

## Daily Hassles among School Teachers

**Vanitha, B.** and **Akbar Husain**  
 Malaysia Aligarh Muslim University, Aligarh

Daily Hassles at Work Scale (DHAWS) developed by the investigators was administered on 148 female and 52 male teachers belonging to two secondary schools situated in a sub-urban area in Perak, Malaysia. The main objectives of the present study were: (a) to identify the daily hassles at work among secondary school teachers, and (b) to examine differences in the perception of daily hassles at work among male and female school teachers. Results revealed that female teachers as compared to male teachers scored significantly higher on too much responsibility, traveling to and from work, can't say no when I should work, not enough time for family, and being taken for granted as the daily hassles at work.

**Keywords:** Daily hassles, School teachers

In general, daily hassles at work affect the quality of work life. Daily hassles at work can be stressful in many ways. School teacher's role is extremely demanding. The working conditions account for stress and burnout feeling in life of teachers (Mishra & Panda, 1996). Stress among teachers has become a topic of professional interest, but studies relating to daily hassles at work are rather scanty. Results of many studies reported that daily hassles are one of the main contributors for stress. Research studies proved that the cumulative effects of daily hassles over time are probably the significant source of stress (Zohar, 1999).

In many countries teacher's job is often considered as one the most stressful profession (Ravichandran & Rajendran, 2007). Teaching is known as noble profession with lots of expectations from students, parents and the society. The high expectations from everyone make the profession very challenging and stressful.

Kyriacou and Sutcliffe (1978) defined teachers stress as response of negative effect (such as anger or depression) by a teacher usually accompanied by potentially pathogenic physiological and biochemical

changes (such as increased heart rate or release of adrenocorticotrophic hormones in the bloodstream) resulting from aspects of teacher's job and mediated by the perception that the demands made up upon the teachers constitute a threat to his self esteem or well being by coping mechanisms activated to reduce the perceived threat. Kyriacou (2001) stated that teachers perceived stress as an unpleasant, negative emotion such as anger, anxiety, tension, frustration or depression resulting from some aspect of their work as a teacher. Various studies have been conducted on teachers' stress and burnout. Available data suggests that teachers' of primary school, secondary school or the university level experienced different level of stress in the daily life situation (Kumari, 2008).

### **Teaching and Work Stress**

Hassles or stress at workplace are part of peoples work life. Teachers experience a great deal of work stress. Teaching has a number of specific stressors such as dealing with disruptive student behavior, the pressure of school inspection, providing cover for colleagues and large workload (Fitzgerald, 2008).