



A STUDY ON JOB STRESS OF HIGHER SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR SELF-CONCEPT IN THIRUVALLUR DISTRICT.

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ABSTRACT

This study examined the job stress of higher secondary school teachers and their self-concept in Thiruvallur district. This study adopted normative survey method of research. Participants were 200 higher secondary school teachers randomly selected from 10 schools in Thiruvallur district. The research instrument used for data collection was job stress scale prepared by investigator and self-concept scale developed by Mukta Rastogi tested at 0.05 and 0.01 level of significance. The findings indicated that there is a positive relationship between Job stress and self-concept of higher secondary school teachers. There exist significant impact with respect to gender, their Spouse's educational qualification, type of school and area of living. And there is no significant impact on subject and location on the Job stress and self-concept of higher secondary school teachers.

Keywords: Database, Extravert, Introvert, Job stress, Self-concept, Hypothesis, sampling.

Introduction

Education is deliberate and systematic influence expected by the natural person and upon the immature through instruction discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of human beings, according to the individual and social needs directed towards the union of the educated with his curator as the final end.

Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfills his possibilities. The college, as an agency of education is the training ground for the future citizen. Emotional process is not an isolated phenomena but components of general experience, constantly influencing and influenced by other processes going on at the same time. Emotional competence is greatly dependent on an accurate time of reference and overall maturity. Each of us develops inconsistent emotional pattern. If we find that our emotional patterns are immature and disruptive, we can take steps to improve them not by fighting our emotions but by understanding and accepting them learning to function with them and express them constructively and accentuating those that are positive rather than negative.

Each of us unknowingly involve into stressful moments in the life. Under unavoidable circumstances, we tend to occupy deep into the issues relate to our emotional values, integrity, identity, ideology, relationship, greed, self-importance, worry, safety, and so on. Human is social species so lives in groups for security and attachment thus involve in the matters, which are inevitable whether in form sorrow or pleasure. We take issues to our heart to arouse emotions and live with it. Emotions facilitate to realize the purpose of life and we live for, tend to associate

deep and deep into affairs. The stress is good for the evolution and the health if does not exceed the limitations. Many circumstances incite us to react to hunger, family, kids, study, marriage, companion, job, comfort, health, future, safety, ambition, and so on. Become objective of our life thus refuse to accept failure. The failure and complexity build up frustration, fear, and insecure situation to our personality. Finally, burdens our sole and mind to extreme that fails the functioning to react. Study stress, family stress, kids stress, relationship stress, job stress, economic stress, and so on, each of these has our emotional attachment in relation our personality.

JOB STRESS

Job Stress is stress involved in work. According to the current World Health Organization's (WHO) definition, occupational or work-related stress "is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope."

SELF-CONCEPT

The term self-concept is a general term used to refer to how someone thinks about or perceives themselves. The self-concept is how we think about and evaluate ourselves. To be aware of oneself is to have a concept of oneself.

Statement of the problem

"A study on job stress of higher secondary teachers in relation to their self-concept in thiruvallur District"

Objectives of the study

1. The objectives of this study were as follows:
2. To identify the sources of job stress among basic school Hr. Sec. teachers.
3. To examine the patterns of stress among teachers.

4. To compare the severity of stress based on gender, age, academic qualifications and job experience.
5. To examine coping strategies adopted by basic school teachers to deal with stress.
6. To find the significance of difference among Government boys and Girls higher secondary teachers with regard to job stress.
7. To find the significance of difference among Co-education higher secondary teachers with regard to job stress,
8. To find the significance of difference among higher secondary male and Female teachers with regard to job stress.
9. To find the significance of difference among higher secondary teachers teaching Art subject with experience regard to job stress.
10. To find the significance of difference among higher secondary teachers teaching Science subject with r experience regard to job stress,
11. To find the significance of difference among Government boys and Girlshigher secondary teachers with regard to Self-concept.
12. To find the significance of difference among higher secondary male teachers with regard to Self-concept.
13. To find the significance of difference among higher secondary teachers teaching Art subject with experience regard to Self-concept.
14. To find the significance of difference among higher secondary teachers teaching Science subject with experience regard to Self-concept.
15. To find the significance of relationship between the job stress and Self-concept of higher secondary teachers in Thiruvallur District.

Hypotheses of the study

1. There is no significant difference between the mean scores of The job Stress of Hr. Sec. Teachers in relation to their self-concept with respect to gender
2. There is no significant difference between the mean scores of The job Stress of Hr. Sec. Teachers in relation to their self-concept with respect to types of school.
3. There is no significant difference between the mean scores of The job Stress of Hr. Sec. Teachers in relation to their Self-concept with respect Area of Living.
4. There is no significant difference between the mean scores of The job Stress of Hr. Sec. Teachers in relation to their Self-concept with respect to their age
5. There is no significant difference between the

- mean scores of The job Stress of Hr. Sec. Teachers in relation to their Self-concept with respect to their Spouse’s educational qualification
6. There is no significant difference between the mean scores of The job Stress of Hr. Sec. Teachers in relation to their Self-concept with respect to their Spouse’s occupation
 7. There is no significant association between the mean scores of The job Stress of Hr. Sec. Teachers in relation to their Self-concept with respect to gender
 8. There is no significant association between the mean scores of The job Stress of Hr. Sec. Teachers in relation to their Self-concept with respect to types of school
 9. There is no significant association between the mean scores of The job Stress of Hr. Sec. Teachers in relation to their Self-concept with respect to their Spouse’s educational qualification
 10. There is no significant association between the Self-concept and theory Job Stress of higher secondary Teachers.
 11. There is no significant relation between the Self-concept and theory Job Stress of higher secondary Teachers.

