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Influence of demograpgic profiles on teacher stress: a study on high school teachers

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Abstract
In the present study the investigator attempted to measure the level of teacher stress experienced by high school teachers and to find out whether there is any significant association between various demographic variables (Gender, Marital Status, School Management and School Locality) and the level of teacher stress among high school teachers. Normative survey method was adopted by the investigator for the present study. The sample of the study includes 324 high school teachers selected through stratified random sampling technique from various high schools located in Kulgam district of Jammu and Kashmir state. Teacher stress scale (TSS) developed by the investigator (2016) was used to collect data from the respondents. For statistical treatment of the data, the investigator applied frequency, percentage and chi-square test by keeping in view the objectives of the study. Findings of the study revealed that the majority i.e. 143 (44.13%) of the high school teachers had average level of teacher stress, 109 (33.65 %) had low level of teacher stress and the remaining 72 (22.22 %) had high level of teacher stress. Further the findings revealed that there was significant association between the level of teacher stress and the various demographic variables selected for the present study.

Keywords: stress, teacher stress, high school teachers, job stress

1. Introduction
Stress is a common feature in our lives, especially as the pace of development increases. Stress is a feeling of tension, which is both physical and emotional. Stress could be caused by physiological, psychological and environmental demands. Stress is difficult to define precisely. The concept of stress was first introduced in the life sciences by Selye Hans in 1936. It was derived from the Latin word 'stringere'; it meant the experience of physical hardship, starvation, torture and pain. Selye Hans, 1936 defined stress as "the nonspecific response of the body to any demand placed upon it". Further, stress was defined as "any external event or internal drive which threatens to upset the organismic equilibrium". Although the teaching profession has traditionally been regarded as low stress occupation (French *et al*., 1982) but during the past two decades the situation is somersaulted (Olivier & Venter, 2003) [6]. Teaching is becoming more challenging as a profession: a more paper work, more bureaucracy and more unruly classes. Worldwide surveys reveal widespread concern about the effects of stress on teachers' sense of well-being and their willingness to stay in the profession. Compared to the general population, teachers are at risk for higher levels of psychological distress and lower levels of job satisfaction (Schonfield, 1990). Borg (1990) reported that up to one third of the teachers perceive their occupation as highly stressful. Teaching related stress, commonly termed as teacher stress is defined as a teacher's experience of "unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from some aspect of their work as a teacher" (Kyriacou, 2001) [4]. It is beyond doubt that stress within teaching has far reaching consequences on the entire system of Education and is considerable. Therefore it becomes therefore to study the teacher stress among high school teachers and the influence of some demographic variables on level of stress experienced by teachers. Hence a need was felt to investigate the same.

2. Variables of the study
Main Variable
Teacher stress is the main variable for the present study.

Background Variables
Gender, Marital Status, School Management and School Locality are the background variables for the present study.

3. Objectives
1. To measure the level of teacher stress among high school teachers.
2. To find out whether there is any significant association between the gender and the level of teacher stress among high school teachers.
3. To find out whether there is any significant association between the marital status and the level of teacher stress among high school teachers.
4. To find out whether there is any significant association between the school management and the level of teacher stress among high school teachers.
5. To find out whether there is any significant association between the school locality and the level of teacher stress among high school teachers.

4. Hypotheses
1. There is any significant association between the gender

and the level of teacher stress among high school teachers.
2. There is any significant association between the marital status and the level of teacher stress among high school teachers.
3. There is any significant association between the school management and the level of teacher stress among high school teachers.
4. There is any significant association between the school locality and the level of teacher stress among high school teachers.

5. Methodology

Method

Normative survey method was used as a method of investigation for the present study. The normative survey method describes and interprets what exists at present.

Population of the study

The population for the present study consisted of all high school teachers working in high schools situated in Kulgam district of Jammu and Kashmir state.

Sample and Sampling technique

Stratified random sampling technique was employed by the investigator to select 324 high school teachers from the 32 high schools situated in Kulgam district of Jammu and Kashmir state.

