

**A STUDY ON SCHOOL ORGANIZATIONAL CLIMATE AND OCCUPATIONAL STRESS
AMONG THE HIGHER SECONDARY SCHOOL TEACHERS IN
NAMAKKAL DISTRICT, TAMILNADU, INDIA**

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Abstract

The occupational stress is as important as the organizational climate of any educational institution. The local importance of a teacher is not new to educational thinking. In spite of this recognition, relatively little and reliable information is available regarding the occupational stress. The following objectives have been framed for the present study The level of school organizational climate among higher secondary school teachers is moderate in nature. The level of occupational stress among higher secondary school teachers is moderate in nature. To find out the significant difference in school organizational climate of higher secondary school teachers based on their gender, age, qualification, marital status, type of management, medium of instruction, teaching of experience and type of family. To find out the significant difference in occupational stress of higher secondary school teachers based on their gender, age, qualification, marital status, type of management, medium of instruction, teaching of experience and type of family.

However if the school organizational climate is very conducive, there will be less stress among the teachers. But the present study indicates pupil's behavior, school ethos; working conditions considerably affect the normal functioning of the teaching community. Therefore, the school authorities have to take all constructive efforts to create congenial atmosphere for the smooth functioning of teachers thus enabling them to totally dedicate themselves for the younger generation and also to establish a close association between the school and the society, an essential feature of the day.

Keywords: Occupational Stress, Organizational Climate, Higher secondary school, Educational Institution

Introduction

Teachers are the backbone of the educational process and play a vital role in building the nation. Teachers act as a pivot around which all the educational programmes rotate and they are crucial in the implementation process also. It is also a fact that the quality of teachers influences the level of achievement of students. Teachers have an impact on all the desired outcomes envisaged by an individual in the society. Thus, the role of teachers does not limit in imparting knowledge alone, but in broadening the national outlook, enhancing the sense of efficacy, competency among the future citizens and preparing individuals for the right type of profession.

The school is a place of developing or changing socio, psychological organizations. The interaction of organizational behaviour of role participants within the school gives rise to the climate or personality of the school. Better teaching and learning depends on the better climate of school. Yet, in many higher secondary schools, the Principal seems to accommodate an appropriate, easy informality without understanding his important role in the scheme of things. This atmosphere is referred to as the school climate.

The Concept of Organizational Climate

In 1950's and 1960's a new line of enquiry captured the attention of the researchers in the field of natural and social sciences. This line of enquiry introduced the concept of environment and organizational climate into the field of educational research. Studies of 'environment' of organizations become quickly popular with the social scientists, particularly with those who are interested in the studies of organizations, their characterization and effectiveness. After 1970, a new emphasis was laid on the study of human environment. A movement was started to make an all out effort to upgrade the quality of human life.

Sources of Stress in the School Setting with Special Reference to Teachers

There are many sources which cause stress. Major sources of stress in the school setting are broadly classified into following categories:

Poor motivation in Pupils: Pupils' poor attitude towards school and the lack of motivation has consistently been identified as major source of stress. (Laughlin, 1984; Payne and Furnham, 1987). Indeed, it is probably the effort involved in teaching such pupils on a regular basis that forms the single most important source of stress.

Pupils Indiscipline: Indiscipline among pupil, as another source of stress, in which a tense and highly unpleasant exchange of words/actions between teacher and pupil can take place. Such exchanges are at times extremely stressful.

Poor working condition: Poor working condition of teachers include inadequate equipment, poor staff room facilities and teaching at split-site school.

Quantitative Overload: According to Hans Seyle (cited in Sutherland and Cooper, 2000), a certain level of arousal is needed for optimal performance, but when the arousal exceeds our ability to meet the demand placed on the employee, a feeling of burnout is experienced. In contrast, when employees are not challenged or stimulated by a job, or do not believe that their contribution is valued; feelings of boredom, apathy and poor morale are experienced.

Time Pressures: It refers to the general level of demands made on teachers within very short periods of time, often with tight deadline attached to them; make this aspect of teaching a major area of stress.

Low status: Low status refers to teachers perceptions that their profession is held in low esteem by the wider society; this is in part reflected by the level of salaries for the teachers and

how the teaching profession is discussed by the wider society, particularly through the media. Some recent studies have indicated that. Undermining teachers' professional self-esteem and identity makes teachers much more vulnerable to teacher burn out. (Kremer and Hofman, 1985).

