



Discussing the job stressors of high-school principals of the city of Bojnurd

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Abstract

The purpose of the present research was to discuss the job stressors of high-school principals of the city of Bojnurd during 2014. The population included 174 individuals among whom a number of 137 of them were selected as the sample through application of Morgan chart. Also in this research, the tests of Mann-Whitney, Wilcoxon, Friedman and Kruskal-wallis were implemented by SPSS software. Results indicate that in significances near zero, the difference between average ratings of elements of improper physical facilities, weight of the work, lack of possibility of professional growth, unsuitable occupational relations, features of the role and financial problems is significant and meaningful. On the other hand, results also revealed that job stressors with respective to the amount of effect are as follows: financial problems, lack of possibility of professional growth, unsuitable occupational relations, weight of the work, features of the role and improper physical facilities which is known as the least important job stressor.

Keywords: Stress, professional growth, features of the role, weight of the work

Introduction

During the past decade, the issue of stress and its effects on organizations has been in the center of attention. There are also positive stresses among negative ones, and therefore stress should not be viewed as a dominantly negative phenomenon. When we talk about stress though, most people initially and generally pay attention to its negative aspects. To sum up, we come to know that stresses have several different effects on performance and activities of participants of an organization (Shapiro, 2000:59).

Under neurological stresses, managers, employees and clienteles of an organization develop special psychological states and take actions which are directly reflected in organization's activities and efficiency. In addition to psychological effects, neurological stresses have physical impact too. Heavy stresses lead to deviation from goals and the ways to achieve them (Mahbodi, 2007).

Job stress could be defined as accumulation of stressors and job related circumstances and most people agree upon its being stressful. On the other hand, job stress could also be defined as



mutual interaction between work circumstances and personal features of the practitioner in a way that the requirements of the environment of work are more than what the practitioner can handle (Blankenship, 2006: 35). In some cases, using people for works which do not match with their abilities and information levels or induction of changes in his or her occupational activity can cause stresses for the individual (Hemmatian, 2009).

With respect to stated content, the literature of the subject include:

A research conducted by Keshavarz (2002) under the title of “discussing the relation between organizational skill of time management and job stress among institute managers”. The results of this research indicated that there existed a negative and significant relation between organizational skill of time management and job stress. The average scores of male principals were higher than female principals in terms of organizational skill of time management and also in terms of job stress, the average scores of female principals was higher than males. Furthermore, there was no significant relation observed among expert and non-expert; experienced and inexperienced managers in terms of organizational skill of time management.

Another research carried out by Ti and Goji (2003) titled as “the manner of controlling stress by higher level principals at educational institutes”. Results of this research indicated that time management, exercising, resting and social support are considered as effective strategies for stress management among principals for the purpose of group controlling. This research has signified a strong relation between efficiency of stress management strategies employed by principals for group controlling and performance at work environment (Jafari, 2011).

Research method: in terms of nature and methods, the present research is considered as a descriptive-correlative research.

Population and sample: the population included 174 individuals among whom a number of 137 of them were selected as the sample through the application of Morgan chart.

Data analysis methods: In this research, for the purpose of data analysis, tests of Mann-Whitney, Wilcoxon, Friedman and Kruskal-Wallis were applied.

Main research question

Which of the job stressors in the view of school principals are more likely to increase stresses? (For seeking solutions to this question, the Freedman test was used)

Results have indicated that with a freedom degree of 5 and a Chi-do value of 102.067, at a significance level close to zero, the average rating differences between improper physical facilities, weight of the work, and lack of possibility of professional growth, inappropriate occupational relations, and features of the role and financial problems are significant. It means that the amounts of effectiveness of these elements are not the same and as it is evident in the table, improper physical facilities with average rating of 2.70 is the least and financial problems



with average rating of 4.59 is the most effective element on occurrence of job stress for school principals.

First hypothesis: Stressors are different between male and female principals. For discussing this hypothesis the U Mann-Whitney test was used. Results revealed that the average rating of stressors for male and female principals are different from each other. Therefore, as it is shown by the results of U Mann-Whitney test, difference between ideas of male and female principals regarding the amount of effects of aforementioned hexagonal elements except for the element of inappropriate occupational relations with significance level of 0.034 is not significant for the rest of elements including improper physical facilities, weight of the work, lack of possibility of professional growth, features of the role and financial problems.

Second hypothesis: Job stressors are different for expert and non-expert principals. The U Mann-Whitney test was employed for discussion of this hypothesis and as the results of this test for this hypothesis have indicated, difference between views of expert and non-expert principals regarding the amounts of effects of previously mentioned hexagonal elements except for the element of weight of work with significance of 0.048 is insignificant for the rest of elements including improper physical facilities, lack of possibility of professional growth, improper occupational relations, features of the role and financial problems.

Third hypothesis: job stressors are different for principals with high experience and principals with lower experiences. For discussing this hypothesis, the Kruskal-Wallis test was employed. Results of this test indicated that difference between views of high experienced principals and lower experienced principals regarding six elements of improper physical facilities, weight of work, lack of possibility of professional growth, inappropriate occupational relations and features of the role and financial problems, is not significant.

Based on this content, it can be concluded that:

- 1- Difference between average rating of elements of improper physical facilities, weight of work, lack of possibility for professional growth, inappropriate occupational relations, features of the role and financial problems is significant.
- 2- The difference between the ideas and views of male and female educational principals is significant only in terms of the element of inappropriate occupational relations.
- 3- The difference between views of expert and non-expert educational male and female principals is significant only in terms of the element weight of the work.
- 4- The difference between views of principals with high and low levels of experience regarding stressors is not significant.

With respect to these results, the followings are recommended for reduction of stressors:

- Accomplishment of reviews in order to provide balance between principals' responsibilities and options.



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- Projects' risk management processes should be reinforced and also practiced with more details.
- Abilities for scenario based planning should be improved for justification of projects.
- The time period of projects should be determined with agreement and presence of principals.
- Development of a culture which encourages for supporting team members.

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