



A comparative study of work related stress among government and private school teachers of Kurnool town.

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Abstract: Although several studies have been reported in field of medical, banking, corporate and health services, the most emergent field i.e. teaching sector especially in India is still neglected. In this context present study is planned to find out difference in the stress levels of government and private school teachers and symptoms experienced due to stress. The study was conducted in 180 school teachers(n1=86 government school teachers, n2=94 private school teachers. Pretested semistructured questionnaire was administered. From results there is significant difference between private and government teachers in relation to personality and system factors, but no significant difference is seen in interpersonal factors. Also private teachers show more symptoms of stress.

I INTRODUCTION

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" [1].

Within the general area of occupational stress, teaching has been identified as one of the most stressful occupations in many countries [2]. A vital assumption inherent in teacher stress definitions is that an important contributory factor in the experience of stress in teachers is not only the aspects of the job but also elements of the individual teacher emphasizing the individual subjective perception of work experience [3].

Teaching related stress, commonly termed '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" [4].

Sources of teacher stress are varied[5]. Some of the more common sources include the need to make adaptations to sudden curriculum changes and feeling of disempowerment [6]. Apart from school curriculum changes, a change in school structure is also a stressor. Such change causes erosion of collegial relationship and harbours feeling of



inequity and uncertainty[7]. Other often reported stress catalysts include role overload, namely the need for teachers to cope with a number of competing roles within their job[8], excessive overtime work[9], and management problems associated with student misbehaviour and large class sizes [10].

In the study with Pakistani female teachers concluded that stress manifestations could be physical, psychological, or emotional in nature. On comparing stress manifestations between teachers of private and government schools, they found that the former had significantly more complaints with cardiovascular and gastro intestinal problems than those working in government school [11]. I made a humble attempt to do this study.

II OBJECTIVES:

- 1) To study the difference in stress levels and their associated factors between government and private school teachers.
- 2) To study the stress related symptoms among school teachers.

III MATERIAL AND METHODS:

Study design: cross sectional study

Study area: 2 private schools and 4 government (govt) schools of Kurnool town

Study period: September and October 2014

Methodology: 2 private schools and 4 government schools of Kurnool town were selected by simple random sampling.

All school teachers of 6 schools were included in the study who constituted 180 school teachers. Among 180 school teachers, 86 teachers from government school and 94 teachers from private school participated in the study after taking informed consent.

Tools of study: The data was collected with the help of a pretested semi structured questionnaire.

The questionnaire was prepared after considerable and deep understanding of the research problem, discussion with experience and knowledgeable persons, systematic study of pertinent literature.

First part of questionnaire has socio demographic information.

The 2nd part of questionnaire, divided in to 3 categories.

- Personality Characteristic
- Interpersonal Relations
- System Factors

Second part of questionnaire had 18 questions in all 6 questions in each category. For each question stress was assessed as present or absent. Out of 6 questions in category, if stress is present in 5 to 6 items it is considered as severe stress, if stress is present in 3 to 4 items it is considered as moderate stress, if stress is present in 1 to 2 items it is considered as mild stress and no item shows stress it is considered as no stress.

In last part of questionnaire stress related symptoms were assessed. The tentatively formulated questionnaire was pre-tested to detect the shortcomings and appropriate changes were made.

Procedure for data collection: After random selection of schools, the schools were approached personally to get permission from head master and informed consent was taken from teachers individually. The teachers were approached during the lunch break. After a short introduction, the test-form was administered.



Analysis: Medcalc statistical software was used to analyse the data. Kruskal wallis test was used to test the significance. Marital status, age, income, education, gender, type of employment were taken as independent variables.

Each category of stress was compared between government school teachers and private school teacher.

IV RESULTS AND DISCUSSION

It was observed from table 1 that among study population majority of teachers in both private and government school belong to >35 years age group, female teachers more in both private and government schools, in government schools majority of teachers have ≥ 15 years of experience

and in private school majority have <15 years of experience, in both schools majority were married. In government schools all were permanent employees but in private school only one third were permanent employees. This shows job insecurity more among private school teachers. In government schools all had income ≥ 20000 per month but in private school only one fifth had income ≥ 20000 per month.

In a study conducted by Seema Parvez and Rubina Hanif, married were 44%, unmarried were 56%, <35 years age group were 70% and >35 years were 30%, up to 7 years of experience were 78% and >7 years were 22% [11].

Table 1- Socio Demographic profile of study population in govt and private schools

Variable	Govt school (n1=86)	Private school (n2=94)
Age		
≤35 yrs	9(10.46%)	46(48.93%)
>35yrs	77(89.54%)	48(51.07%)
Gender		
Male	40(46.52%)	12(12.76%)
Female	46(53.48%)	82(97.24%)
No. Of years of experience		
<15yrs	23(26.75%)	78(82.97%)
≥ 15 yrs	63(73.25%)	16(17.03%)
Marital status		
Unmarried/divorced/widow	4(4.60%)	15(15.96%)
Married	82(95.40%)	79(84.04%)
Type of employment		
Temporary	0(0%)	61(64.90%)
Permanent	86(100%)	33(35.10%)
Income		
<20,000per month	0(0%)	77(81.91%)
≥ 20000 per month	86(100%)	17(18.09%)

Table 2 Comparison of personality factors among government and private school teachers.