Tools used for the study

Teacher Stress scale developed by the investigator (2016) was used for collecting data for the present study. The scale consists of 39 likert type items, each item having five alternatives viz Always (5), Frequently (4), Undecided (3), Rarely (2) and Never (1).Therefore, one can get a minimum score of 39 and a maximum score of 195 on this scale. The scores below 122, 8122-134 and above 134 indicate low, average and high level of teacher stress respectively.

Statistical techniques used

The investigator used frequency, percentage and Pearson's chi- square test for statistical analysis of the collected data.

6. Analysis and Interpretation of data

6.1 Measurement of teacher stress among high school teachers

Table 1: Classification of high school teachers on the basis of their level of Teacher Stress

S. No	Level of Teacher Stress	Number of Teachers	Percentage
1.	Low	109	33.65
2.	Average	143	44.13
3	High	72	22.22
	Total	324	100.00

From the Table 1 it is clear that the majority i.e. 143 (44.13%) of the high school teachers had average level of teacher stress, 109 (33.65 %) had low level of teacher stress and the remaining 72 (22.22 %) had high level of teacher stress.

6.2 Gender and level of teacher stress

Table 2: Classification of high school teachers on the basis of their Gender and level of Teacher Stress

Gender	Level of teacher stress			Total	Chi-square value	p-value
	Low	Moderate	High			
Male	51 (15.74)	119 (36.72)	16 (4.93)	186 (57.40)	30.138	.000**
Female	21 (6.48)	73 (22.53)	44 (13.59)	138 (42.60)		
Total	72 (22.22)	192 (59.25)	60 (18.51)	324 (100)		

P<0.01
** Significant at 0.01 level
Note: Figures in brackets represent percentage to total.

Table 2 reveals that out of 186 male high school teachers, 51(15.74%) had low level of teacher stress, 119(36.72%) had moderate level of teacher stress and the remaining 16(4.93%) had high level of teacher stress. Among the 138 female high school teachers, 21 (6.49 %) had low level of teacher stress, 73 (22.53%) had moderate level of teacher stress and the remaining 44 (13.59%) had high level of teacher stress.

To test the hypothesis that the level of teacher stress among high school teachers is independent of Gender, chi-square test has been applied. Since the p value is less than 0.01, the null hypothesis is rejected at 1 % level of significance and hence it is concluded that there is significant association between gender and the level of teacher stress among high school teachers.

6.3 Marital status and level of teacher stress

Table 3: Classification of high school teachers on the basis of their Marital Status and level of Teacher Stress

Marital Status	Level of teacher stress			Total	Chi-square value	p-value
	Low	Moderate	High			
Married	60 (18.52)	124 (38.27)	22 (6.79)	206 (63.58)	30.984	.000**
Unmarried	12 (3.70)	68 (20.98)	38 (11.72)	118 (36.41)		
Total	72 (22.22)	192 (59.25)	60 (18.51)	324 (100)		

P<0.01
** Significant at 0.01 level
Note: Figures in brackets represent percentage to total.

Table 3 reveals that out of 206 married high school teachers, 60 (18.52) had low level of teacher stress, 124 (38.27) had moderate level of teacher stress and the remaining 22 (6.79) had high level of teacher stress. Among the 118 unmarried high school teachers, 12 (3.70) had low level of teacher stress, 73 (22.53) had moderate level of teacher stress and the remaining 38 (11.72) had high level of teacher stress.

To test the hypothesis that the level of teacher stress among high school teachers is independent of Marital Status, chi-square test has been applied. Since the p value is less than 0.01, the null hypothesis is rejected at 1 % level of significance and hence it is concluded that there is significant association between marital status and the level of teacher stress among high school teachers.

6.4 School Management and Level of Teacher Stress

Table 4: Classification of high school teachers on the basis of their School Management and level of Teacher Stress

School Management	Level of teacher stress			Total	Chi-square value	p-value
	Low	Moderate	High			
Government	30 (9.25)	98 (30.24)	9 (2.77)	137 (42.28)	24.347	.000**
Private	42 (12.97)	94 (29.01)	51 (15.74)	187 (57.71)		
Total	72 (22.22)	192 (59.25)	60 (18.51)	324 (100)		

P<0.01
** Significant at 0.01 level
Note: Figures in brackets represent percentage to total.

