



Teachers' Stress Symptom in the milieu of Organizational Climate of School in Tripura

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Abstract

The paper aims to explore the influence of organizational climate of school on teacher stress symptom with special reference to Tripura. To investigate this issue Stress Symptom Scale and School Organizational Climate Questionnaire were administered on 394 secondary teacher of Tripura. The result revealed that for the male secondary teachers; organizational climate of school did not affect on stress symptom, but for the female secondary teachers it contributes on stress symptoms. The female teacher belonging to the Paternal School Climate experienced more stress symptom in comparison to the female teachers of Open, Autonomous and Controlled school Climate.

Introduction

Organizational climate of school mainly focuses the status of interaction and relation among the members of school in terms of their task, needs and satisfaction. Operationally, it is the result of interaction between two dimensions- task achievement and need satisfaction. But in practical situation more concentration is given to later one. In general sense Organizational climate of school emphasize the relation among the teacher and between the teacher and administrative heads. According to Halpin and Craft(1963) organizational climate of school refers to general flow of behavior and feeling within the school resulting from social interaction among the teachers and between the teaches and headmaster.

From the point of view of organizational psychology, free flow of communication, scope for operation of proper feedback mechanisms, participation in decision making help to create a sense of belongingness with the institution which mediates in the experience of teacher stress. Thus organizational climate is considered as a responsible factor of teacher stress. Teacher stress, according to contemporary conceptualization is a subjective experience of the individual of unpleasant emotions resulting from aspects of his work as a teacher(Kyriacou(1989), then it is

imperative, teacher stress is manifestable by its physical, mental and behavioral outcomes, symptoms or reactions (Dunham,(1992); or by any possible combinations of these three classes of outcomes which are assumed to have link to illness, disease (Cox,1987;Hinkle,1987), performance, well-being,etc. Teacher stress reactions or symptoms have been identified by many researchers (e.g.Dunham,1986,1992; Kyriacou and Sutcliffe, 1978b;). Several physical reactions, such as, heart attacks, ulcers, skin disorders etc. develop when exposure to stress is prolonged. Sometime exposure to stress results in fatigue, exhaustion and burnout also. This assertion gives rise to one pertinent question relating to teacher: Do the stress symptom among teachers is related to organizational climate of school in Tripura? Is there any gender variation in stress symptom among teachers with the variation of school climate in Tripura?

As per the review study done by present researcher no previous study dealt with these question in Tripura, though some near relevant studies have indirectly asserted that organizational climate of school may influence the teacher professional life, including their professional stress. Report of studies done by Sharma (1972) and Scott (1979) revealed that teachers working in school with open climate tended to exhibit higher job-satisfaction than those working with closed climate. Chopra (1986) found that the teachers working with Open climate were likely to show higher over-all job-satisfaction than their colleagues in Paternal and Closed Climate. Research review also indicate that due to prolonged stress there was a risk of psychosomatic symptoms, such as, headaches, sleep disturbances, high blood pressure and skin disorders(Dunham,1992).

From the above study it can be assumed that there may be an affect of School Organizational Climate on teacher stress symptom. Therefore, Present study, intends to find out the possible effect of organizational climate of Bengali medium secondary school, recognized by the Tripura Board of Secondary Education on teachers stress symptom.

Objective

To study the possible influence of Organizational Climate of School on teachers' stress symptoms.

Hypothesis:

H_{1.1.0}: The male secondary school teachers belonging to different types of school organizational climate (i.e. Open, Autonomous, Familiar, Controlled, Paternal and Closed) will not differ significantly in the measure of teacher stress symptom.

H_{1.1.2.0}: The female secondary school teachers belonging to different types of school organizational climate (i.e.

Open, Autonomous, Familiar, Controlled, Paternal and Closed) will not differ significantly in the measure of teacher stress symptom.

