

A STUDY OF OCCUPATIONAL STRESS AND ORGANIZATIONAL CLIMATE OF HIGHER SECONDARY TEACHERS

By

A. SNEHA BENEDICTA

** Assistant Professor, Century Foundation College of Education Tirupur, Tamilnadu.*

ABSTRACT

This study mainly aims to describe the occupational stress and organizational climate of higher secondary teachers with regard to gender, locality, family type, experience and type of management. Simple random sampling technique was adopted for the selection of sample. The data is collected from 200 higher secondary teachers from government and private schools. The tool used in this study is Santhappan's Teacher Stress Source Scale and Organizational Climate Scale (1987). In this study, the investigator found that the higher secondary teachers are having high occupational stress and need better organizational climate.

Keywords: Occupational Stress, Organizational Climate, Higher Secondary Teachers

INTRODUCTION

The destiny of a nation is decided in the classrooms, in which teachers play a significant role. A number of external forces act upon a teacher and shapes his or her behavior in implementing the educational policy of a nation.

The human interaction that takes place in the school plays an important role as the school is a web of interaction among people, who live and work together in a particular way. This interaction forms the basis for the prevailing environment in any institution. The environment in which they work sometimes stimulates good relationship and good learning and sometimes bad relationship and poor learning.

The success of education depends upon the standard of the teachers as well as the character and competence of the teachers. It is therefore very important that qualified teachers are to be recruited to the teaching profession and necessary conditions are to be provided to work effectively with all involvement and devotion.

Need and Importance of the study

The nature of work is changing at whirlwind speed. Perhaps now, more than ever before, job stress poses threat to the health of workers. The primary sources of occupational stress within an organization originate from four areas. These areas include task demands, physical demands, role demands and interpersonal demands. A separate class of

stress research has emphasized on the determination of how stress develops in organizations, as opposed to the identification of additional stress, or the assessment of stress in terms of quality or quantity. Improving communication is another critical step in preventing occupational stress. If workers are given the opportunity to participate in decisions and actions affecting their jobs, uncertainty about career development and security may be reduced. Work schedules that are compatible with demands and responsibilities outside the job should also be established. Therefore, the present study has specific need and importance.

Definitions of Terms

Occupational Stress

Occupational Stress can be defined as the physiological and emotional responses that occur when workers perceive an imbalance between their work demands and their capability and / or resources to meet these demands. Barnard (1938) states occupational as it has even challenged the rational existence of organizational culture, regarding it to be a social fiction created by individuals to give meaning to their work and to their lives. Roland Barth (2002) presented a bold statement on school improvement "What needs to be improved about schools is their culture, the quality of interpersonal relationships, and the nature and quality of learning experiences".

Chandraiah et.al., (2003) state that age can be explained in terms, that the individuals matured personality disposition is related to the attainment of developmental tasks specific to each developmental phase and its influence on individuals perception of the situations as stressful or otherwise.

Organizational Climate

Organizational Climate refers to a set of measurable properties of the work environment, that are perceived by the people who live and work in it, and that influence their motivation and behaviour. Climate characteristics that have been determined to significantly impact a company's bottom line are: flexibility, responsibility, standards, rewards, clarity and team commitment. The foundational work in school climate is generally recognized as that of Dash.B.N (2005), who roughly related their definition of climate to morale, but admitted that time constraints and restricted their consideration of that construct to the social interaction between the principal and the teachers. Elankumaran (2004) defined Personality, organizational climate and job involvement as an attitude that is an important variable which helps in maximizing organizational effectiveness.

