



School Atmosphere in Relation with Life Stress of Teachers

Dr. N. Prema

Asst.Professor, SRM School of Teacher Education and Research, SRM University, Kanchipuram Dist. Tamil Nadu, 603203

ABSTRACT

The aim of the study is to be aware of the difference in school atmosphere and life stress of school teachers based on gender, marital status, locality of school and gender of principal. And next a question emerged in the mind of the researcher was, can the investigator discover any relationship between school atmosphere and life stress of school teachers? Seeking answer to this question, 98 School Teachers were selected as sample for the study by employing simple random sampling technique. Two separate questionnaires were distributed to collect the relevant data by adopting survey method. By using 't' test and correlation co efficient the collected Data has been analyzed. The results revealed that there is a significant difference exists in the school atmosphere based on locality of school. There is a significant difference exist in life stress of Teachers with respect to marital status of Teachers and gender of their principal. There was a low correlation found between School atmosphere and life stress.

KEYWORDS : School atmosphere, Life stress, Teachers, Students, Administrators

SIGNIFICANCE OF THE STUDY

Teachers must be a facilitator in the classroom. As a facilitator, Teachers must guide the students through the subject matter in order to assist the students in their own discoveries. All students are capable of learning, and all students have something to contribute to the classroom environment. Each student can bring new insights into a subject or raise questions about a subject that has not yet been considered. It is important to maintain a positive attitude about the students you teach. High expectations yield high results in the classroom. Hence the teachers must be aware of the importance of fruitful atmosphere and they must lead a stress less life. "Stress is simply a reaction to a stimulus that disturbs our physical or mental equilibrium. In other words, it's an omnipresent part of life. A stressful event can trigger the "fight-or-flight" response, causing hormones such as adrenaline and cortisol to surge through the body. A little bit of stress, known as "acute stress," can be exciting—it keeps us active and alert. But long-term, or "chronic stress," can have detrimental effects on health. Stress can affect all aspects of our life, including emotions, behaviors, thinking ability, and physical health. Low energy, Headaches, Upset stomach, Insomnia, Frequent colds and infections are the physical symptoms of stress. Constant worrying, Racing thoughts, Forgetfulness and disorganization, Inability to focus, Poor judgment, Being pessimistic or seeing only the negative side are the cognitive symptoms of stress. Hence the study has been carried out to know the relationship between school atmosphere and life stress of teachers and to create awareness among Teachers and school administrators for betterment of school atmosphere.

OBJECTIVES OF THE STUDY

- To find out the difference in school atmosphere and life stress among school teachers based on:
 - Gender
 - Marital status
 - Locality of school
 - Gender of principal
- To find out the relationship between school atmosphere and life stress of school teachers.

HYPOTHESES OF THE PRESENT STUDY

H1. There is no significant difference in school atmosphere of school teachers with respect to:

- Gender
- Marital status
- Locality of school
- Gender of principal

H2. There is no significant difference in life stress of school teachers with respect to:

- Gender
- Marital status
- Locality of school
- Gender of principal

H3. There is no significant relationship between school atmosphere and life stress of school teachers.

TOOLS EMPLOYED

School atmosphere and Life stress Scales

Two separate tools with 47 items and 24 items were prepared to know how the teachers feel about the school environment as school atmosphere and life stress of teachers. These two questionnaires were distributed to 34 teachers those who were not included as sample for the final study for their responses. The data sheets were collected and those were given to statistician for item analysis. Item whole correlation analysis was worked out for each and every item. Only 5 statements in school atmosphere tool and only 4 statements in life stress tool were deleted, since the individual 'r' value was below 0.3. The remaining 42 and 20 items were taken for final study respectively. The total item whole correlation was found to be 0.87 and 0.83 for the tools school atmosphere and life stress respectively. The construction of the tool was followed as per construction norms and it can be considered as highly reliable and valid.

Table 1. Showing the critical ratio for school atmosphere and life stress based on gender.