Method

Sample And Sampling Design

The main sample of this study constituted of randomly selected three hundred ninety four(394) secondary school teachers(Male = 233/ Female =161), permanently employed in twenty four Bengali medium secondary school, both government and semi- government, approved by the Tripura Board of Secondary Education, Tripura, located in urban and rural areas but beyond the jurisdiction of the TTAADC consisted the sample for the study. The present investigator used the School Organizational Climate Description Questionnaire (SOCDQ) of Sharma (1978), an Indian adaptation of the Organizational Climate Description Questionnaire (OCDQ) of Halpin and Crofts (1963) and Stress Symptoms Scale (SSS) developed and standardized by the investigator. To examine the objective of the study the subjects are grouped into identified different types of organizational climate of school by employing the tool (SOCDQ) and also by formulating major null hypothesis. To study the hypotheses, for the male teachers influence of five climates - Open(O), Autonomous (A), , Controlled(Con), Paternal (P)and Closed(CL) on teachers' stress symptom were studied as under Familiar climate there were only 7 number of subjects , similarly for the female sample, only influence of four climates- Open(O), Autonomous (A), , Controlled(Con) and Paternal (P) on teachers' stress symptom were examined as there were small number of subjects in closed climate(N=4) and no female teacher was found under Familiar climate. Climate wise Mean and sd for the male and female teachers were asw shown in the Table 1 below

Table 1

Mean and SD.s of teacher stress symptom across various S.O.C. for Male and Female Teachers

	Open (N for M - 37, F - 58)		Autonomous (N for M - 95, F - 64)		Familiar (N for M- 7, F- 00)		Controlled (N for M - 45, F - 23)		Paternal (N for M-20, F- 12)		Closed (N for M - 29, F - 04)	
	M	sd	M	sd	M	Sd	M	sd	M	sd	M	sd
Male Teachers	18.4050	6.8696	18.6500	9.7510	15.5714	6.1606	17.1553	6.9379	16.6000	6.3858	19.7586	8.1225
Female Teachers	16.7580	5.4105	17.0620	5.9518	00.00	00.00	17.5217	7.0315	23.0000	10.4109	12.0000	1.4142

*Sig. at .05 level.

Table 2

F-ratios showing gender wise variation in teacher stress symptom with the variation of Types of S.O.C.

Teacher Stress Symptoms	Male df, 4 .N=221	Female= df,3. N=153
	0.6931	3.5956*

*Sig. at .05 level.

The contents of the Table 2 showed that F-value was not significant for the male sample and for the female sample F value was significant at .05 level. Thus null hypothesis for the male teachers could not be rejected while for the female teachers, null hypothesis H.1.2.0 was rejected.

Thus obvious conclusions emerged:

(a) School organizational climate did not affect the teacher stress symptom for the male teachers. Though F value was not significant in their stress symptoms. Then null hypothesis related to teacher stress symptoms for the male teachers could not be rejected. According to different climatic condition of school the male teachers experienced stress symptom which is shown in their mean value as MCL > MA > MO > MCON > MP. It is the observation of the present researcher that highest stress symptoms are seen among male secondary school teachers in Tripura in the closed climate of school.

(b) School organizational climate affected the teacher stress symptom for the female secondary teachers. F value was significant at 0.05 level. Thus null hypothesis **H.1.2.0** is rejected and the findings in terms of mean values for different climatic condition of school for the female teachers is shown as Mp > Mcon > MA > Mo. It is the observation of the present researcher that highest stress symptoms are seen among female secondary school teachers in Tripura in the paternal climate of school. Further t-test were computed to find pout significance of mean difference in the measure of stress symptom among various types of school climate whose associated F- value was found significant only for female teachers.

Table 3
Significance of Mean Differences in Teacher' Stress Symptoms among various School Organizational Climates for female teachers.

Between Climates	Df	M-diff.	t
O vs. A	120	-0.2740	0.2730
O vs. Con	79	-0.7637	0.4853
O vs. p	68	-6.2420	3.2042**
A vs. Con	85	-0.4597	0.3078
A vs. P	74	-5.9380	3.0729**
Con. vs P	33	-5.4783	2.5044**

*Sig at .05 level. ** Sig at .01 level

N.B. Negative sign indicated the latter comparing group is greater in mean values.

