



## OCCUPATIONAL STRESSORS IN THE SECONDARY SCHOOLS HEADMASTERS IN GUJARAT

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### ABSTRACT

*The present study was undertaken to study the occupational VS in Headmasters of secondary schools in Andhra Pradesh. The Sampale of the study consisted of 120 headmasters randomly selected ft, pm the total population of 600 headmasters of Granted and private secondary schools hailing from Banasmkantha district of Gujarat. In order to assess the occupational stress of the Headmasters, the Occupational Stress Inventory developed by Osipow and Spokane (1986) was administered The data was analyzed by using Mean, Standard Deviation and t-test. It was found that there was significant difference between Granted and private secondary school Headmasters with regard to their occupational stress. Finally, suggestions for further studies were discussed.*

### INTRODUCTION

Stress is the buzz word in the 21<sup>st</sup> Century. During the seventeenth century stress referred to hardship, adversity and affliction ( Keefe, 1988). In today's world it refers to the inevitable challenges that people have to face every day; some enjoy challenges and some challenges are full of strife, but they have to be faced. These challenges have a certain effect on people and often the effect thereof is stress. In the past it was believed that people have to live with stress symptoms and that there was not much anybody could do about the symptoms, apart from taking medication. But, according to Looker and Gregson (2003), stress is not a threat over which human beings have no control. Now, thanks to research into altered states of consciousness, deep relaxation, self-awareness and biofeedback, we know that we exercise control over our responses and once we have gained enough self-awareness and tucked a few



stress management skills under our belt, we virtually choose how we wish to meet the challenges of our day-to-day lives.

Teacher stress is defined as an uncomfortable feeling, negative emotion such as anger, anxiety, pressure and disappointment sourced from their work aspects as a teacher (Kyriacou & Sutcliffe, 1978a). Stressed teachers are someone with their uncontrollable emotion towards changes in education culture which require teachers to give their knowledge, and at the same time, they have to educate students to be good community members. Teachers have to work more, doing clerical jobs, preparing for teaching aid materials, and attending courses or educational workshops. These require teachers to adapt themselves to new teaching techniques. Normally, high levels of stress will lead into work dissatisfaction, work absenteeism, and work abandonment. Stress adapting reactions 1. include psychological (anxiety and sadness), physiological (headache, high blood pressure) and attitude related factors (alcohol and smoking addiction, lifestyle and insomnia). Bad working environment will lead to stress factor and cause work dissatisfaction. Ultimately, teachers will have a desire to leave their profession (Kyriacou & Sutcliffe, 1978b).

There is a limited amount of research literature that focuses on these issues specifically in relation to headship. Previous research has tended to focus on the teaching profession in general. However, limited previous work has included a study of stress in UK heads (Cooper & Kelly, 1993), stress and job satisfaction among primary heads (Chaplain, 2001) and work—life balance in headship (Daniels & French, 2006). Nevertheless, the review of literature highlighted particular issues around contemporary headship and wellbeing. Amongst others, the constant flow of new initiatives together with an increasing emphasis on output measures, has affected the role of head-teachers profoundly. by changes of policy and emphasis, the tasks that head-teachers are expected to undertake have changed significantly in recent years, with their work increasingly being perceived as pressured. The wellbeing of head-teachers is affected by the operational and strategic working environment and ethos and morale within the education system, as well as opportunities to undertake professional development.

## Review of Related Literature

Steers (1981) indicated that occupational stress has become an Important topic for study of organizational behavior for several reasons.

- Stress has harmful psychological and physiological effects on employees,
- Stress is a major cause of employee turnover and absenteeism,
- Stress experienced by one employee can affect the safety of other employees.



- By controlling dysfunctional stress, individuals and organizations can be managed more effectively.

Balasandran A.Ramiah(2004) study was aimed at identifying the relationship between headmasters reinforcement behaviors and teachers performance in terms of their job satisfaction. Correlation research methodology was used in this study with the unit of analysis being the teachers. This study is valuable in terms of theoretical and practical significance in the area of Human Resource Management, particularly the performance management of teacher with the primary focus on leadership behavior. The study by Cooper and Kelly (1993) found that levels of job dissatisfaction and mental ill-health were highest in primary schools, with levels in secondary schools being higher than in further education (FE) and higher education (HE) establishments. Furthermore, female secondary, FE and HE principals were suffering from greater job dissatisfaction than their male counterparts. However, male head-teachers and principals were found to be suffering from more mental ill-health. The two chief sources of occupational stress leading to job dissatisfaction were 'work overload' and 'handling relationships with staff. g.