Objectives of the study

The investigator of the present study framed the following objectives

- To study the occupational stress of higher secondary teachers
- To study the organizational climate of higher secondary teachers
- To find out whether there is any significant difference between male and female teachers with respect to their occupational stress
- To find out whether there is any significant difference between rural and urban area teachers with respect to their occupational stress
- To find out whether there is any significant difference between nuclear and joint family teachers with respect to their occupational stress
- To find out whether there is any significant difference between teachers whose experience is up to 15 years and

above 15 years with respect to their occupational stress

- To find out whether there is any significant difference between government and private teachers with respect to their occupational stress
- To find out whether there is any significant difference between male and female teachers with respect to their organizational climate
- To find out whether there is any significant difference between rural and urban area teachers with respect to their organizational climate
- To find out whether there is any significant difference between nuclear and joint family teachers with respect to their organizational climate
- To find out whether there is any significant difference between teachers whose experience is up to 15 years and above 15 years with respect to their organizational climate
- To find out whether there is any significant difference between government and private teachers with respect to their organizational climate
- To find out whether there is any significant relationship between occupational stress and organizational climate of higher secondary teachers

Hypothesis of the study

The investigator of the present study framed the following hypotheses based on the evidence available

- H1: The occupational stress of higher secondary teachers is high
- H2: The organizational climate of higher secondary schools is better
- H3: There is no significant difference between male and female higher secondary teachers with respect to their occupational stress
- H4: There is no significant difference between rural and urban area higher secondary teachers with respect to their occupational stress
- H5: There is no significant difference between nuclear and joint family higher secondary teachers with respect to their occupational stress
- H6: There is no significant difference between higher secondary teachers whose experience is up to 15 years

and above 15 years with respect to their occupational stress

H7: There is no significant difference between government and private higher secondary teachers with respect to their occupational stress

H8: There is no significant difference between male and female higher secondary teachers with respect to their organizational climate

H9: There is no significant difference between rural and urban area higher secondary teachers with respect to their organizational climate

H10: There is no significant difference between nuclear and joint family higher secondary teachers with respect to their organizational climate

H11: There is no significant difference between higher secondary teachers whose experience is up to 15 years and above 15 years with respect to their organizational climate

H12: There is no significant difference between government and private higher secondary teachers with respect to their organizational climate

H13: There is no significant difference between occupational stress of higher secondary teachers and organizational climate

Method of the study

For the present investigation the investigator applied Normative Survey as a method. It involves describing, recording, analysis and interpreting the data which are all directed towards a better understanding of the present.

Sample

The sample comprised of 200 higher secondary teachers selected through Simple Random Sampling Method. The sample was taken from Tirupur district.

Tools Used

To test the hypothesis framed, the following tools have been adopted by the investigator.

Santhappan's Teacher Stress Source Scale and School Organizational Climate Scale (1987)

Analysis of data

It is evident from Table 1 that the calculated mean score of

entire sample was 168.45 and the standard deviation value is 33.08, which indicates that the higher secondary teachers are having high occupational stress. (Hypothesis 1)

It is evident from Table 2, that the calculated mean score of entire sample is 270.40 and the standard deviation value is 32.35, which indicates that the higher secondary teachers are having better organizational climate. (Hypothesis 2)

It is evident from Table 3, that the calculated value is 0.36, which is not significant at 0.05 level. Hence, the framed null hypothesis 3 is accepted. It is inferred that the male and female teachers do not differ significantly in their occupational stress.

It is evident from Table 4, that the calculated value is 1.35, which is not significant at 0.05 level. Hence, the framed null

S.No	Demographic Variable	Sample	N	Mean	S.D
1	Gender	Male	92	169.35	30.77
		Female	108	167.65	35.06
2	Locality	Rural	98	165.20	32.64
		Urban	102	171.54	33.37
3	Family Type	Nuclear	161	170.09	33.39
		Joint Up to 15 Years	39	161.59	31.25
4	Experience	Above 15 Years	114	169.95	34.23
		Government	86	166.43	31.58
5	Type of Management	Private	111	169.63	34.26
		Private	89	166.94	31.67
6		Entire Sample	200	168.45	33.08

Table 1. The Mean and Standard Deviation Scores on Occupational Stress of Higher Secondary Teachers

S.No	Demographic Variable	Sub -Sample	N	Mean	S.D
1	Gender	Male	92	272.08	31.69
		Female	108	268.97	32.99
2	Locality	Rural	98	267.43	34.53
		Urban	102	273.25	30.01
3	Family Type	Nuclear	161	271.91	31.60
		Joint Up to 15 Years	39	264.15	35.04
4	Experience	Above 15 Years	114	269.31	32.00
		Government	86	271.84	32.95
5	Type of Management	Private	111	270.35	35.71
		Private	89	270.46	27.79
6		Entire Sample	200	270.40	32.35

Table 2. The Mean and Standard Deviation of Organizational Climate Scores of Higher Secondary Teachers

hypothesis 4 is retained. It is inferred that the rural and urban area teachers do not differ significantly in their occupational stress.

