

JOB STRESS AMONG SCHOOL TEACHERS OF BISHOP HEBER HIGHERSECONDARY SCHOOL, TEPPAKULAM,TRICHY

Mr. A.Boaz

Assistant Professor and Research Scholar, Department of Commerce, Bishop Heber College
(Autonomous), Affiliated to Bharathidasan University, Trichy, Tamilnadu, India.

E-Mail: antonboaz@gmail.com

Dr.G.Gnanaraj

Associate Professor and Head, Department of Commerce, Bishop Heber College (Autonomous),
Affiliated to Bharathidasan University, Trichy, Tamilnadu, India.

E-Mail: ggnans@gmail.com

Abstract

Teaching has certainly become the most difficult and challenging profession. Teaching has become one of the most professions that have been associated with high level of occupational stress. Teaching stress can is defined as a workplace stress that causes health problems as well as being significant source of financial loss. Workplace stress can arise from a variety of factors or being controlled by a single occurrence. Either physically or mentally, stress can arise when stress levels are too high. Workplace stress is harmful physical and emotional reaction that really can happen when there is a confrontation between the employee's job demands and its level of control over all these demands. Stress caused by a combination of high job requirements and lack of control over the situation. Percentage analysis, Anova and correlation was used. It was that significant correlation between respondents' age and various dimensions of Job stress amongteachers. There is a significant correlation between respondents. Teaching Experience and various dimensions of Job stress amongteachers. There is a significant difference between respondent's gender and various dimensions of Job stress amongteachers.

Keywords: *stress, teaching, profession, emotional, physical, workplace*

Introduction

Teaching profession has started to be considered as one of the stressful profession nowadays. Teacher's working schedules are aggregated all throughout the course of the year or generally equivalent to those in other professions, wherein working intensively over fewer weeks of the year leads in a lower cognitive balance as well as more stress. Teaching has become one of the most professions that have been associated with high level of occupational stress. Teaching stress can is defined as a workplace stress that causes health problems as well as being significant source of financial loss. Workplace stress can arise from a variety of factors or being controlled by a single occurrence. It would have the potential to impact both employees and employers. Either physically

or mentally, stress can arise when stress levels are too high. Workplace stress is harmful physical and emotional reaction that really can happen when there is a confrontation between the employee's job demands and its level of control over all these demands. Stress caused by a combination of high job requirements and lack of control over the situation. Teachers Stress is an unpleasant sensation that is accompanied by negative emotions like anger, pressure, and disappointment that arises from your profession as a teacher. Someone's uncontrollable emotion toward changes in educational culture is considered stressed. It is essential for a teacher to share their skills and to educate children in a positive environment.

Statement of Problem

Management, administration and parents put a lot of pressure on teachers to complete the work. When a teacher was asked about their difficulties, they tell that they have not enough time to arrange their classes including non-teaching activities that are commonly assigned to teachers in schools. Teachers are given works like taking surveys; prepare documents, value exam papers within short period of time, scorecard preparations and admissions and many other things. The primary focus of this study was on teachers at Bishop Heber Higher Secondary School in Teppakulam, Trichy.

Objectives of the study

1. To identify the various dimensions of Job stress among the teachers
2. To study the gender and age wise impact of the job stress of teachers
3. To analyze various factors that contribute towards the Job stress of teachers
4. To provide valuable suggestions towards the welfare of the teachers

Research Methodology

Bishop Heber Higher Secondary School is the focus in this research. Primary data was collected using structured questionnaire from the teachers of the school. Convenient sample method has been used and data has been collected from 70 teachers including both genders. The following tools were used for analyzing the data: 'Correlation' –test, Inter-correlation matrix, t-test, 'ANOVA'

Research hypotheses

1. There is a significant connection between respondent's age and job stress among teachers.
2. There is a significant disparity between respondents' gender and other variables of Job stress among teachers.
3. There is a significant relationship between respondents' Teaching Experience and dimensions of teachers Job stress.
4. There is a significant relationship between respondents' marital status and several dimensions of Job stress among teachers.