Variables	Gender	N	Mean	SD	't' value	L S
School Atmosphere	Male	17	71.12	7.98	0.43	N.S
	Female	81	72.09	8.48		
Life Stress	Male	17	60.82	9.12	1.64	NS
	Female	81	65.53	10.98		

Table - 2 showing the critical ratio for school atmosphere and life stress based on marital status.

Variables	Marital status	N	Mean	SD	't' value	L S
School Atmosphere	Married	75	72.26	9.02	0.75	N.S
	Unmarried	23	70.73	5.54		
Life Stress	Married	75	65.91	10.80	2.00	S
	Unmarried	23	60.83	9.99		

Table-3 showing the critical ratio for school atmosphere and life stress based on locality of school.

Variable	Locality of School.	N	Mean	SD	't' value	L S
School Atmosphere	Urban	81	71.64	8.68	2.05	S
	Rural	17	75.65	5.41		
Life Stress	Urban	81	63.47	7.01	0.52	N.S
	Rural	17	64.98	11.44		

Table- 4 showing the critical ratio for school atmosphere and life stress of Teachers based on gender of principal.

Variable	Gender of Principal.	N	Mean	SD	't' value	L S
School Atmosphere	Male	50	70.96	8.88	1.16	N.S
	Female	48	72.92	7.75		
Life Stress	Male	50	61.29	10.320	2.44	S
	Female	48	66.74	10.697		

Table 5. Table showing correlation between school atmosphere and life stress of Teachers

Variable	N	Df	Calculated 'r' value	Table value	L S
School Atmosphere and Life Stress	98	96	0.11	0.19	NS

FINDINGS

- There is no significant difference between the male and female of the Primary and Higher Secondary School teachers in their mean scores of School Atmosphere.
- Married and unmarried teachers of the Primary and Secondary Schools do not differ significantly in their mean scores of School Atmosphere.
- There is a significant difference between the urban and rural teachers in their mean scores of School Atmosphere.
- Then it is found that there is no significant difference in the mean scores of School Atmosphere of school teachers with respect to gender of their Principals.
- There is no significant difference between the male and female of the Primary and Higher Secondary School teachers in their mean scores of Life Stress.
- Married and unmarried teachers of the Primary and Secondary School teachers differ significantly in their mean scores of Life Stress.
- There is no significant difference between the urban and rural teachers in their mean scores of Life Stress.
- It is found that there is a significant difference in their mean scores of Life Stress with respect to gender of their Principals.
- This study revealed that there is a low level relationship exists between School Atmosphere and Life stress of school Teachers.

DISCUSSION OF THE RESULTS

This study revealed that there is no significant difference between the male and female teachers in their mean scores of School Atmosphere and life Stress. This may be due to the fact that both male and female teachers can adjust to any kind of atmosphere and can cope with stress equally. When it comes to the marital status there is significant difference between the married and unmarried teachers in their mean scores of life stress. This may be due to the reason that the married teachers are more stressed with all the responsibilities shouldered on her both at home and school. Those who are mothers have to take care of their children besides performing the normal duties at school. When it comes to the locality of the school, the significance is due to the fact that the urban schools have more advanced facilities when compared with the rural schools. Their environment and the working atmosphere are conducive, making the process of teaching and learning very effective. Regarding the gender of the principals, it seems that the Teachers can cope up with stress more easily and comfortably if their principals are male, when compared with, if their principals are female.

RECOMMENDATIONS

- Authorities concerned should look over the human resource like teaching and non teaching staff in the school.
- School atmosphere should be both externally and internally furnished for child friendly learning.
- Student teacher ratio should be maintained at least 30:1 as far as possible.
- Principal should not pressurize anything to teachers and allocate the roles and responsibilities which suits their capabilities and according to their capacity.
- Time to time gathering of staff should be entertained by the school head.

CONCLUSION

The school atmosphere should be conducive for the Teachers to work comfortably without any stress in their life. This makes better Teaching Learning process and facilitate to produce more eminent students. If the Teachers are in stress, it is not possible for them to shepherd the classes. The student Teacher relationship also will not be in a substantial way. Then the class room becomes a breeding ground for developing immorality among students. Hence it is the responsibility of school administrators for providing good environment for Teaching Learning process.

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