In their research, Olivier and Venter (2003) found that respondents indicated that salaries cause a great deal of stress, especially taking into account the after-hours input their jobs demand from them and how negatively their salaries compare with those of people in the private sector and other government departments (Olivier and Venter, 2003). That is perhaps the reason why some teachers embark on second jobs, mostly to the detriment of the school and the learners. Others search for other propositions and change to completely new jobs for the sake of better incomes (Olivier and Venter, 2003).

Conflict with Colleagues: This has also been reported as a major area of stress. (Dewe, 1986; Moracco et al., 1982). Such conflicts can range from purely academic disagreements to those arising from the exercise of managerial direction.

Understaffing: Classroom discipline is a significant source of stress (Jarvis, 2000), and this situation is exacerbated when teachers are faced with having to deal with pupil- teacher ratios of 60:1. At certain schools there are 15 teachers to 1050 pupils, and this relates to unacceptable working conditions (Mail and Guardian, 2005).

Overtime: Various researchers have indicated that administrative work done outside the scope of the classroom as a result of preparation or planning is a source of stress to teachers (Dinham, 1993; Kyriacou, 2001; Louden, 1987; Pithers and Soden, 1999; Punch and Tue.teman, 1996). In a survey by the Scottish Council for Research in Education, it was revealed that formal hours established for teaching amounted to 35 hours per week. However, the mean number of hours worked in a seven day period surveyed was 42.5 hours; seven and a half hours in addition to the 35 hours worked, which in effect meant that teachers worked a six-day week. Furthermore, work expanded into evenings and into weekends (Johnstone, 1993). Having too much work to do, which is referred to as quantitative overload, often results in employees working extended hours, and this is often associated with an increased cigarette smoking, increased alcohol consumption, and other stress symptoms (French and Caplan, cited in Cartwright and Cooper, 1997).

Qualitative Overload/ underload: Qualitative overload, as a source of stress, is linked to low levels of self- esteem, as individuals lack the necessary skill to do a new job. In contrast, qualitative underload is damaging, as the individual is not given the opportunity to use acquired skills and abilities, resulting in feelings of powerlessness to demonstrate talents (Sutherland and Cooper, 2000).

According to Udris (as cited in Sutherland and Cooper, 2000), qualitative overload is associated with job dissatisfaction, tension and low self-esteem, whereas qualitative underload is linked to dissatisfaction, depression, irritation and psychosomatic complaints. Hall (cited in Chaka, 1998) concludes that a high labour turnover could result from under stimulation. In

addition, Chaka (1998) indicates that a person's physical and mental wellness could be adversely affected by work that is monotonous, dull and repetitive.

Role of Administration: Various studies have highlighted that time pressure with regards to administrative demands and excessive paper work are major sources of stress for teachers, as there is inadequate time for preparation; unrealistic deadlines imposed and issues concerning the workload of teachers (Dinham, 1993; Kyriacou, 2001; Louden, 1987; Pithcrs and Soden, 1999; Punch and Tuetteman, 1996).

Stress Sources relating to Role in Organisation: According to Sutherland and Cooper (2000), organisations are continually reinventing themselves and as a consequence, changes to job roles are common. The impact of changes in the workplace can alter the nature of job roles, causing role ambiguity or role conflict, or additional demands, resulting in role overload. Role ambiguity, role conflict and level of responsibility for others are often regarded as the major sources of stress relating to a person's role in the organisation (Cartwright and Cooper, 1997).

Environmental Factors: Environmental factors causing stress are those systemic factors that are not intrinsic to teaching, but depend on the climate of the educational institution or wider context of education including the political domain. Teachers often cite the lack of government support, lack of information regarding changes, constant change and the demands of the National Curriculum as amongst their greatest source of stress (Travers and Cooper, 1997). These "trickle down" systemic factors act in addition to and feed the dynamics of the individual organisation (Jennings and Kennedy, 1996).

Violence and Danger caused by Pupils: A survey conducted in 1998, by the Institute of Criminology, revealed that crime and violence is endemic to both primary and secondary schools in the form of theft of property and the possessions of weapons; fighting physical violence and vandalism; bullying, intimidation, assault and gangsterism.

