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A Study on Working Stress Among the Undergraduate School Teachers

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ABSTRACT

The present study aims to know the working stress among the undergraduate school teachers. Stress has become an inherent feature of all activities in all aspects of an individual's life. The impact of stress is demonstrated in the various stress related physiological and psychological problems experienced by man. This study has certain objectives. To understand the working stress of teachers working in schools. To understand the influence of demographic variables on teachers working stress. About 100 teachers where contacted and every respondent was explained the purpose, the nature of the investigation and wanted information for the item in two questionnaires. In order to study the functional dependencies to indicate the likelihood of causal relationships between the variables, inferential statistical techniques of product moment correlation, ANOVA were computed. Working stress of the high undergraduate school teachers is not influenced by their age, religion, community, place of working, grade, experience, and type of family.

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INTRODUCTION

'Teacher stress may be defined as the experience by the teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher' . Stress has become an inherent feature of all activities in all aspects of an individual's life. The impact of stress is demonstrated in the various stress related physiological and psychological problems experienced by man. Stress when present in moderate levels is found to have motivating effects but when present in high level is found to have detrimental effects. Job stress or working stress has been a topic of interest for organizational psychologist. Stress related problems in the work place have been found to have a direct impact on the effective management and productivity of organizations. To ensure effective organizational performance, the management should know whether the teachers are experiencing stress on their jobs and if so they should make necessary modifications to reduced experienced job stress.

A stimulus becomes a stressor when it causes adverse physiological changes, physical symptoms and psychological tensions. High stress occupations are those in which incumbents have little control over their jobs, work under relentless time pressure or threatening physical conditions or have major responsibilities for either human or financial resources. Role ambiguity, role conflict, role over load and under utilization also cause job stress.

Working stress

Stress can be defined as a physical and emotional reaction to potentially threatening aspects of the environment. Under stress individuals are unable to respond to environmental stimuli without undue psychological and/ or physiological damage such as chronic fatigue, tension or high blood pressure. This damage resulting from experienced stress is usually referred to as strain. Job stress occurs when a person experiences stress from a specific job-either excessive demands are being made or reasonable demands are being made that individuals are ill-equipped to handle. It is found that stress is pervasive in the work environment. All people do not react in the same way to stressful situations, even in the same occupation. One individual (a high need achiever) may thrive on a certain amount of Job related tension; this tension, may serve to activate the achievement motive. A second individual may respond this tension by worrying about his or her inability to cope with the situation. All stress is not necessarily bad. Although highly stressful situations invariably have dysfunctional consequences, moderate levels of stress often serve useful purposes. A moderate amount of job related tension not only keeps us alert to environmental stimuli; but in addition often provides a useful motivational function. Some experts argue that the best and most satisfying work that teachers do is the work performed under moderate stress.

Significance of the Study

The Present world is highly competitive, people have high aspiration and they want to achieve more. Especially the youth have high ambitions and aim to achieve in life. When they are not able to achieve their goals and on the contrary meet with failure they easily become dejected, fearful, anxious and stressful which cause mental health problems and their personal, family, social relationships get affected. When stress become severe and acute they become a problem to the family. organization and society at large.

This stress disturbs / affects ones works and individual is unable to carryout work smoothly.

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So employee's efficiency is coming down and the performance output is also reduced. Such an employee will be creating problems for himself as well as to the organisation. He may not be a wanted employee for the management too. Individual's stress further makes employee to be unhappy with Job. Employee's stress and Job satisfaction are intertwined. Both these will lead to lowering of (production) performance in the long run.

REVIEW OF LITERATURE

Dimitrov (2019) in his study claimed that stress can be addressed by ensuring that the students give utmost importance to their welfare. Food, exercise, work, recreation are some of the areas to focus on. He also concluded that the education system is more to do with the academic qualifications and does not contribute enough to the holistic development of students. Students are usually conditioned in a way that makes them fearful to take up upcoming challenges as the focus is only the academics and not the development of a go getter mentally. There are not many choices for the medium of education. English being the only option available can pose as a hindrance for the students from rural background. There are not many courses available that are employment centric. Fresh graduates need more communication skills development for better placements.

Subramani and Kadhiravan (2020) revealed the link between academic stress and mental health among students. He endorsed that academic stress and mental health are correlated and that students are cramped with the academic structure. Parents and schools pressurize the students way too much for the higher grades that disheartens the students, further to add on there is not enough support from the parents and school in terms of guidance. The students are mentally healthy when they perform constructively in the academic forums. They also propounded that students from private schools are more pressurized as compared to students from government schools due to the excess of homework and other academic related assignments. Significant difference in mental health of students from private and government schools was found. He asserted that students from private schools have a different nurturing and vast exposure as compared to government school students who belong to poor socio economic background and lack of exposure. This is one of the reasons for the escalation of stress.

