

Interaction Of Gender and Hierarchy with Job Stress of Teachers Working in Government and Private College

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KEYWORDS

*Work stress,
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ABSTRACT

Job stress negatively affects work performance, job satisfaction and organizational commitment. Stress may leads to many physical and psychological problems such as coronary heart diseases and severe mental health problems. Organizations must conduct a survey to evaluate the level of stress of their employees. This paper aims to measure the level of job stress among teachers working in Government and Private College of Delhi NCR. Study conducted on 200 teachers. Data was collected for demographic variables gender, nature of college and hierarchy in job through questionnaire. For statistical analysis descriptive and ANOVA were performed.

1. INTRODUCTION

Nature of work and conditions has changed considerably over years. It has become more demanding, that may create stress to employees. Work stress is seen as a negative emotional state that arises when the capability of employee fails to meet the requirement to cope with stressful situation (Halkos and Bousinakis, 2010). Managing work stress is important in order to improve job performance and increase job satisfaction. It does not only negatively affect the employee but can also have positive impact. Negative effect can bring aggressiveness and job dissatisfaction, whereas positive effect can work as a motivator. Stress is related to undesirable consequences which emerge from job dissatisfaction (Leather, Beale and Sullivan, 2003). Work environment and job satisfaction has positive correlation. When work environment worsens job satisfaction reduces.

The literatures of work stress, incorporate two dimensions: physiology and psychology. Exposure to physical menace at work place creates anxiety that further reduces the ability to handle the situation appropriately. Psychological factors that can create stress includes working condition, management and animosity between colleagues.

Otto (1986) described work stress as subsequent mismatch between intrinsic and extrinsic job demands and external and internal resources. While Kyriacou (2001) definition state stress as the negative or unpleasant emotional experience arises from work.

Furthermore, studies on teacher's stress revealed that teacher's job stress and attrition are associated to teachers' life conditions and individual characteristics, it is also related to working conditions (E. Skaalvik & S. Skaalvik, 2011). Particularly excessive burden of work can create emotional exhaustion, increase turnover intension, and lead to teacher demoralization (E. Skaalvik & S. Skaalvik, 2011a; Smithers & Robinson, 2008), whereas supportive environments increase organizational commitment (E. Skaalvik & S. Skaalvik, 2011a; Weiss, 1999).

Job-related stress has an impact on both employee and organization which includes behavioural, psychological and physical outcomes, job satisfaction, organizational commitment and job performance.

Nagra and Arora (2013) said that stress-free teacher is more effective in classroom teaching and can make a better environment in the school and can create a interesting atmosphere for students. Travers (2001) said that teaching is always believed to be a very safe job but this may not be necessarily true. Rapid change in teaching profession, both in the name of nature and necessity of the job, growing usage of technologies and materials, with those teachers are dealing, which is enhancing the need for retraining and switching career.

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2. METHODOLOGY

The purpose of this study is to measure the stress level of teachers working in government and private college of Delhi NCR. Descriptive methodology is used in this study. Self-report inventory was used to collect data. Sample size was 200. target population was teachers from colleges of Delhi NCR. 100 teachers from Government College and 100 teachers from private college had been selected in sample, using purposive sampling. Total 08 groups were formed according to gender, nature of college and hierarchy in job.

Independent variables in this study were gender, nature of college and hierarchy in job.

3. TOOLS DESCRIPTION

questionnaire used in this study was "Teacher's occupational stress scale" by Dr Minakshi Sharma and Dr. Satvinderpal Kaur . It includes total 30 items of workload, Role ambiguity, groupism or external pressure, responsibility, powerlessness, work relationships, working conditions, personal inadequacy and lack of motivation. Test - retest reliability coefficient for this scale is 0.801. The validity coefficient is 0.782.