Lack of Reward/Recognition Smith and Bourke (in Overland) indicate that one of the major contributing factors to teacher stress is those arising from lack of rewards and recognition. Teacher dissatisfaction regarding the education department's reward system has been an on-going battle for educators. In addition, the deterioration of conditions of service as well as the decline in infrastructure and the quality of service delivery in health and education have resulted in an exodus of teachers.

Role Overload and Responsibility: Role overload, referring to the number of different roles an individual has to fulfil, can lead to excessive demands on the individual's time and may create uncertainty about the ability to perform these roles adequately (Driscoll and Cooper, 2002).

French and Caplan (cited in Sutherland and Cooper, 2000) posit the view that being responsible for the work and performance of others, demands more interaction with others, and is thus more stressful than being responsible for equipment, budgets and other issues.

Meaning of Occupation

According to Oxford Dictionary Occupation is a type of job that needs special training or skill, especially one that needs a high level of education; the medical/legal/teaching etc. profession/occupation. The teaching profession looks for individual with specific skills and knowledge of methodology.

Meaning of Occupational Stress

Occupational stress an environmental condition or event in that causes strain. It is the work related to psychological and physical changes that occur in an individual which adversely affects the productivity of the employee and his satisfaction. The factors such as resentment against superior, disagreeable working conditions, fatigue, occupational hazards, excessive competition or anxiety over possible employment.

Statement of the Problem

The problem of the present study is entitled as “A STUDY ON SCHOOL ORGANIZATIONAL CLIMATE AND OCCUPATIONAL STRESS AMONG THE HIGHER SECONDARY SCHOOL TEACHERS IN NAMAKKAL DISTRICT”.

Teaching is one of the most common professions in our society. Teachers occupational stress is one of the problems that the administration faces, when a plan to achieve higher school effectiveness, teachers stress improves the performance as well as the effectiveness of an individual irrespective of the nature of work.

Objectives of the Study

- The level of school organizational climate among higher secondary school teachers is moderate in nature.
- The level of occupational stress among higher secondary school teachers is moderate in nature.
- To find out the significant difference in school organizational climate of higher secondary school teachers based on their gender.
- To find out the significant difference in school organizational climate of higher secondary school teachers based on their age.
- To find out the significant difference in school organizational climate of higher secondary school teachers based on their qualification.
- To find out the significant difference in school organizational climate of higher secondary school teachers based on their marital status.
- To find out the significant difference in school organizational climate of higher secondary school teachers based on their type of management.

- To find out the significant difference in school organizational climate of higher secondary school teachers based on their medium of instruction.
- To find out the significant difference in school organizational climate of higher secondary school teachers based on their teaching of experience.
- To find out the significant difference in school organizational climate of higher secondary school teachers based on their type of family.
- To find out the significant difference in occupational stress of higher secondary school teachers based on their gender.
- To find out the significant difference in occupational stress of higher secondary school teachers based on their age.
- To find out the significant difference in occupational stress of higher secondary school teachers based on their qualification.
- To find out the significant difference in occupational stress of higher secondary school teachers based on their marital status.
- To find out the significant difference in occupational stress of higher secondary school teachers based on their type of management.
- To find out the significant difference in occupational stress of higher secondary school teachers based on their medium of instruction.
- To find out the significant difference in occupational stress of higher secondary school teachers based on their type of family
- To find out the significant difference in occupational stress of higher secondary school teachers based on their teaching of experience.
- To find out the significant relationship between school organizational climate and occupational stress among the higher secondary school teachers.

Hypotheses of the Study

The level of school organizational climate among higher secondary school teachers is moderate in nature.

The level of occupational stress among higher secondary school teachers is moderate in nature.

There is no significant difference in school organizational climate of higher secondary school teachers based on their gender.

There is no significant difference in school organizational climate of higher secondary school teachers based on their age.

There is no significant difference school organizational climate of higher secondary school teachers based on their qualification.

There is no significant difference in school organizational climate of higher secondary school teachers based on their marital status.

There is no significant difference in school organizational climate of higher secondary school teachers based on their type of management.

There is no significant difference in school organizational climate of higher secondary school teachers based on their medium of instruction.