The above result showed that all the mean differences are not found significant. It was only when the Paternal climate- group was compared with the Open, Autonomous and Controlled climate group means, the obtained mean differences differences were found significant. A further scrutiny of the above results should that in each comparison the highest mean stress in teacher stress symptoms was found in Paternal school climate. Putting in other words, the female secondary school teachers belonging to the Paternal school climate differed Significantly from their colleagues belonging to the Open, Autonomous and Controlled climate in the measure of teacher stress symptoms and the female teachers in the paternal climate experienced the highest mean stress.

Discussion

The observed effect of the Paternal school climate in generating the teacher stress symptoms could be explained in the line of thinking of Thoits(1982), at least for the female secondary school teachers, because school climate has a great influence on the performance and job satisfaction of teachers. If the teachers are not satisfied due to climatic condition of the school, there is a possibility of suffering from stress symptoms by the teachers. According

to Halpin and Crofts (1963) and particularly to Sharma (1979) the Paternal Climate is characterized by the ineffective attempts of head of the institution to control teachers as well as to satisfy their social needs. In such climate the teachers do not work well together, they gripe and bicker among themselves. They pull in directions with respect to the worth (high disengagement). Again group maintenance is not possible because of the headmaster's inability to control activities of the teachers (low control) But teachers have to work in the way the headmaster wants if it is not liked by teachers also which results in stress symptoms among the teachers.

In a further scrutiny it is observed that the female subjects belonging to the paternal climate differed significantly in stress symptoms from those belonging to the Open, Autonomous and Controlled climates. This may be explained in the following lines. According to the Sharma's (1979) profile description of six organizational climates the paternal climate differed distinctly from the Open, Autonomous and Controlled climates in degree of disengagement, a group behavior characteristics of school organizational climate. Teachers had the least enjoyment of sense of accomplishment in job and satisfaction in fulfillment of social needs, while the teachers belonging to the Open, Autonomous and Controlled climates had all those enjoyment and satisfaction either to highest or moderate extent. Because of these differences, just mentioned presumably the female teachers belonging to the Open, Autonomous and Controlled climates had less stress symptoms than those of their same sex counterparts belonging to Paternal climate.

Though no significant result was obtained in this area for the male secondary teachers but highest mean in stress symptom was seen through further scrutiny in closed climate, the most ineffective and stagnant of all school climate, characterized by high disengagement, alienation, psycho-physical hindrance and low esprit, intimacy and humanized thrust.

Conclusion

In Tripura the secondary male teachers belonging to the closed climate expressed highest professional stress symptom in comparison to their colleagues belonging to the other school organizational climate, but teacher stress symptom was affected in no significant manner by school organizational climate for the male teachers, though they tended to expressed the greatest extent of stress symptoms under the condition of the Closed school climate. Female

teachers of paternal climate expressed highest amount of stress symptoms than their colleagues belonging to the other school organizational climate. Here stress symptom was perceived in significant manner by school organizational climate for the female teachers.

education program afresh so that during teacher training program special emphasis is given on this issue.

EDUCATIONAL IMPLICATION

Though a cynic may argue that stress in teaching is an invention of union propagandists anxious to lend weight to their pay claims or to hide their inefficiency, irresponsibility and failure in the defense of severe public criticisms relating to low standard of school education, the present study and studies conducted elsewhere, have demonstrated that a substantial portion of the teaching force are suffering from moderate to severe degree of professional stress symptoms which claims that teaching in school is one of the more stressful professions, even in Tripura and also that may be so in other parts of India. The findings of the study reveal that organizational climate of secondary school has significant influence on secondary teachers' stress symptoms. This is very much true that if the teachers feel stress in their job, it would not be possible for them to impart quality education to the students. Much stress is responsible for low effectiveness in performance. To reduce this social cost, better school climate is needed. As organizational climate of school depends much on the institutional leadership and management, effective training programmes have to be organized for proper training of the head of the institutions. The teacher Educators are also needed to design the teacher education program afresh so that during teacher training program special emphasis is given on this issue.

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