Table 4 shows that out of 137 government high school teachers, 30 (9.25%) had low level of teacher stress, 98 (30.24%) had moderate level of teacher stress and the remaining 9 (2.77%) had high level of teacher stress. Among the 187 private high school teachers, 42 (12.97%) had low level of teacher stress, 94 (29.01%) had moderate level of teacher stress and the remaining 51 (15.74%) had high level of teacher stress.

To test the hypothesis that the level of teacher stress among high school teachers is independent of age, chi-square test has been applied. Since the p value is less than 0.01, the null hypothesis is rejected at 1 % level of significance and hence it is concluded that there is significant association between school management and the level of teacher stress among high school teachers.

6.5 School Management and Level of Teacher Stress

Table 5: Classification of high school teachers on the basis of their School Management and level of Teacher Stress

Gender	Level of teacher stress			Total	Chi-square value	p-value
	Low	Moderate	High			
Government	30 (9.25)	98 (30.24)	9 (2.77)	137 (42.28)	24.347	.000**
Private	42 (12.97)	94 (29.01)	51 (15.74)	187 (57.71)		
Total	72 (22.22)	192 (59.25)	60 (18.51)	324 (100)		

P<0.01
** Significant at 0.01 level
Note: Figures in brackets represent percentage to total.

Table 5 shows that out of 137 government high school teachers, 30 (9.25%) had low level of teacher stress, 98 (30.24%) had moderate level of teacher stress and the remaining 9 (2.77%) had high level of teacher stress. Among the 187 private high school teachers, 42 (12.97%) had low level of teacher stress, 94 (29.01%) had moderate level of teacher stress and the remaining 51 (15.74%) had high level of teacher stress.

To test the hypothesis that the level of teacher stress among high school teachers is independent of School Management, chi-square test has been applied. Since the p value is less than 0.01, the null hypothesis is rejected at 1 % level of

significance and hence it is concluded that there is significant association between school management and the level of teacher stress among high school teachers.

6.6 School Locality and Level of Teacher Stress

Table 6: Classification of high school teachers on the basis of their School Management and level of Teacher Stress

School locality	Level of teacher stress			Total	Chi-square value	p-value
	Low	Moderate	High			
Rural	41 (12.65)	150 (46.29)	18 (5.55)	209 (64.51)	48.554	.000**
Urban	31 (9.57)	42 (12.96)	42 (12.96)	115 (35.49)		
Total	72 (22.22)	192 (59.25)	60 (18.51)	324 (100)		

P<0.01
** Significant at 0.01 level
Note: Figures in brackets represent percentage to total.

It is clear from the Table 6 that out of 209 high school teachers working in rural areas, 41 (12.65 %) had low level of teacher stress, 150 (46.29 %) had moderate level of teacher stress and the remaining 18 (5.55 %) had high level of teacher stress. Among the 115 high school teachers working in urban areas, 31 (9.57 %) had low level of teacher stress, 42 (12.96 %) had moderate level of teacher stress and the remaining 42 (12.96 %) had high level of teacher stress.

To test the hypothesis that the level of teacher stress among high school teachers is independent of School Locality, chi-square test has been applied. Since the p value is less than 0.01, the null hypothesis is rejected at 1 % level of significance and hence it is concluded that there is significant association between school locality and the level of teacher stress among high school teachers.

7. Findings of the study

1. Majority i.e. 143 (44.13%) of the high school teachers had average level of teacher stress, 109 (33.65 %) had low level of teacher stress and the remaining 72 (22.22 %) had high level of teacher stress.
2. There is significant association between gender and level of teacher stress among high school teachers.
3. There is significant association between marital status and level of teacher stress among high school teachers.
4. There is significant association between school management and level of teacher stress among high school teachers.
5. There is significant association between school locality and level of teacher stress among high school teachers.

8. Conclusion

The investigator attempted to study the teacher stress experienced by the high school teachers and the influence of some demographic factors on their stress levels. Majority of the high school teachers selected for the study exhibited average level of teacher stress. Further, demographic factors like gender, marital status, school management and school locality were found to have significant influence on the teacher stress among the high school teachers.

9. References

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