There is no significant difference in school organizational climate of higher secondary school teachers based on their teaching of experience.

There is no significant difference in school organizational climate of higher secondary school teachers based on their type of family.

There is no significant difference in occupational stress of higher secondary school teachers based on their gender.

There is no significant difference in occupational stress of higher secondary school teachers based on their age.

There is no significant difference in occupational stress of higher secondary school teachers based on their qualification.

There is no significant difference in occupational stress of higher secondary school teachers based on their marital status.

There is no significant difference in occupational stress of higher secondary school teachers based on their type of management.

There is no significant difference in occupational stress of higher secondary school teachers based on their medium of instruction.

There is no significant difference in occupational stress of higher secondary school teachers based on their type of family

There is no significant difference in occupational stress of higher secondary school teachers based on their teaching of experience.

There is no significant relationship between school organizational climate and occupational stress among the higher secondary school teachers.

Review of Related Literature

Singh Rohtosh, Joshi Hardeep lal (2008) Suicidal ideation in Relation to Depression, Life Stress and Personality among college students". This study examined relationship of depression, life stress and personality with suicidal ideation among college students. Sample for the study consisted of 250 subjects (125 male and 125 female) drawn from different colleges of Haryana by using cluster sampling method. The participants were assessed with Scale for Suicide Ideation (SSI), Beck Depression Inventory (BDI) Eysenck Personality Questionnaire (EPQ-R) and Presumptive Stressful Life Events Scale (PSLES). The data were analyzed by using Pearson Product Moment

Method of Correlation and stepwise multiple regression analysis. Results demonstrated that suicidal ideation was positively associated with depression.

Ghaderi A. R, Kumar G. Venkatesh ,Kumar Sampat. (2009) "Depression, Anxiety and Stress among the Indian and Iranian Students". The purpose of the paper is to understand and compare the experiences of stress, anxiety and depressions among the Indian and the Iranian students. The data is collected from students studying in different departments of university of Mysore, studying post graduate and Ph.d degree courses. The sample comprises of 80 Indian and 80 Iranian both to assess depression, anxiety and stress. It is hypothesized that the depression, Anxiety and stress level of Iranian Students is higher than Indian Students. The findings revealed that the depression, Anxiety and stress level of Indian students are significantly higher than those of Iranian Students. Further some gender differences are not found significant.

Farida shaheen, Md. Shamim Alam (2010), "Psychological Distress and its Relation to Attribution styles and coping strategies among Adolescents". Psychological distress and its relate to attribution styles and coping strategies were studied in a sample of 300 (150 male and 150 female) XI Std students. It was found that composition attribution for positive events and its three dimensions (internal-external, stable unstable and global-specific) were negatively correlated with psychological distress and composite attribution for negative events and its three dimension (internal-external stable unstable and global specific) were positively correlated with psychological stress. It was also found that problem focused coping strategies negatively related to psychological distress and avoidance coping positively related to psychological distress. Fur their more, it was found that science students scored higher as composite negative and its two dimensions e.g. stable unstable and global specific negative. It was also found that science students used more problem focused coping while Arts students used more avoidance coping the result also revealed that arts students experiences more psychological distress as compared to science students.

Anjna Agarwal (2011) conducted a study was undertaken to examine the Impact of Academic Stress upon Academic Achievement and Mental Health of the Adolescents. The data were collected from 400 students, age ranged from 13th to 18th of class X and XII, were selected randomly from different schools of Agra city (Uttar Pradesh, India), out of which 200 were Males and 200 were Females. The selected adolescents were administered the questionnaires individually. Academic Stress Scale developed by Sinha et al. (2003) was used for the assessment of academic stress among students. For measuring six areas of mental health, Mental Helath Battery, developed by Singh and Gupta in 2000 was used. For measuring academic achievement, percentage of marks obtained by students in last grade was taken. Results indicated that Academic stress had significant negative correlation with Academic Achievement and Mental Health of the adolescents while Academic Achievement had significant positive correlation with mental Health. No significant difference were found between Academic Stress and Mental Health of 10th and 12th grade adolescents while significant difference was found between Academic

Achievement of 10th and 12th grade adolescents. No significant difference was found between Academic Stress of Male and Female Adolescents while significant difference was found between Academic Achievement and Mental Health of Male and Female Adolescents.