4. RESULT

Descriptive analysis was done on collected data. Result is given in the table below. We can see that the highest mean (M=107.28) score among all groups was of female associate professor in private college. Lowest mean score (M=94.85) is found for the group of Government college female associate professor. We can infer from mean score that female Associate professor from Government Degree College has lowest job stress and associate professors female of Private College have highest Job stress. Job stress level of male teachers in all groups is moderate. Stress level of female teachers is showing varied results, Whereas associate professor of Government Degree College (94.85) and assistant professor of Private College (102.76) are having moderate level of stress, we can see the above average level of stress for assistant professor in Government degree college and (103.88) associate professor of Private College (107.28). S.D. scores that are given in table shows lowest deviation (14.764) for Private college Female associate professor. Which represents unanimous view on their stress level, it should be noted that this group has highest mean score and stress level is above average. Highest variation (22.009) can be seen in Government college male associate professor, this suggest that their stress level might be varying in terms of intensity. Standard error on 95% confidence interval was calculated, which is very low for all the groups.

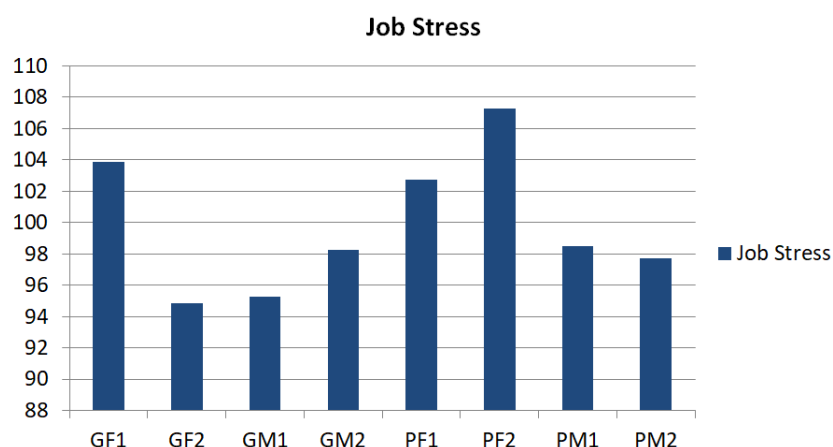
Table- Descriptive analysis (score distribution of all 08 groups)

95% confidence Interval Mean						
	N	Mean	Standard Deviation	SEM	Lower bound	Upper bound
GF1	24	103.88	22.574	4.608	94.34	113.41

GF2	40	94.85	18.635	2.946	88.89	100.81
GM1	15	95.27	21.605	5.578	83.30	107.23
GM2	21	98.24	22.009	4.803	88.22	108.26
PF1	29	102.76	16.239	3.015	96.58	108.94
PF2	18	107.28	14.764	3.480	99.94	114.62
PM1	26	98.50	20.669	4.054	90.15	106.85
PM2	27	97.70	18.868	3.631	90.24	105.17

Graphical representation of data

Mean Score of Job stress



(Graph shows highest bar for private college female associate professor and lowest for Government College female associate professor)

ANOVA					
JOB STRESS					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3135.876	7	447.982	1.186	.312
Within Groups	72511.519	192	377.664		
Total	75647.395	199			

Though we find the difference in stress level of teachers the calculated F ratio is lower than tabulated F value that shows the non-significant mean difference among all groups.

5. DISCUSSION AND CONCLUSION

Kyriacou and Sutcliffe (1978) explained that teacher's stress is a response to negative impact. These negative impacts are irritation or gloominess which is augmented by probably pathogenic, bodily and biochemical transition. Job stress among educators is noticeable which is needed to be addressed. Research evidence suggests physical illness and job stress is

related (Singh, Amiri, & Sabbarwal, 2017). Work related stress includes psychological problems such as depression, anxiety, frustration, boredom, hatred and isolation, (Amiri, 2018). Saeeda, A., & Tahir, S. (2013) explored in their study that female dentists were more stressed than male dentist, dentist working in public sector were overburdened with work, and therefore their stress level is higher than the dentist doing private practice. In present study it is found that female associate professor working in private college and female assistant professor working in government college were having above average level of stress, all other groups showing moderate level of stress, though the mean difference was not found significant we can conclude that **nature of college, hierarchy in job and gender have no effect on stress level of teachers**. Result is supported by

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