It is evident from Table 5, that the calculated value is 1.51, which is not significant at 0.05 level. Hence, the framed null hypothesis 5 is accepted. It is inferred that the nuclear and joint family teachers do not differ significantly in their occupational stress.

It is evident from Table 6, that the calculated value is 0.75, which is not significant at 0.05 level. Hence, the framed null hypothesis 6 is accepted. It is inferred that the teachers who have experience up to 15 years and above 15 years do not differ significantly in their occupational stress.

It is evident from the Table 7, that the calculated value is 0.58, which is not significant at 0.05 level. Hence, the

Gender	N	Mean	S.D	t Value	Level of Significance
Male	92	169.35	30.77	0.36	Not Significant
Female	108	167.65	35.06		

Table 3. The Significance of the Difference (t Value) Between Mean Scores of Male and Female Teachers in Their Occupational Stress

Locality	N	Mean	S.D	t Value	Level of Significance
Rural	98	165.20	32.64	1.35	Not Significant
Urban	102	171.54	33.37		

Table 4. The Significance Of The Difference (t Value) Between Mean Scores Of Rural And Urban Area Teachers In Their Occupational Stress

Family Type	N	Mean	S.D	t Value	Level of Significance
Nuclear	161	170.09	33.39	1.51	Not Significant
Joint	39	161.59	31.25		

Table 5. The Significance Of The Difference (t Value) Between Mean Scores Of Nuclear And Joint Family Teachers In Their Occupational Stress

Experience	N	Mean	S.D	t Value	Level of Significance
Up to 15 years	114	169.95	34.23	0.75	Not Significant
Above 15 years	86	166.43	31.58		

Table 6. The Significance Of The Difference (t Value) Between Mean Scores Of Teachers Who Have Experience Up To 15 Years And Above 15 Years In Their Occupational Stress

Type of Management	N	Mean	S.D	t Value	Level of Significance
Government	111	169.63	34.26	0.58	Not Significant
Private	89	166.94	31.67		

Table 7. The Significance of the Difference (t Value) Between Mean Scores of Government and Private School Teachers in Their Occupational Stress

framed null hypothesis 6 is accepted. It is inferred that the government and private school teachers do not differ significantly in their occupational stress.

It is evident from Table 8, that the calculated value is 0.68, which is not significant at 0.05 level. Hence, the framed null hypothesis 8 is accepted. It is inferred that the male and female teachers do not differ significantly in their organizational climate.

It is evident from Table 9, that the calculated value is 1.27, which is not significant at 0.05 level. Hence, the framed null hypothesis 9 is accepted. It is inferred that the rural and urban area teachers do not differ significantly in their organizational climate.

It is evident from Table 10, that the calculated value is 1.26, which is not significant at 0.05 level. Hence, the framed null hypothesis 10 is accepted. It is inferred that the nuclear and joint family teachers do not differ significantly in their organizational climate.

It is evident from Table 11, that the calculated value is 0.55, which is not significant at 0.05 level. Hence, the framed null hypothesis 11 is accepted. It is inferred that the teachers

Gender	N	Mean	S.D	t Value	Level of Significance
Male	92	272.08	31.69	0.68	Not Significant
Female	108	268.97	32.99		

Table 8. The Significance of the Difference (t Value) Between Mean Scores of Rural and Urban Area Teachers in Their Organizational Climate

Locality	N	Mean	S.D	t Value	Level of Significance
Rural	98	267.43	34.53	1.27	Not Significant
Urban	102	273.25	30.01		

Table 9. The Significance Of The Difference (t Value) Between Mean Scores Of Male And Female Teachers In Their Organizational Climate