Lin, Shu-Hui; Huang, Yun-Chen (2014) conducted a survey on Life Stress and Academic Burnout. Stress has been shown to negatively affect learning. Academic burnout is a significant problem associated with poor academic performance. Although there has been increased attention on these two issues, literature on the relationship between students' life stress and burnout is relatively limited. This study surveys academic burnout and life stresses among college students and further assesses whether reports of life stresses can serve as a predictor of academic burnout. The "Undergraduate Life Stress Scale" and "Learning Burnout Scale" are used as research tools, and data from 2640 students were collected. The results showed that both the level of students' burnout and stress are in general not serious. Female students and upper year students reported higher values of life stresses. The self-identity stress, interpersonal stress, future development stress, and academic stress could jointly predict student academic burnout.

Research Design

The investigator followed the Survey Method in the present study. School organizational climate and occupational stress cannot be measured directly. But in a variety of way they can be measured by certain techniques. One the most widely used techniques for measuring the above said aspects are by using a School Organizational Climate Description Questionnaire (SOCDQ) In this, the teachers have to react to a series of verbal expression through endorsements or rejections of a set of carefully standardized items of prepositions. The total pattern of the teachers reactions to the different items reveal teachers stress and their opinion about their school organizational climate. In the present investigation in order to measure the high schools organizational climate, the investigator used a School Organizational Climate Description Questionnaire (SOCDQ).

Sampling Procedure

A good sample of a population is the one which, within restrictions imposed by its size, will reproduce the characteristics of the population with the greatest possible accuracy.

Sampling is used for a variety of reasons which include,

1. Saving in time and money.
2. When the population is large and
3. Where the measurement technique destroys or in some way, alters irreversibly the items which are measured. Sampling is based on the theory of probability.

The present study involves the high school teachers working from Std XI to XII, who constitute the population of the present study. Data was collected randomly from 150 higher

secondary school teachers covering Government and Government Aided and Private Schools in and around the Namakkal District, Tamilnadu.

Analysis of Data

In this study, the data collected with regard to school organizational climate and occupational stress among the higher secondary school teachers in and around the Namakkal District, Tamilnadu were analyzed with reference to the objectives and hypotheses of the study.

The hypothesis formulated for the present study was tested by applying suitable statistical techniques - mean, standard deviation and T - Test.

Hypothesis -1

The level of school organizational climate among higher secondary school teachers is moderate in nature.

Table 1 Level of school organizational climate in higher secondary schools

Level of School Organizational Climate	Frequency	Percentage
Low	48	32.00
Average	54	36.00
High	48	32.00
Total	150	100.00

From above table, it is observed that the level of school organizational climate in higher secondary schools is average in nature. Hence, the hypothesis is accepted.

Hypothesis -2

The level of occupational stress among higher secondary school teachers is moderate in nature.

Table 2 Higher secondary school teachers occupational stress level.

Occupational Stress Levels	Frequency	Percentage
Low	56	37.3
Average	49	32.7
High	45	30.0
Total	300	100.00

From above table, it is observed that the level of occupational stress in higher secondary schools is low in nature. Hence, the hypothesis is rejected.

Hypothesis 3

There is no significant difference in school organizational climate of higher secondary school teachers based on their gender.

Table 3 Showing significance of difference in school organizational climate of higher secondary school teachers based on their gender

Gender	N	Mean	S.D	t- value	Level of significance
Male	75	169.77	20.633	0.448	Not significant
Female	75	171.48	25.726		

From the above table, 't' the calculated value (0.448) is lesser than the table value (1.96) and not significant even at 0.05 level. There is no significant difference is observed in school organizational climate of higher secondary school teachers based on their gender. Hence the hypothesis is accepted

Hypothesis - 4

There is no significant difference in school organizational climate of higher secondary school teachers based on their age.

Table 4 Showing difference in school organizational climate of higher secondary school teachers based on their age

Age	N	Mean	S.D	t- value	Level of significance
Up to 35	84	169.02	22.311	0.952	Not significant
Above 35	66	172.67	24.426		

From the above table, 't' the calculated value (0.952) is lesser than the table value (1.96) and not significant even at 0.05 level. There is no significant difference is observed in school organizational climate of higher secondary school teachers based on their age. Hence the hypothesis is accepted.