Matt Jarvis (2021) has studied on 'Teacher Stress: a critical review of recent findings and suggestion for future research directions'. He concluded that the findings were teacher stress is real phenomenon and is associated with problems of recruitment, health and retention of teachers. The teacher stress is reliably associated with a number of variables, including those intrinsic those intrinsic to the job, individual cognitive vulnerability and system factors. There are however important gap in our understanding of teacher stress, most notably regarding effective interventions.

Objectives

This study has certain objectives.

1. To understand the working stress of teachers working in schools.
2. To understand the influence of demographic variables on teachers working stress.

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Hypothesis

1. Teachers differ significantly in the level of working stress on the basis of their gender
2. Teachers differ significantly in the level of working stress on the basis of their marital status.
3. Teachers differ significantly in the level of working stress on the basis of their religion.
4. Teachers differ significantly in the level of working stress on the basis of their place of working.
5. Teachers differ significantly in the level of working stress on the basis of their type of family.
6. Teachers differ significantly in the level of working stress on the basis of their age.
7. Teachers differ significantly in the level of working stress on the basis of their birth order.
8. Teachers differ significantly in the level of working stress on the basis of their community.

Selection of sample

This study was planned to be conducted among the Teacher of Cuddalore districts, Tamilnadu. The preliminary enquires revealed that these undergraduate school teachers are responsible in taking class for the students. The sample was chosen on a random basis.

Justification of sample

About 100 teachers where contacted and every respondent was explained the purpose, the nature of the investigation and wanted information for the item in two questionnaires. Some of the respondents obliged immediately and some wanted sometime, so follow-up calls were also made, and the respondents had to be motivated for answering the questionnaire. Some respondents needed clarification for certain items which was also obliged.

DATA PROCESSING

The collected data were analysed using appropriate statistical techniques. The descriptive statistics such as mean and S.D, SE_M, t-ratio were computed. In order to study the functional dependencies to indicate the likelihood of causal relationships between the variables, inferential statistical techniques of product moment correlation, ANOVA were computed.

Result Discussion

Table 1

Showing Mean, SD and t-value of the scores on teachers working stress on the basis of their gender

Gender	Mean	S.D	S.E	t-value	LS
Male	139.42	14.41	1.60	2.23	0.05
Female	134.98	12.96	1.19		

Hypothesis: Teachers differ significantly in the level of working stress on the basis of their gender.

Table 1 shows that the Mean, SD and t-value of the scores on teachers working stress on the basis of their gender. The obtained t-value (2.23), is significant at 0.05 level. Hence the stated hypothesis is accepted. The result reveals that female teachers have lower level of working stress when compared to male teachers.

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Figure 1
Showing Mean, SD and t-value of the scores on teachers working stress on the basis of their gender

