government and private school teachers on their role stress	Government = 50 Private = 50	t = 2.58*	Significant at 0.05 level	Hypothesis is rejected. Government school teachers have higher role stress.
3	There exists no significance difference between English and Telugu Medium school teachers on their role stress.	English Medium = 41 Telugu Medium = 59	t = 2.88*	Significant at 0.01 level	Hypothesis is rejected. Telugu medium school teachers have higher role stress.
4	There exists no significant variance between teachers handling difference subjects on their role stress	Languages = 51 Mathematics = 52 Natural Science = 49 Physical Science = 52 Social Studies = 52	F = 1.12 <sup>NS</sup>	Not significant at 0.05 level	Hypothesis is accepted. Subject handled doesn't influence role stress
5	There exists no significant variance between teachers with more, middle level or less experience on their role stress	More Experience = 49 Middle Experience = 51 Less experience = 52	F = 5.27*	Significant at 0.01 level	Hypothesis is rejected. Role stress of teachers decreases with experience.
6	There exists no significance difference between married and unmarried teachers on their role stress	Married teacher Unmarried	t = 4.53*	Significant at 0.01 level	Hypothesis is rejected. Role stress of married teachers is more.
7	There exists no significant difference between teachers in nuclear and joint families on their role stress	Nuclear families Joint families	t = 2.43*	Significant at 0.05 level	Hypothesis is rejected. Role stress of teacher is more for nuclear family teachers
8	There exists no significant variance between teachers having high medium and less increase on their role stress.	High income Medium income Low income	F = 2.65 <sup>NS</sup>	Not significant at 0.05 level	Hypothesis is accepted. Family income does not influence role stress of teachers.

## STUDY FINDINGS

From the data analysis the following findings were found in the study:

1. The whole sample means of role stress of teachers and % of mean are 51.12 and 68 with SD being 5.28.
2. The Kurtosis and Skewness of overall role stress of teachers are 2.93 and 4.001 respectively.
3. 13 teachers are having high role stress, 85 are having moderate role stress and only 2 teachers are having poor role stress.
4. The mean, % of mean and SD of graduate teachers is 56.32, 68.42 and 12.97 while that of post graduate teachers is 51.8, 69.06 and 12.22 respectively.
5. The 't' value for mean difference of role stress between graduate and post graduate teachers is 2.558 which is significant at 0.05 level.
6. The mean, % of mean and SD of Government school teachers is 51.9, 67.2 and 96.4 in comparison that of private school being 51.12, 68.16 and 15.495 respectively.
7. The 't' value for mean difference of role stress between government and private school teachers is 2.58 which is significant at 0.05 level.
8. The mean, % of mean and SD for role stress of English and Telugu Medium school teachers are 51.05, 68.06 and 16.548 and 51.82, 69.11 and 9.83 respectively.
9. The 't' value for mean difference of role stress between English and Telugu medium school teachers is 2.88 which is significant at 0.01 level.
10. The mean and % of mean, role stress of language, maths, natural science, physical science and social studies teachers are 51 & 68, 52 & 69.33, 49 & 65.33 and 52 & 69.33 respectively.
11. The F value for variance in role stress of teachers with respect to subject handled is 1.12 which is not significant at 0.05 level.
12. The mean and % of mean role stress of teachers with respect to experience are 49 & 65.33 for more experience, 51 & 68 for middle level experience and 52 & 69.33 for less experience.
13. The F Value for variance in role stress of teacher with respect to their experience is 5.28 which is significant at 0.01 level.
14. The mean, % of mean and SD of role stress for married teachers is 51.66, 68.88 and 12.44 while that of their unmarried counterparts is 50, 66.67 and 13 respectively.
15. The 't' value for mean difference between married and unmarried teachers role stress is 4.53 which is significant at 0.01 level.
16. The joint and nuclear family teachers role stress, mean, % of mean and SD are 50.73, 67.66 and 12.102 and 52.21, 69.61 & 12.25 respectively.
17. The 't' value of mean difference between teachers of joint and nuclear family is 2.43 which is not significant at 0.05 level.
18. The mean, % of mean and SD role stress of high income teachers is 52, 69.33, 9.96, that of medium income teachers is 50, 66.66, 16.42 and that of low income teachers is 53, 70.66, 8.03 respectively.
19. The F value for variance in role stress of teachers of different income groups is 2.95 which are not significant at 0.05 level.