## Objectives of the Study

The following are the objectives of the study:

- To study occupational stress in the Headmasters of secondary schools
- To study the impact of management (Granted and private) on occupational stress of the Headmasters.

## Hypotheses

- There exists no significant difference between Granted and private secondary school headmasters with regard to Role Overload (RO) component of occupational stress.
- There exists no significant difference between Granted and private secondary school headmasters with regard to Role Insufficiency (RI) component of occupational stress.
- There exists no significant difference between Granted and private secondary school headmasters with regard to Role Ambiguity (RA) component of occupational stress.
- There exists no significant difference between Granted and private secondary school headmasters with regard to Role Boundary (RB) component of occupational stress.
- There exists no significant difference between Granted and private secondary school headmasters with regard to Responsibility (R) component of occupational stress.
- There exists no significant difference between Granted and private secondary school headmasters with regard to Physical Environment (PE) component of occupational stress.

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Granted	Mean	26.28	24.85	26.92	24.1	27.4	20.3	149.85
	SD	4.15	6.93	6.62	4.6	6.23	7.18	21.64
Private	Mean	26.08	21.8	22.41	22.2	25.65	16.85	135.02
	SD	5.84	5.26	5.4	5.6	6.4	6.15	20.48
t values		0.219@	2.723**	4.09**	2.010*	1.535@	2.760**	3.902**

## Results and Discussion

- A close observation of the table 2 shows that the headmasters in Granted secondary schools had high levels of Role Overload (RO) and they had an increasing and unreasonable workload. They find themselves needing more help and working under tight deadlines, compared to headmasters in private secondary schools. Further, deep analysis of data clearly indicates that there is no significant relation between Granted and private headmasters of secondary schools with regard to Role Overload. Therefore, the hypothesis "There is no significant relation between Granted and private headmasters in secondary schools with regard to Role Overload" is rejected as warranted by the results.

- From table 2, it can be found that headmasters in Granted sector had high levels of Role Insufficiency (RI) component of occupational stress. It indicates that headmasters of Granted sector have poor fit between their skills and the job performance compared to the other group. Further, t-value of 2.723 indicates that there is significant relation between Granted and private secondary school headmasters with regard to Role Insufficiency. Therefore, the hypothesis "There is significant difference between Granted and private school headmasters working in secondary schools with regard to Role Insufficiency" was accepted as warranted by the results.

- Table 2, shows that the headmasters in Granted secondary schools had high levels of Role Ambiguity (RA) of occupational stress. It indicates that they have less clarity about job expectations. They face conflicting demands from their superiors. They may also report no clear sense of what they should do to get ahead, compared to private secondary school headmasters. However there is a significant relation between Granted and private headmasters working in secondary schools with regard to Role Ambiguity. Therefore, the hypothesis "There would be no significant difference between Granted and private secondary school headmasters with regard to Role Ambiguity (RA)" was accepted as warranted by the results.

- Table 2 reveals that the headmasters in Granted secondary schools obtained high values in Role Boundary (RB), indicating that their feelings are caught between If I & mantis and they may also report being unclear about III horny lines and having more I one person telling then hat to do. Further, there is a significant relation between Granted and private school







3. There is significant difference between Granted and private secondary school headmasters with regard to their Role Ambiguity (RA) component of Occupational Stress.
4. There is significant difference between Granted and private secondary school headmasters with regard to the Role Boundary (RB) component of Occupational Stress.
5. There is no significant difference between Granted and private secondary school headmasters with regard to the Responsibility (R) component of Occupational Stress.
6. There is significant difference between Granted and private secondary school headmasters with regard to the Physical Environment (PE) component of Occupational Stress.
7. There is no significant difference between government and private secondary school headmasters with regard to their Occupational Stress (Headmasters working in secondary schools had higher levels of occupational stress than headmasters working in private secondary schools).

## Suggestions

1. The most important finding of the investigation is that headmasters irrespective of type of management possess higher levels of occupational stress. Hence, the management should appreciate their performance and should give incentives for further betterment.
2. To encounter the occupational stress among secondary school headmasters the Government should appoint teachers for all subjects in all the schools with full-fledged non-teaching staff (viz. sweeper, watchman, attended, clerks, etc) and infrastructure facilities such as sufficient number of classrooms, laboratories, libraries, playground, play equipment and toilets.
3. Management should conduct personality development, stress management programs and in-service training for secondary school headmasters frequently. Therefore, the need of the hour is to reduce the occupational stress among the headmasters of secondary schools to enhance their administrative efficiency, uplift the academic performance of students and good adjustments among staff.



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