



A Study of Factors Influencing Teacher's Stress Among the School Teachers

KEYWORDS

Stress, Gender, Teaching experience, Management and Annual income

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ABSTRACT *Stress, burnout and coping researches have been confining for years to clinical areas, and the terms have acquired negative connotations, with which the inflicted struggled in a bid to find relief, and in the process depleted and/or exhausted the resources under their control. This indicates an unquestionable acceptance of the underlying assumption of persons going through the stressful experiences, having no control/volition or an alternative path out, and thus the need of therapy. The common experience as well as the evidence from research does not validate it. There neither is adequate logical ground to argue and suggest that all types of stress are necessarily negative and unhealthy for ones functioning, nor are the stress and burnout equivalents. A distinction been made in the literature between positive and negative stress, and between stress and burnout. Positive stress called eustress, and negative stress labelled distress. In fact, the positive affect has not been entirely neglected in the classical models of stress either.*

INTRODUCTION

Stress has been acknowledged inherent in the process of teaching. Most teachers, howsoever bright, well read, experienced and well prepared experience some amount of stress while going to lecture in front of the student, but manage to handle it. It is also true that some feel more stressed than others and face occasional difficulty in coping with it. Some teachers find it quite heavy on them and extremely difficult carry on the work, as they are not able to either structure the work environment or exercise control over the factors underlying the stress, or to enhance their capability to cope. It then threatens to adversely impact their physical health reduces their teaching commitment and effectiveness to the extent of their needing professional help. Prolonged periods of intense stress, if not taken care of, can produce feelings of emotional exhaustion, reduce personal accomplishment, induce a sense of professional failure, and even a tendency to act with the clientele in a depersonalized manner, the symptoms which define burnout. Stress and burnout among teachers found directly influence their functioning and survival in the system, and quality of educational and related services offered to all students, and without exception for those with special needs.

As stated in the introduction and other subsequent places in the book, although the definitional complexities in the assessment of stress and burnout are enormous and difficult to be resolved in general. The socio-cultural situations have though, undergone gradual changes in the post independence period, and the difficulty of such unmet unconditional expectations now characterize the numerous interpersonal problems at all levels from administrative heads to students. The emotional strains of interpersonal emotional distances and the non-reciprocal relationships among different sections often operate at the latent level, and camouflage the severity of stress effects.

There has been little research in the Indian schools in areas of teacher concerns, stress and burnout. The first and School Surveys of Research in Education (Buch, 1974, 1979) did not include any study on teacher stress and burnout. A later bibliography (Dave and Murry, 1933) included three studies, each emphasizing a different aspect of burnout. As the pressures to perform from various quarters continue to rise, despite the

adverse conditions of functioning of teaching institutions, teachers need familial and social support in differentiating across variety of stresses and in handling the day to day stresses, and thus prevent burnout.

Objective of the Study

To study the influence of gender, teaching experience, management and annual income on the stress among school teachers.

Data Collection

The sample for the investigation consisted of 300 school teachers in Y.S.R. District. The stratified random sampling was applied, in total 150 male and 150 female teachers. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique 't' test and 'F' test was employed to test hypotheses.

RESULTS AND DISCUSSION

1. Management

The relationship of stress among the school teachers with their management is studied in the present investigation. On the basis of management, the school teachers are divided into two groups. The Government school teachers form with the Group – I and Group – II forms with the Private school teachers. The stress among the school teachers of the two groups were analyzed accordingly. The stress among the school teachers for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 1: There would be no significant impact of 'management' on the stress among the school teachers.

The above hypothesis is tested by employing 't' - test. It is found from the Table – 1 that the computed value of 't' (3.701) is greater than the critical value of 't' (2.59) for 1 and 298 df at 0.01 level of significance. Hence the Hypothesis – 1 is rejected at 0.01 levels. Therefore it is concluded that the management has significant influence on the stress among the school teachers.

Table – 1: Influence of management on the stress among the school teachers

S. No.	Management	N	Mean	S.D.	't' - Test
1.	Government	150	150.98	30.67	3.701**
2.	Private	150	162.60	23.20	

** Indicates significant at 0.01 level

2. Gender

The relationship of stress among the school teachers with their gender is studied in the present investigation. On the basis of gender, the school teachers are divided into two groups. The male teachers form with the Group – I and Group – II forms with the female teachers. The stress among the school teachers of the two groups were analyzed accordingly. The stress among the school teachers for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis – 2: There would be no significant impact of 'gender' on the stress among the school teachers.