Hypothesis - 5

There is no significant difference in school organizational climate of higher secondary school teachers based on their qualification.

Table 5 Showing difference in school organizational climate of higher secondary school teachers based on their qualification

Educational qualification	N	Mean	S.D	t- value	Level of significance
PG with B.Ed	90	173.47	24.584	1.847	Not significant
PG with M.Ed	60	166.37	20.578		

From the above table, 't' the calculated value (1.847) is lesser than the table value (1.96) and not significant even at 0.05 level. There is no significant difference is observed in school organizational climate of higher secondary school teachers based on their qualification. Hence the hypothesis is accepted.

Hypothesis - 6

There is no significant difference in school organizational climate of higher secondary school teachers based on their marital status.

Table 6 Showing significance of difference in school organizational climate of higher secondary school teachers based on their marital status

Marital status	N	Mean	S.D	t-value	Level of significance
Unmarried	101	172.52	22.333	1.440	Not significant
Married	49	166.71	24.831		

From the above table, 't' the calculated value (1.440) is lesser than the table value (1.96) and not significant even at 0.05 level. There is no significant difference is observed in school organizational climate of higher secondary school teachers based on their marital status. Hence the hypothesis is accepted.

Hypothesis - 7

There is no significant difference in school organizational climate of higher secondary school teachers based on their type of management.

Table 7 Mean, S.D, t- values on school organizational climate of higher secondary school teachers based on their type of management

Type of management	Sum of squares	df	Mean squares	F-value	Level of significance
Between groups	2083.613	2	1041.807	1.951	Not significant
With in groups	78503.480	147	534.037		
Total	80587.093	149			

From the above table, 'F' the calculated value (1.951) is lesser than the table value (1.96) and not significant even at 0.05 level. There is no significant difference is observed in school organizational climate of higher secondary school teachers based on their Type of management. Hence the hypothesis is accepted.

Hypothesis - 8

There is no significant difference in school organizational climate of higher secondary school teachers based on their medium of instruction.

Table 8 Showing significance of difference in school organizational climate of higher secondary school teachers based on their medium of instruction

Medium of Instruction	N	Mean	S.D	t- value	Level of significance
Tamil	90	170.38	22.510	0.160	Not significant
English	60	171.00	24.522		

From the above table, 't' the calculated value (0.160) is greater than the table value (1.96) and significant even at 0.05 level. There is no significant difference is observed in school organizational climate of higher secondary school teachers based on their medium of instruction. Hence the hypothesis is accepted.

Hypothesis - 9

There is no significant difference in school organizational climate of higher secondary school teachers based on their type of family.

Table 9 Showing difference in school organizational climate of higher secondary school teachers based on their type of family

Type of family	N	Mean	S.D	t- value	Level of significance
Nuclear	90	172.73	24.097	1.363	Not significant
Joint	60	167.47	21.749		

From the above table, 't' the calculated value (1.363) is greater than the table value (1.96) and significant even at 0.05 level. There is no significant difference is observed in school organizational climate of higher secondary school teachers based on their type of family. Hence the hypothesis is accepted.

Hypothesis - 10

There is no significant difference in school organizational climate of higher secondary school teachers based on their teaching experience.

Table 10 Showing difference in school organizational climate of higher secondary school teachers based on their teaching experience

Teaching experience	Sum of squares	df	Mean squares	F-value	Level of significance
Between groups	1733.366	2	866.683	1.616	Not significant
Within groups	78853.727	147	536.420		
Total	80587.093	149			

Inference

From the above table, 'F' the calculated value (1.616) is lesser than the table value (1.96) and not significant even at 0.05 level. There is no significant difference is observed in school organizational climate of higher secondary school teachers based on their teaching experience. Hence the hypothesis is accepted.

Hypothesis - 11

There is no significant difference in occupational stress of higher secondary school teachers based on their gender.

Table 11 Showing significance of difference occupational stress of higher secondary school teachers based on their gender

Gender	N	Mean	S.D	t- value	Level of significance
Male	75	147.24	26.042	2.247	significant
Female	75	137.97	24.437		

Inference

From the above table, 't' the calculated value (2.247) is greater than the table value (1.96) and not significant even at 0.05 level. There is significant difference is observed in occupational stress of higher secondary school teachers based on their Gender. Hence the hypothesis is rejected.