## CONCLUSIONS

From the findings of the study, the following conclusions are drawn:

1. The stress is having a fair amount of role stress and distribution is leptokurtic and negatively skewed.
2. Most of the teachers are having moderate level role stress.
3. Post graduate teachers have higher role stress than their graduate counterparts.
4. Government Telugu medium school teachers have higher role stress than their Private and English medium school counterparts.
5. Subject handled is not casting its influence on role stress of teachers.
6. Experience is not having a bearing on the role stress of teachers.
7. Marital status and type of family have a significant impact on role stress of teachers.
8. Family income does not cast its impact on role stress of teachers.

In real life, occupational stress is an inevitable phenomenon and it exists in all kinds of occupation although it varies in degree and extent. There is no doubt that the teaching profession in India is highly stressful as is known from public opinions and the results revealed in the present study. If teacher stress is left unresolved, it will have substantial negative impacts on teachers' physical and mental health. Worst still, this will accelerate the turnover rate of teachers and aggravate the problem of teacher shortage. The whole educational system will be impaired and inefficiency will ensue. In view of all the possible adverse consequences of teacher stress, certain measures must be undertaken to alleviate teacher stress and strain in order to enhance their enthusiasm in teaching.



From the results of the present study, a few recommendations are raised for school management's authorities, teachers' organizations and the Educational Department.

### RECOMMENDATIONS FOR SCHOOL AUTHORITY

The following recommendations are proposed for school authority to help in reducing teacher stress and strain:

1. The school authority should try to have more interactions with teachers as well as create more opportunities for communications among members of the staff. This can be done by organizing informal social gathering and various kinds of extra curricula activities for teachers with the aim to promote mutual understanding and concern among teachers. The principal should actively taken part in these activities and try to establish a friendly and supportive relationship with the staff.
2. The school authority should find ways to minimize the heavy work load of teachers by lifting some of the non teaching duties of teachers and distributing evenly the work load among teachers.
3. Efforts should be made in school to see that teachers have opportunity to fulfill their needs in self actualization, autonomy and esteem in order to avoid the feeling of strain. The school authority should help teachers to develop their potential in teaching by allowing them a higher degree of flexibility and independence in teaching. Besides, the school authority should promote the image of teachers are deserving respect.
4. Orientation programs should be conducted for younger and inexperienced teachers so that they can familiarize themselves with their work quickly and easily.

### RECOMMENDATIONS FOR TEACHERS' ORGANIZATIONS

Below are some recommendations proposed for teachers' organizations to help in reducing teachers' stress and strain:

1. Teachers' organizations should organize seminars and workshops to help teachers cope with work stress and reduce the feeling of strain. The Hong Kong professional teachers' Union occasionally organizes seminars on stress management. Teachers who are young, of graduate status and teaching lower forms should be encouraged to participate,
2. They should arouse the awareness of teachers towards the importance of social support especially from supervisors and co-workers and persuade them to seek support whenever stress and strain arise.
3. They should try to fight for increasing the benefits of teachers in terms of monetary and non monetary rewards so that teachers' security needs can be fulfilled.
4. They should provide counseling service to stressed and strained teachers.

### RECOMMENDATIONS FOR THE EDUCATION DEPARTMENT

The Education department should play a role in redressing the problem of teacher stress. The following are some proposed methods to do so;

1. The education department should see to the needs of the teachers by discussing with the government on increasing the welfare benefits and upgrading the social status of teachers. Besides, rules should be set to ensure that teachers have authority and control over their own teaching and have rights to participate in school decision making.
2. Work overload was found to cause tremendous stress and strain in teachers. The education department should increase the teacher to class ratio so as to each school so that more clerical staff can be employed to relief the non teaching duties of teachers.
3. The education department should provide more teaching aids and resources for different subjects so that teachers can get more information handily.

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In this age of Commerce, Economics, Computer, I.T. & Management and cut throat competition, a group of intellectuals felt the need to have some platform, where young and budding managers and academicians could express their views and discuss the problems among their peers. This journal was conceived with this noble intention in view. This journal has been introduced to give an opportunity for expressing refined and innovative ideas in this field. It is our humble endeavour to provide a springboard to the upcoming specialists and give a chance to know about the latest in the sphere of research and knowledge. We have taken a small step and we hope that with the active co-operation of like-minded scholars, we shall be able to serve the society with our humble efforts.

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