The above hypothesis is tested by employing 't' - test. It is found from the Table – 2 that the computed value of 't' (2.891) is greater than the critical value of 't' (2.59) for 1 and 298 df at 0.01 level of significance. Hence the Hypothesis – 2 is rejected at 0.01 level. Therefore it is concluded that the gender has significant influence on the stress among the school teachers.

Table – 2: Influence of gender on the stress among the school teachers

S. No.	Gender	N	Mean	S.D.	't' - Test
1.	Male	150	152.21	27.73	2.891**
2.	Female	150	161.37	27.12	

** Indicates significant at 0.01 level

3. Teaching experience

The relationship of stress among the school teachers with their teaching experience is studied in the present investigation. On the basis of teaching experience, the school teachers are divided into three groups. The teachers whose teaching experience is below 10 years form with the Group – I, Group – II forms with the teachers whose teaching experience is 11 years to 15 years and Group – III forms with the teachers whose teaching experience is above 15 years. The stress among the school teachers of the three groups were analyzed accordingly. The stress among the school teachers for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

Hypothesis – 3: There would be no significant impact of 'teaching experience' on the stress among the school teachers.

The above hypothesis is tested by employing 'F' - test. It is found from the Table – 3 that the computed value of 'F' (10.304) is greater than the critical value of 'F' (4.68) for 2 and 297 df at 0.01 level of significance. Hence the Hypothesis – 3 is rejected at 0.01 level. Therefore it is concluded that the teaching experience has significant influence on the stress among the school teachers.

Table – 3: Influence of teaching experience on the stress among the school teachers

S. No.	Teaching experience	N	Mean	S.D.	'F' - Test
1.	Group – I	102	166.17	25.70	10.304**
2.	Group – II	120	158.20	27.70	
3.	Group – III	78	147.96	26.63	

** Indicates significant at 0.01 level

4. Annual income

The relationship of stress among the school teachers with their annual income is studied in the present investigation. On the basis of annual income, the school teachers are divided into three groups. The teachers whose annual income is below Rs. 100000/- form with the Group – I, Group – II forms with the teachers whose annual income is Rs. 100001/- to Rs. 150000/- and Group – III forms with the teachers whose annual income is above Rs. 150000/- . The stress among the school teachers of the three groups were analyzed accordingly. The stress among the school teachers for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.

Hypothesis – 4: There would be no significant impact of 'annual income' on the stress among the school teachers.

The above hypothesis is tested by employing 'F' - test. It is found from the Table – 4 that the computed value of 'F' (17.223) is greater than the critical value of 'F' (4.68) for 2 and 297 df at 0.01 level of significance. Hence the Hypothesis – 4 is rejected at 0.01 level. Therefore it is concluded that the annual income has significant influence on the stress among the school teachers.

Table – 4: Influence of annual income on the stress among the school teachers

S. No.	Annual Income	N	Mean	S.D.	'F' - Test
1.	Group – I	88	169.65	27.49	17.223**
2.	Group – II	114	155.23	25.18	
3.	Group – III	98	147.06	26.54	

**Indicates significant at 0.01 level

CONCLUSIONS

There is significant influence of gender, teaching experience, management, and annual income at 0.01 level on the stress among school teachers. In the light of the findings presented in preceding pages, the following conclusions are drawn. Gender, teaching experience, management, and annual income have significant influence on the stress among school teachers.

EDUCATIONAL IMPLICATIONS

1. Management is the highly influenced in the stress among school teachers. Government teachers have positive stress scores than the Private teachers. The administrators to provide employment facilities for the Private school teachers.
2. Gender is the highly influenced in the stress among school teachers. Male teachers have positive stress scores than the female teachers. The administrators to provide better amenities for the female teachers.
3. Teaching experience is the highly influenced in the stress among school teachers. High experienced teachers have positive stress scores than the low experienced teachers. The administrators to provide facilities for the low experienced teachers.
4. Annual income is the highly influenced in the stress among school teachers. High income teachers have positive stress scores than the low income teachers. The administrators to provide better amenities for the teaching community.

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