Hypothesis - 12

There is no significant difference occupational stress of higher secondary school teachers based on their age.

Table 12 Showing difference between occupational stress of higher secondary school teachers based on their age

Age	N	Mean	S.D	t- value	Level of significance
Up to 35	84	140.48	25.371	1.151	Not significant
Above 35	66	145.32	25.811		

Inference

From the above table, 't' the calculated value (1.151) is lesser than the table value (1.96) and not significant even at 0.05 level. There is no significant difference is observed in occupational stress of higher secondary school teachers based on their age. Hence the hypothesis is accepted.

Hypothesis - 13

There is no significant difference in occupational stress of higher secondary school teachers based on their qualification.

Table 13 Showing difference in occupational stress of higher secondary school teachers based on their qualification

Educational qualification	N	Mean	S.D	t- value	Level of significance
PG with B.Ed	90	144.78	25.574	1.275	Not significant
PG with M.Ed	60	139.35	25.487		

Inference

From the above table, 't' the calculated value (1.275) is lesser than the table value (1.96) and not significant even at 0.05 level. There is no significant difference is observed in occupational stress of higher secondary school teachers based on their qualification. Hence the hypothesis is accepted.

Hypothesis - 14

There is no significant difference in occupational stress of higher secondary school teachers based on their life marital status.

Table 14 Showing significance of difference in occupational stress of higher secondary school teachers based on their marital status

Marital status	N	Mean	S.D	t-value	Level of significance
Unmarried	101	145.21	25.119	1.801	Not significant
Married	49	137.24	25.984		

Inference

From the above table, 'F' the calculated value (1.801) is greater than the table value (1.96) and not significant even at 0.05 levels. There is no significant difference is observed in occupational stress of higher secondary school teachers based on their marital status. Hence the hypothesis is accepted.

Hypothesis - 15

There is no significant difference in occupational stress of higher secondary school teachers based on their type of management.

Table 15 Showing difference in occupational stress of higher secondary school teachers based on their type of management

Type of management	Sum of squares	df	Mean squares	F-value	Level of significance
Between groups	4713.373	2	2356.687	3.730	0.01
Within groups	92882.420	147			
Total	97595.793	149	631.853		

Inference

The above table shows the significant difference between higher secondary school teachers in occupational stress based on their type of management. Hence further analysis is required to find out the significant difference among the groups. The results are presented in table

Table 15.1 Mean, S.D, t- values on high school teachers in occupational stress based on their type of management

Type of management	N	Mean	SD	t-value	Level of significance
Govt vs Aided	50	150.12	24.688	1.836	Not significant
	50	141.04	24.779		
Aided vs Private	50	141.04	24.779	0.864	Not significant
	50	136.66	25.924		
Govt vs Private	50	150.12	24.688	2.65	0.01
	50	136.66	25.924		

From the above table no significant difference is observed in high school teachers in occupational stress based on their type of management viz; Govt vs Aided and Aided vs Private. But significant difference is noted in Govt vs Private. Hence the hypothesis states that there is significant difference is observed in occupational stress of higher secondary school teachers based on their type of management. Hence the hypothesis is partially rejected.

Hypothesis - 16

There is no significant difference in occupational stress of higher secondary school teachers based on their medium of instruction.

Table 16 Showing significance of difference in occupational stress of higher secondary school teachers based on their medium of instruction

Medium of instruction	N	Mean	S.D	t- value	Level of significance
Tamil	90	143.49	24.611	0.516	Not significant
English	0	141.28	27.157		

From the above table, 't' the calculated value (0.516) is greater than the table value (1.96) and significant even at 0.05 level. There no is significant difference is observed in occupational stress of higher secondary school teachers based on their medium of instruction. Hence the hypothesis is accepted.

Hypothesis - 17

There is no significant difference in occupational stress of higher secondary school teachers based on their type of family.

Table 17 Showing difference in occupational stress of higher secondary school teachers based on their type of family

Type of family	N	Mean	S.D	t- value	Level of Significance
Nuclear	90	143.59	26.579	0.574	Not significant
Joint	60	141.13	24.183		

From the above table, 't' the calculated value (0.574) is greater than the table value (1.96) and significant even at 0.05 level. There is no significant difference is observed in occupational stress of higher secondary school teachers based on their type of family. Hence the hypothesis is accepted.

