



Relationship Between Job Stress and Adjustment of Secondary School Teachers

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ABSTRACT

The purpose of this study was to find out relationship between job stress and adjustment among secondary school teachers. Descriptive Survey Method was used for the present study. Five hundred teachers of secondary schools of Rohtak district were taken on the basis stratified random sampling techniques. Occupational Stress Index by Srivastava and Singh and Mangal Adjustment Inventory by Mangal were used to collect the data. The findings revealed that negatively significant correlation was found between job stress and adjustment of secondary school teachers. In case of female and male secondary school teachers, the co-relation is also negatively significant.

KEYWORDS : Job stress, adjustment, male, female, secondary school teachers

Introduction

Teacher is a key figure in the life of a nation. For many reasons, he has a unique place in the society. The member of no other profession is so intimately involved in the lives of almost all the people of the community – so involved in the task of improving the community, its economic, political, social and cultural life as is the teacher. In today's world, the nature of work is changing at whirlwind speed. Perhaps now more than ever before, job stress possesses a threat to the health of workers and, in turn, to their organization. While stress is readily acknowledged to be a common feature of modern life, defining stress, its causes, symptoms and effects is a very complex matter. It is often characterized as a primitive stone-age reaction to modern organizational and social factors known as stressors. Stress is a part of fabric of life. Nothing can isolate stress from human beings as is evident from various researches and studies. Stress can be managed but not simply done away with. Today, widely accepted ideas about stress are challenged by new research, and conclusions once firmly established may be turned completely around. Stress is involved in an environmental situation that perceived as presenting demand which threatens to exceed the person's capabilities and resources for meeting it, under conditions where he or she expects a substantial differential in the rewards and costs from meeting the demand versus not meeting it.

Job stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury. The concept of Occupational stress is often confused with challenge, but these concepts are not the same. Challenge energizes us psychologically and physically, and it motivates us to learn new skills and master our occupations. When a challenge is met, we feel relaxed adolescents and satisfied.

Teaching can be a stressful occupation. The daily interactions with students and coworkers and the incessant and fragmented demands of teaching often lead to overwhelming pressures and challenges, which may lead to stress. Where work stress is unrelenting, some negative physiological, psychological, and behavioral consequences may result (DeRobbio & Iwanicki, 1996). Thus, challenge is an important ingredient for healthy and productive work. The importance of challenge in our work lives is probably what people are referring to when they say, "a little bit of stress is good for you."

The term 'Adjustment' has been borrowed from a biological concept of adaptation to emphasize the individual's struggle to get along or survive in his or her social and physical environment. Teacher Adjust-

ment is a state in which the needs of a teacher on one hand and the claims of his environment on the other hand are fully satisfied. Therefore, the adjustment or mal-adjustment of a teacher casts more deepening effect on the community and the nation than that of a member of any other profession. In no other profession, a satisfactory adjustment is as essential as in teaching. The profession demands stability — a capacity to withstand pressures and most important, the skill of working aggression off into channels different from the work situation. In other words, the teacher must learn to keep his aggression and personal difficulties out of the classroom. Actually, the advancement in the field of education very much depends upon the degree of adjustment and satisfaction of those who are in the field and are enhancing the cause of education. It is practically the teacher who is at the pivotal position and is up-holding the task. The fulfillment of the task depends upon the degree of involvement of the teacher in his work which in turn depends upon the degree of adjustment of the teacher with himself and his own environment. High level of the adjustment of the teacher is directly linked with his efficiency in his work.

Adjustment in teaching profession is all more important because it helps in maintaining balance between his/her needs and circumstances in which he is teaching. Thus the satisfaction of his desires reflect the behaviour of a person. A well-adjusted person can think clearly, act confidently, interact effectively with the situations. The future of the children is quite safe in the hand of a well adjusted teacher. On the other hand if a teacher suffers from lack of adjustment he is not only harming himself but doing a great harm to the children under his supervision and to the society at large.

Himabandu (2012) found that there is significance of relationship between teacher stress and adjustment among the teachers of Colleges of Education. **Jeyaraj (2013)** found that teachers who reported greater stress were less satisfied with teaching. **Peerzada (2013)** investigated showed that the social science teachers have more adjustment problems than science teachers. **Venkataswaran, Sakthivel and Manimaran (2015)** found that adjustment of male and female secondary school teachers is also positively correlated with their job stress.

Significance of the study

The concept of adjustment has attracted the attention of psychologist. They agree that a well adjusted person is very much in need because he is the one whose needs and satisfaction of life, are integrated with the sense of social feelings and acceptance of social responsibility. The various investigations and researches conducted by

the psychologists and educationists clearly indicate that teachers are confronted with adjustment problems. The different factors which influence the quality of education and its contribution to national development, the quality, competence, personality and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective. Occupational stress has become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals. A major source of distress among teachers is result of failure of school to meet the social needs and jobs demands of the teachers. So there was an immediate need to conduct a study to assess the relationship between stress and adjustment among teachers that are beneficial not only to the teachers, but also for the overall administration.