S.no	Type of school	Severe stress (percent)	Moderate stress (percent)	Mild stress (percent)	No stress (percent)	Total (percent)
1	Government school	17(19.8)	48(55.8)	21(24.4)	0(0)	86(100)
2	Private school	23(24.5)	67(71.3)	4(4.2)	0(0)	94(100)

Kruskal-Wallis Test statistic (H)=5.2160, df=1, p=0.007337

Table 3 Comparison of interpersonal factors among government and private school teachers.

S.no	Type of school	Severe stress (percent)	Moderate stress (percent)	Mild stress (percent)	No stress (percent)	Total (percent)
1	Government school	28(32.5)	52(60.5)	5(5.8)	1(1.2)	86(100)
2	Private school	37(39.4)	50(53.2)	7(7.4)	0(0)	94(100)

Kruskal-Wallis Test statistic(H)=0.4983, df=1, p=0.421329

Table 4 Comparison of system factors among government and private school teachers.

S.no	Type of school	Severe stress (percent)	Moderate stress (percent)	Mild stress (percent)	No stress (percent)	Total (percent)
1	Government school	18 (20.9)	60 (69.8)	6(6.8)	2 (2.5)	86 (100)
2	Private school	43(45.7)	50(53.2)	1(1.1)	0(0)	94(100)

Kruskal-Wallis Test statistic(H)=11.3035, df=1, p=0.000086

Table 5 Distribution of symptoms experienced by school teachers due to stress b/w govt and private school teachers.

Symptoms	Govt school(n=86)	Private school(n=94)
Stomach ulcers	4(4.65%)	3(3.19%)
Headache	29(33.72%)	40(42.55%)
Irritation	14(16.27%)	9(9.57%)
Helplessness	8(9.30%)	7(7.44%)
Overexertion	20(23.25%)	19(20.21%)
Anxiousness	25(29.06%)	66(70.21%)
In ability to concentrate	9(10.46%)	2(2.12%)
Poor sleep patterns	14(16.27%)	9(9.57%)
Low confidence	1(1.16%)	1(1.06%)



It was observed from table 2 that among personal factors affecting stress, severe stress (24.5%) and moderate stress (71.3%) were more in private school teachers compared to government school teachers which was 19.8% and 55.8% respectively. This difference was statistically significant. Mild stress was more among government school teachers (24.4%) than private school teachers (4.2%).

It was observed from table 3 that among interpersonal factors affecting stress, severe stress and mild stress were more among private school teachers (39.4% and 7.4% respectively) than government teachers (32.5% and 5.8% respectively). Moderate stress was more among government teachers (60.5%) than private teachers (53.2%). This was not statistically significant.

It was observed from table 4 that among system factors affecting stress, severe stress was more among private school teachers (45.7%) than government teachers (20.7%). Moderate and mild stress were more among government school teachers (69.8% and 6.8% respectively) than private school teachers (53.2% and 1.1% respectively).

In a study by Dr. Azizi Hj. Yahaya it was observed that in relation to work load, low stress were 6%, medium stress were 69.8% and high stress were 25.2%. In relation to interpersonal relations, low stress were 0%, medium stress were 73% and high stress were 27%. In relation to school rules, low stress were 0.3%, medium stress were 70.2% and high stress were 29.5% [12].

In a study by Dr. Gopal chandre mahakud and Dimple Bajaj it was observed that, The ORS (Occupational Role Stress) mean score of combined gender of government school teachers,

(n= 50) was (M = 28.96, SD = 13.77), and the ORS of combined gender (n =50) private school teachers was (M = 45.46, SD =11.57) of df = 98, suggest a 't' score of 6.48. The result indicated that there is a significant difference of ORS between government and private school teachers [13].

In a study conducted by Ali Qadimi and Praveena K B, it was observed that occupational stress teachers working in government (mean score=140.10) and private schools (mean score=140.38) did not differ significantly [14].

In a study conducted by Fozia Aamir Siddiqui, it was observed that there was significant difference in overall stress between government (mean=157.66) and private (13.61) school teachers [15].

It was observed from table 5 that anxiousness (70.21%), headache (42.55%) were more among private school teachers than government school teachers. These findings reveal that symptoms of stress were more among private school teachers.

In the report 121 of Institute of International Education, it was observed that headache was 76% in Turkish school which was low economy and 88% in Swedish school which was high economy school. Tiredness was 85% and 87%, stomach ache was 0%, loss of motivation was 35% and 75%, loss of patience was 0% and 25%, sleeping problems was 29% and 36% in Turkish school and Swedish school respectively [16].

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