5. There is a significant inter correlation matrix among various aspects of Job stress among teachers.

Review of the Literature

According to Robbins (2001) Stress is a dynamic condition in which the individual is confronted with an opportunity constraint or demand related to what he or she desires and for which the outcomes is perceived to be both uncertain and important. According to (Chalmers, A .2004) More research into the intricacies of professional satisfaction and its relationship to teacher stress, which may have some elements unique to the profession, was advised. According to (Antoniou et.al 2006) Female teachers reported higher levels of occupational stress, particularly with regards to interactions with students and colleagues, workload, student growth, emotional tiredness, and disengagement from the profession.

In terms of the support they believe they receive from the government, older teachers were more stressed. According to (Francis, M 2007) the association between personality and stress was investigated. When compared to the high extraversion group, the low extraversion group experiences more stress. In the high anxiety group, stress levels are higher. According to World Health Organization (WHO) (2019) defines stress as “the reaction people may have when presented with demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope”.

Occupational stress, also known as job stress, has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors (Kyriacou, 2001). Occupational stress is an individual experience, depending on the traits of individuals, in that not all people react to events the same way (Manthei & Gilmore, 1996).

Job satisfaction has been defined as the extent to which a staff member has favourable or positive feelings about work or the work environment (De Nobile, 2003). It refers to the positive attitudes people may gain from work or through aspects of work (Furnham, 1997; Locke, 1976). Conversely, job dissatisfaction refers to unhappy or negative feelings about work or the work environment (Furnham, 1997).

Continuous exposure to stressful situations seriously depletes teacher's emotional and physical resources, thus leaving an individual unable to cope successfully with further stress (Barmby, 2006; McLeskey et al., 2004). In teaching profession, distress has been linked to dissatisfaction with job and to negative affective and professional consequences. (Ruma et al., 2010; Eichinger, 2000). Factors like excessive work, lack of administrative and parental support, inadequate salaries, disciplinary problems, lack of students' interest, overcrowded classrooms, and public criticism of teachers and their work (Rice and Goessling, 2005; Ruma et al., 2010).

According to Alkhrisha (2002), major sources of stress of Jordanian teachers are workload, low salary, lack of self-esteem, lack of in-service training opportunities, and lack of access to new information and knowledge. Also, this study discovered that demographic variables are the major predicted variables of teacher distress. In addition, some demographic variables, such as age, marital status, experience and sex, were found to be related to burnout (Harris et al., 2008).

Analysis and Interpretations

It was inferred that 18.6 % of the respondents were in the age group of 25 to 35 years, 22.9 % of the respondents were in the age group of 36 to 45 years, 38.6% of the respondents were in the age group of 46 to 55 years and 20.0% of the respondents were more than 55 years old. It is concluded that one-third (i.e.) 38.6% of the respondents were between the age group of 46 to 55 years. It was also inferred that 28.6 % of the respondents were male and 71.4 % of the respondents were female. It is evident that nearly three-fourth of the respondents were female.

Student Behavior, Friendly relations between Teachers, Parents / Teachers Relations, Relation with superior, Workload / Time Management, Intrapersonal Conflicts, Stress management Techniques and Overall Job stress among teachers was taken for analysis.

It was inferred that there is a significant correlation between respondents' Teaching Experience and Student Behavior, Friendly relations between Teachers, Parents / Teachers Relations, Relation with superior, Workload / Time Management, Intrapersonal Conflicts, Stress management Techniques and Overall Job stress among teachers.

It was evident that a significant relationship among the various dimensions of Job stress among teachers such as Student Behavior, Friendly relations between Teachers, Parents / Teachers Relations, Relation with superior, Workload / Time Management, Intrapersonal Conflicts, Stress management Techniques and overall at 0.01 level. It was found that the Student Behavior had influence on the other dimensions such as Friendly relations between Teachers, Parents / Teachers Relations, Relation with superior, Workload / Time Management, Intrapersonal Conflicts and Stress management Techniques.