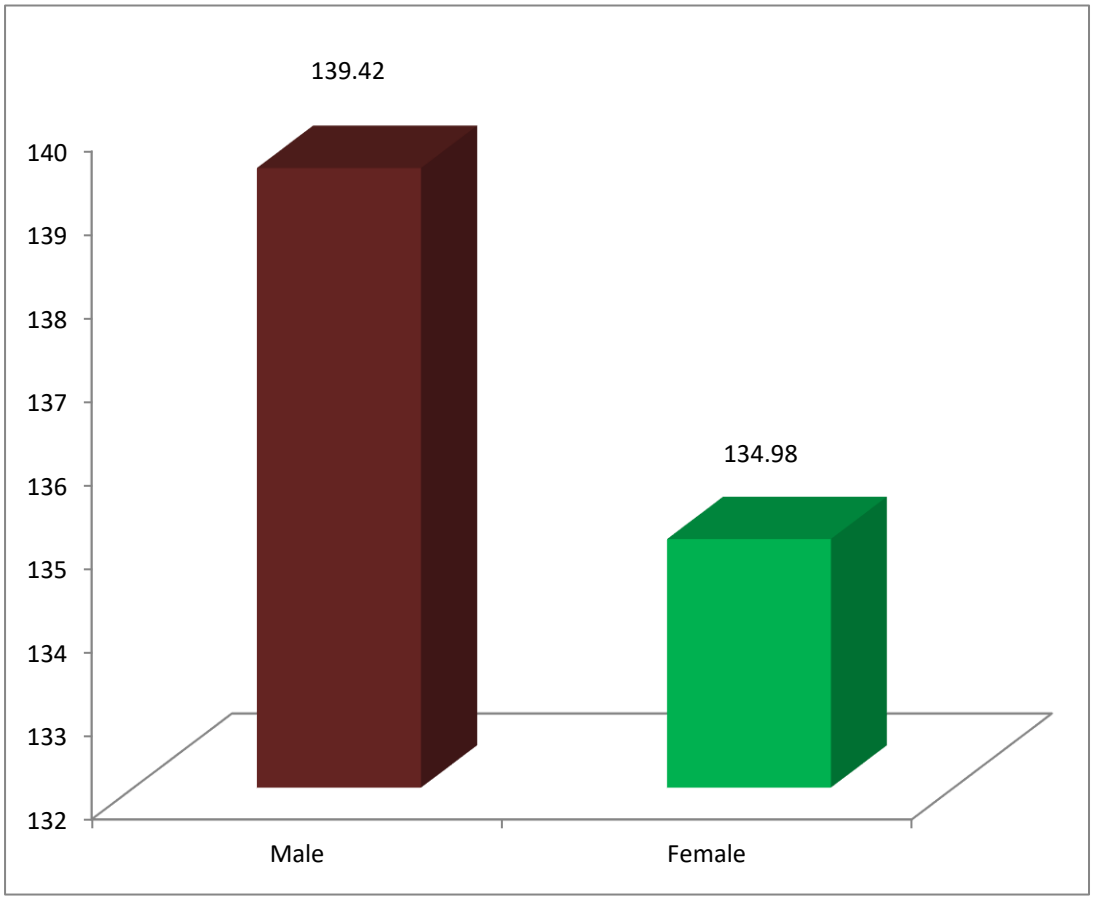


Table 2
Showing Mean, SD and t-value of the scores on teachers working stress on the basis of their marital status

Marital status	Mean	S.D	S.E	t-value	LS
Married	136.50	13.63	0.99	2.03	0.05
Unmarried	142.64	14.73	4.44		

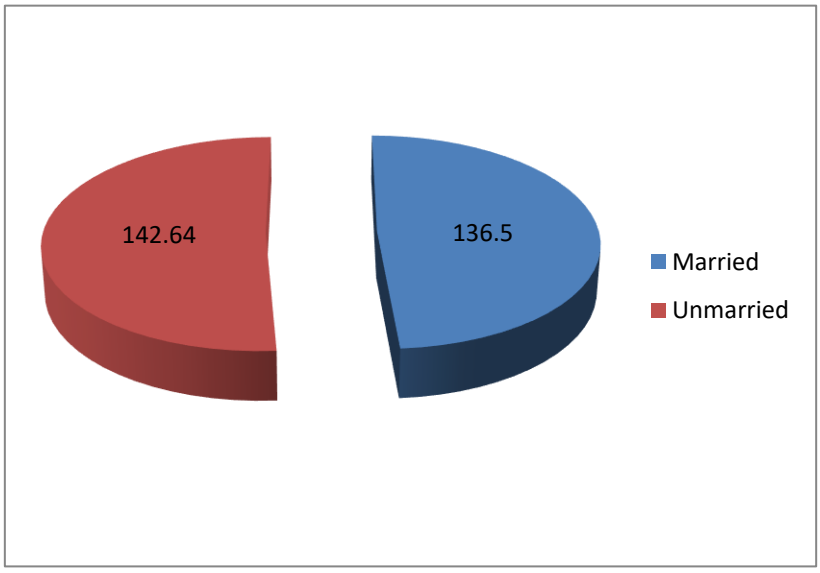
Hypothesis: Teachers differ significantly in the level of working stress on the basis of their marital status.

Table 2 shows the Mean, SD and t-value of the scores on teachers working stress on the basis of their marital status. The obtained t-value (2.03), is significant at 0.05 level. Hence the stated hypothesis is accepted. The result indicates that marital status of teacher exerts significant influence on the level of their working stress. That is unmarried teachers have higher level of working stress when compared to married teachers.

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Figure 2
Showing Mean, SD and t-value of the scores on teachers working stress on the basis of their marital status



CONCLUSIONS

The study concluded that working stress of the high undergraduate school teachers is not influenced by their age, religion, community, place of working, grade, experience, and type of family. Working stress of the high undergraduate school teachers is influenced by their gender, marital status, birth order, monthly income and school environment.

The present world is highly competitive, people have high aspriation and they want to achieve more. Especially the youth have high ambitions and aim to achieve in life. When they are not able to achieve their goals they easily become dejected, fearful, anxious. The stress causes mental helath problems and their personal, family, social relationships get affected. When stress become severe and acute they become a problem to the family, organization and society at large.

The present study is an attempt ot understand the influence of certain0 demographic variables on teachers working stress and jbo satisfaction. The study also attempts to find out the relationship among working stress and job satisfaction. So every teachers becomes the population of this study. The vast population, limitations of the time etc. forced to restrict this study to a sample of 200 teachers who were randomly selected from Cuddalore District. Further research may be conducted with a still larger sample and in a different district .

The conclusions and other interpretations derived in this inquiry must be viewed in the context of the sample and variables used in this study. A comparatie study of various subject teachers may be included to do the further research. These are few of the possible areas that require further research. Understanding into these areas will greatly contribute to educational development.

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