Family Type	N	Mean	S.D	t Value	Level of Significance
Nuclear	161	271.91	31.60	1.26	Not Significant
Joint	39	264.15	35.04		

Table 10. The Significance Of The Difference (t Value) Between Mean Scores Of Nuclear And Joint Family Teachers In Their Organizational Climate

Experience	N	Mean	S.D	t Value	Level of Significance
Up to 15 years	114	269.31	32.00	0.55	Not Significant
Above 15 years	86	271.84	32.95		

Table 11. The Significance Of The Difference (t Value) Between Mean Scores Of Teachers Who Have Experience Up To 15 Years And Above 15 Years In Their Organizational Climate

who have experience up to 15 years and above 15 years do not differ significantly in their organizational climate.

It is evident from Table 12, that the calculated value is 0.02, which is not significant at 0.05 level. Hence, the framed null hypothesis 12 is accepted. It is inferred that the government and private school teachers do not differ significantly in their organizational climate.

It is evident from Table 13, that the computed coefficient 'r' value is 0.725, which is significant at 0.05 level. Hence, it is inferred that there is a significant relationship between occupational stress and organizational climate of higher secondary teachers. (Hypothesis 3)

Findings of the study

The hypothesis formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation.

- The occupational stress of higher secondary teachers is high.
- The organizational climate of higher secondary school is better.
- Male and female higher secondary teachers do not differ significantly in their occupational stress.
- Rural and urban area higher secondary teachers do not differ significantly in their occupational stress.
- Nuclear and joint family higher secondary teachers do not differ significantly in their occupational stress.
- Higher secondary teachers whose experiences is up to 15 years and above years do not differ significantly in their occupational stress.
- Government and private higher secondary teachers

Type of Management	N	Mean	S.D	't' Value	Level of Significance
Government	111	270.35	35.71	0.02	Not Significant
Private	89	27.46	27.79		

Table 12. The Significance of the Difference ('t' Value) Between Mean Scores of Government and Private School Teachers in Their Organizational Climate

Sample	N	't' Value	Level of Significance
Total	200	0.725	Significant at 0.05 level

Table 13. Co-efficient of Correlation Between Occupational Stress and Organizational Climate of Higher Secondary Teachers

do not differ significantly in their occupational stress.

- Male and female higher secondary teachers do not differ significantly in their organizational climate.
- Rural and urban area higher secondary teachers do not differ significantly in their organizational climate.
- Nuclear and joint family higher secondary teachers do not differ significantly in their organizational climate.
- Higher secondary teachers whose experiences is up to 15 years and above do not differ significantly in their organizational climate.
- Government and private higher secondary teachers do not differ significantly in their organizational climate.
- There is a significant relationship between occupational stress and organizational climate.

Recommendations

The present study gives a clear-cut view about the present position of higher secondary teachers' occupational stress and their organizational climate. Based on the important findings stated earlier, the following recommendations are suggested.

- Higher secondary teachers are having high occupational stress So the Government and concerned authorities should take necessary steps to reduce their stress in working condition.
- Higher secondary teachers are having better organizational climate So the Government and concerned authorities should keep the existing working conditions.
- The findings of the present study also reveal that the urban area teachers are having high occupational stress than rural area. So the authorities should identify the reason behind it for reducing the stress among the urban area teachers.
- The present study also reveals that there is a significant relationship between occupational stress and their organizational climate. It may infer from the above analysis that there is an association between the organizational climate and occupational stress.

Conclusion

The investigator of the present study concluded that the

higher secondary teachers are having high occupational stress and better organizational climate. The concerned authorities should take necessary steps to reduce the occupational stress of the higher secondary teachers working in Tamilnadu and to improve the organizational climate of schools. The teachers and the concerned authorities should provide more facilities to reduce their stress.

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ABOUT THE AUTHOR

A.Sneha Benedicta is currently working as an Assistant Professor in Century Foundation College of Education, Tirupur. She has 4 Years of experience in the field of Education and has Presented 4 papers in National level seminars.