Hypothesis - 18

There is no significant difference in occupational stress of higher secondary school teachers based on teaching experience.

Table 18 Showing difference in occupational stress of higher secondary school teachers based on teaching experience

Teaching experience	Sum of squares	df	Mean squares	F-value	Level of significance
Between groups	296.462	2	148.231 661.900	0.224	Not significant
Within groups	97299.332	147			
Total	97595.793	149			

From the above table, 'F' the calculated value (0.224) is lesser than the table value (1.96) and not significant even at 0.05 level. There is no significant difference is observed in occupational stress of higher secondary school teachers based on their teaching experience. Hence the hypothesis is accepted.

Hypothesis - 19

There is no significant relationship between school organizational climate and occupational stress among higher secondary school teachers.

Table 19 Showing correlation between school organizational climate and occupational stress among higher secondary school teachers

Variables	Number of Samples	Correlation (r)	Level of significance
School organizational climate	150	0.646	0.01
Occupational stress			

From the above table the correlation between the two variables is significant at 0.01 levels. Hence the hypotheses states that there is significant relationship between school organizational climate and occupational stress among higher secondary school teachers is rejected.

Findings and Conclusions

Findings of the study

Within the limitations of the study the following findings were drawn the representatives of the sample students.

1. The level of school organizational climate in higher secondary schools is average in nature.
2. The level of occupational stress in higher secondary schools is low in nature.
3. No significant difference is observed in school organizational climate of higher secondary school teachers based on their gender.
4. No significant difference is observed in school organizational climate of higher secondary school teachers based on their age.
5. No significant difference is observed in school organizational climate of higher secondary school teachers based on their qualification.
6. No significant difference is observed in school organizational climate of higher secondary school teachers based on their marital status.

7. No significant difference is observed in school organizational climate of higher secondary school teachers based on their Type of management.
8. No significant difference is observed in school organizational climate of higher secondary school teachers based on their medium of instruction.
9. No significant difference is observed in school organizational climate of higher secondary school teachers based on their type of family.
10. No significant difference is observed in school organizational climate of higher secondary school teachers based on their teaching experience.
11. Significant difference is observed in occupational stress of higher secondary school teachers based on their Gender.
12. No significant difference is observed in occupational stress of higher secondary school teachers based on their age.
13. No significant difference is observed in occupational stress of higher secondary school teachers based on their qualification.
14. No significant difference is observed in occupational stress of higher secondary school teachers based on their marital status.
15. No significant difference is observed in high school teachers in occupational stress based on their type of management viz; Govt vs Aided and Aided vs Private. But significant difference is noted in Govt vs Private.
16. No is significant difference is observed in occupational stress of higher secondary school teachers based on their medium of instruction.
17. No significant difference is observed in occupational stress of higher secondary school teachers based on their type of family.
18. No significant difference is observed in occupational stress of higher secondary school teachers based on their teaching experience.
19. Significant relationship between school organizational climate and occupational stress among higher secondary school teachers

DE Limitations of the Study

Due to paucity of time the researcher has limited the sample to, the study is confined to Namakkal district of Tamil Nadu State only. A sample of 150 teachers was taken for the study. The investigation was restricted only to higher secondary school teachers.

Suggestions for Further Research

The investigator suggests the following for further research

1. A study of school organizational climate of high school teachers of various states in India could be done.
2. A study of teacher's stress of high school teachers of various states in India could be done.

3. A study may also be conducted in other educational districts in the state of Tamilnadu.
4. A study on school organizational climate and students academic achievements may be undertaken.

Conclusion

The present investigation is an attempt to study the high school organizational climate and occupational stress. The study reveals that school organizational climate is only at the average level. Similarly the analysis about the high school teachers of stress reveals the average level of stress. However if the school organizational climate is very conducive, there will be less stress among the teachers. But the present study indicates pupil's behaviour, school ethos, working conditions considerably affect the normal functioning of the teaching community. Therefore, the school authorities have to take all constructive efforts to create congenial atmosphere for the smooth functioning of teachers thus enabling them to totally dedicate themselves for the younger generation and also to establish a close association between the school and the society, an essential feature of the day.

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