There was a Friendly relations between Teachers had influence on the other dimensions such as Parents / Teachers Relations, Relation with superior, Workload / Time Management, Intrapersonal Conflicts and Stress management Techniques. The Parents / Teachers Relations had influence on the other dimensions such as Relation with superior, Workload / Time Management, Intrapersonal Conflicts and Stress management Techniques. The Relation with superior had influence on the other dimensions such as Workload / Time Management, Intrapersonal Conflicts and Stress management Techniques. The Workload / Time Management had influence on the other dimensions such as Intrapersonal Conflicts and Stress management Techniques.

It was found that there is a significant difference between respondents' gender and Student Behavior, Friendly relations between Teachers, Parents / Teachers Relations, Relation with superior, Workload / Time Management, Intrapersonal Conflicts, Stress management Techniques and Overall Job stress among teachers.

It was inferred that there was a significant variance among the respondents taken the classes with regard to Student Behavior, Friendly relations between Teachers, Parents / Teachers Relations, Relation with superior, Workload / Time Management, Intrapersonal Conflicts, Stress management Techniques and Overall Job stress among teachers.

Findings from the study

Three-fourth (i.e.) 71.4% of the respondents had high level with regard to student behavior. Majority (i.e.) 60.0% of the respondents had high level with regard to Friendly relations between Teachers. Majority (i.e.) 70.0% of the respondents had high level with regard to Parents / Teachers Relations. Nearly three-fourth (i.e.) 74.3% of the respondents had high level with regard to Relation with superior. More than half (i.e.) 54.3% of the respondents had high level with regard to Workload / Time Management. Majority (i.e.) 60.0% of the respondents had high level with regard to Intrapersonal Conflicts. Majority (i.e.) 61.4% of the respondents had high level with regard to Stress management Techniques. More than half (i.e.) 51.4% of the respondents had high level with regard to Overall Job stress among teachers.

There is a significant correlation between respondents' age and various dimensions of Job stress among teachers. There is a significant correlation between respondents' Teaching Experience and various dimensions of Job stress among teachers. There is a significant inter correlation matrix among various dimensions of Job stress among teachers. There is a significant difference between respondents' gender and various dimensions of Job stress among teachers. There is a significant difference between respondents' marital status and various dimensions of Job stress among teachers. There is a significant variance among the respondents taken the classes with regard to various dimensions of Job stress among teachers.

Suggestions

Encourage teachers to carry out a research and improve their skills. Schools can help teachers enhance their skills and knowledge by cooperating with skill development and providing scholarships, awards, or interest-free loans for higher education, among many other things. Encourage teachers to focus time with students beyond the classroom and after school hours to get to understand them personally. Teachers should listen carefully to students, include them in classroom conversations, and provide one-on-one assistance as needed. Students should also be encouraged to communicate to their teachers about personal problems and learning disabilities. This will lead to an improvement teacher-student interaction and, as both a result, improved student academic achievement. Because teacher well-being and professional stress have a significant impact on their teaching quality, schools should encourage teachers to live healthy lifestyles and engage in physical activity. Teachers' professional distress is reduced by two-way talks and mutual trust between school administration and teachers. Management should also guarantee that all departments are sufficiently recruited and that teachers are not disillusioned or stressed because of too much work.

Conclusion

The study was aimed to find out how job stress influences the quality of teachers at Bishop Heber Higher Secondary School, Teppakulam, Trichy. As per the findings, Stress can have a negative impact on teacher performance. As teachers significantly affect future generations, it can have enormous consequences for teachers, students, and society as a whole. As more than just an

outcome, it is the responsibility of parent teacher associations, school administrations, governments, and society at large to secure that teachers have the required professional skills, experience, qualifications, and attitude to effectively teach to members of the human race. It is also the responsibility of parent's teacher association, school administrations, government, and society to confirm that teacher's personal and professional requirements are satisfied.

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