Research Design

➤ **Methodology**

In the present investigation descriptive survey research method was employed.

➤ **Variables**

Independent variables: Job Stress

Dependent variable: Self-concept

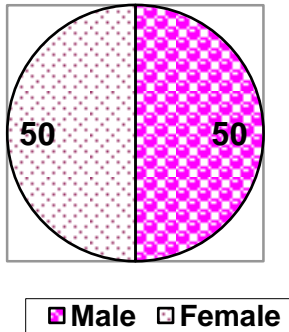
➤ **Sample**

A stratified random sampling technique was adopted for the selection of sample 200 higher secondary teachers were taken for the study.

S.No	GENDER	No. of Teachers	Percentage
1	Male	100	50
2	Female	100	50
	TOTAL	200	100

GRAPH 1

DISTRIBUTION OF THE SAMPLE GENDER WISE



Research Tools

To verify the hypothesis formulated in the study, the following tools have been used.

1. Job stress scale prepared by investigator.
2. Self- Concept scale developed by Mukta Rastogi.

Statistical techniques

Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw more meaningful pictures of results from the collected data. In the present study the following statistical techniques were used.

- ✓ MEAN
- ✓ STANDARD DEVIATION
- ✓ 'T' TEST
- ✓ ANOVA
- ✓ CHI-SQUARE

Major Findings

1. It was found that the level of the job stress among higher secondary school teachers are high in nature based on gender
2. It was found that the level of the self-concept among the teachers is moderate in nature based on gender
3. It was found that the level of job stress among the teachers is high in nature except the teachers working in private schools have low.
4. It was found that the level of self-concept among the teachers are moderate in nature based on the type of school management
5. It was found that the levels of job stress among the teachers based on their experiences are moderate in nature.
6. It was found that the level of self-concept among the teachers are moderate in nature based on their experience..

7. It was found that there is no significant difference in the overall scores of Job Stress of higher secondary Teachers with respect to their age
8. It was found that there is significant difference in the overall Job Stress scores of higher secondary Teachers with respect to their Spouse's educational qualification
9. It was found that there is no significant difference in the overall Job Stress scores of higher secondary Teachers with respect to their Spouse's occupation
10. It is concluded that there exist significant association between the Job stress and Their Self-concept.
11. It is concluded that there exist significant positive correlation between the Job stress and Their Self-concept.

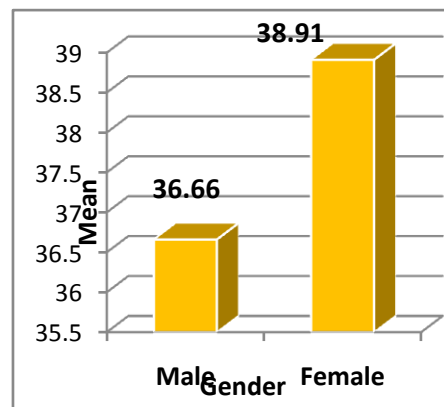
TABLE - 1

The table shows the significant difference between the mean scores of the job stress of higher Secondary teachers in relation to their self-concept with respect to gender.

Variable	Gender				t - value	LS.
	Male		Female			
	Mean	SD	Mean	SD		
Mean scores of overall Job Stress	36.66	7.02	38.91	6.61	2.33	0.05

GRAPH 2

Difference between the male and female with job stress and self-concept.



Educational Implications

The results of the study can be Job stress is to be assessed by how a person thinks feels and acts, with the job situations. Job stress is how people look at themselves, their lives and the other people in their lives, evaluate their lives, evaluate their challenges and problems and explore choices. The stress, relating to other people and making decisions are common. The management is very important in dealing with the stress. As far as the teachers are concerned their job stress is moderate in nature. Job stress is very much related to self-concept.

At the individual level, it is important to note that a necessary element for fostering a positive Self-Concept is the acquisition of certain actual competencies. It is important to take into account that the homological network of the Self-Concept can also be fostered by increasing intrinsic motivation, reducing stress or changing attributions of failure from internal stable causes to external controllable causes.

Conclusion:

On the basis of the discussion of results and findings of the study following conclusion were drawn:

- The present study is confined only to students of higher secondary level. To make the findings of this study more universal a comprehensive study of this type involving students at different levels could be undertaken.
- The study was conducted in a few selected schools in Pallipattu location alone. It can be extended to other cities.
- A comparative study can be undertaken among the teachers of Primary, Secondary, Higher Secondary Schools and Colleges.

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