STATEMENT OF THE PROBLEM

"A Study of Relationship between Job stress and Adjustment of Secondary School Teachers."

Objectives of the Study

1. To study the relationship between job stress and adjustment secondary school teachers.
2. To study the relationship between job stress and adjustment of male secondary school teachers.
3. To study the relationship between job stress and adjustment of female secondary school teachers.

HYPOTHESES

1. There is no significant relationship between job stress and adjustment of secondary school teachers.
2. There is no significant relationship between job stress and adjustment of male secondary school teachers.
3. There is no significant relationship between job stress and adjustment of female secondary school teachers.

Method of the study

Descriptive Survey Method was used to conduct the study.

Sample

In the present investigation, secondary and senior secondary schools were the field of study. As per as population for this work, 120 teachers (60 male + 60 female) of secondary schools of Rohtak district were taken up on the basis of stratified random sampling techniques.

Tools Used

1. Occupational Stress Index (OSI) Hindi/English by Dr. A.K. Srivastava and A.P. Singh was used to collect the data.
2. Mangal Teacher Adjustment Inventory (MTAI Short Form) by S.K. Mangal's Hindi/English.

Statistical Techniques Used

Mean, Standard Deviation and Coefficient Correlation by Karl Pearson tests were used to obtain the results.

Analysis of data

In order to find out the relationship between job stress and adjustment, coefficient of correlation was applied. The obtained results are given in tables below.

Table 1
Co-efficient of correlation between Adjustment and Job-stress of Secondary School teachers

Variables	Means	SD's	Coefficient of correlation	Level of Significance
Job stress	110.28	11.17	-0.473**	0.01
Adjustment	51.37	7.29		

N=120

****Significant at 0.01 level**

Table 1 reveals that co-efficient of correlation between job stress and adjustment of secondary school teachers is -0.473 which is significant at 0.01 level of significance. So the null hypothesis "There is no significant relationship in job stress and adjustment of secondary school teachers" is rejected. It indicates that job stress and adjustment of secondary school teachers are negatively correlated with each other. It was concluded that secondary school teachers will be maladjusted if they have job stress. It can be interpreted that higher the job stress, less the adjustment of secondary school teachers and vice-versa.

Table 2
Co-efficient of correlation between Job-stress and Adjustment of Male Secondary School teachers

Variables	Means	SD's	Coefficient of correlation	Level of Significance
Job stress of male teachers	108.73	10.33	-0.512**	0.01
Adjustment of male teachers	48.43	6.89		

N=60

****Significant at 0.01 level**

The table 2 reveals that the co-efficient of correlation between adjustment and job-stress of male secondary school teachers is -0.520, which is significant at 0.01 level of significance. Thus hypothesis "There is no significant relationship in adjustment and Job-Stress of male secondary school teachers" is rejected. So the variables are correlated. The table shows that both the variable i.e. adjustment and Job-Stress of male secondary school teachers are negatively correlated with each other. This negative correlation shows that with increase in job-stress, the adjustment of male secondary school teachers decreases and vice-versa. It can be interpreted that higher the job-stress, less the adjustment of secondary school teachers and vice-versa.

Table 3
Co-efficient of correlation between Job stress and Adjustment of Female Secondary School teachers

Variables	Means	SD's	Coefficient of correlation	Level of Significance
Job-Stress of Female teachers	111.83	7.23	-0.517**	0.01
Adjustment of Female teachers	54.31	7.69		

N-60

****Significant at 0.01 level**

The table 3 shows that the co-efficient of correlation between adjustment and job stress of female secondary school teachers is -0.517, which is significant at 0.01 level of significance. So the hypothesis "There is no significant relationship in job stress and adjustment of female secondary school teachers" is rejected. So it can be interpreted that adjustment of female secondary school teachers is also negatively correlated with their job stress. This negative correlation shows that with increase in job stress of female secondary school teachers, the adjustment decreases and vice-versa. It can be interpreted that higher the job-stress, less the adjustment of secondary school teachers and vice-versa.

findings

1. It was found that there is a negative significant co-relation between job stress and adjustment of secondary school teachers.
2. It was found that there is a negative significant co-relation between job stress and adjustment of male secondary school teachers.
3. It was found that there is a negative significant co-relation between job stress and adjustment of female secondary school teachers.

Implications

The findings of the study are likely to be of importance to educational thinkers, teachers, psychologists and other who are concerned with education.

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