



Job Stress Among Women Teachers In Ponniah Higher Secondary School Tiruchirappalli

KEYWORDS

Job Stress, School Teachers, Gender Violence

V. Daisy Rani

Dr. G. Mettilda Buvaneswari

Doctoral Research Scholar Department of Social work,
Cauvery College for Women, Trichy.

Assistant Professor in Social Work, Cauvery College for
Women, Trichy.

ABSTRACT

Stress could simply be defined as an unpleasant emotion, which arises when people worry that they could not cope with excessive pressures or other types of demand placed upon them [1]. Kyriacou and Sutcliffe [2] had exhaustively defined teacher stress as a response to negative effect such as anger or depression by a teacher, usually accompanied by potentially pathogenic, physiological and biochemical changes resulting from aspects of the teacher's job, and mediated by the perception that the demands made upon the teacher constitute a threat to his or her self-esteem or well-being and by coping mechanisms activated to reduce the perceived threat. The present study is an attempt to explore the phenomenon of women teachers stress. This study is to analyze the job stress of women teachers. A standardized tool was given to the women teachers to identify their job stress. The researcher analyse the total stress of the women teachers working in Ponniah higher secondary school with their type of school, age, educational qualification, experience, type of family and marital status. If the stress level is low, then it is considered to be a stress less women teachers working in higher secondary school. If it is high, there will be a need of some modification towards women teachers.

INTRODUCTION:

The present World is said to be a World of achievements, is also a World of stress. Everyone seems to be talking about stress is daily conversation, television, news papers, conferences, with in family, business, organization etc. The present Century has been called the "Age of Stress" because from birth till the last breath every individual is invariably exposed to various stressful situations. Stress is an inevitable part of today's fast life. In this age of globalization and liberalization of the economy, competition among organizations has increased. Stress was equated with force pressure or strain exerted upon a material object or person which resists upon these forces and attempts to maintain its original state.

SCHOOL TEACHERS STRESS

The education system provides scope for understanding several major socio-economic changes affecting the society that include global economic integration, national economic reforms, changing demographic pattern, increased schools, enrolment, reduced drop-out rate, social norms favouring women and weaker sections, increasing environmental consciousness, changing family finances, demands of labour market and so on. In many countries college teachers "job is often considered as one of the most stressful occupation.

However, higher secondary teachers " Job stress is a much talked of phenomenon. Based on a review of international research, it is concluded that teacher occupational stress is a real phenomenon and that high levels are reliably associated with a range of casual factors, including those intrinsic to teaching, individual vulnerability and systematic influences. Limitations with the current research base of teacher occupational stress are identified. The higher secondary teacher is to go on periodic self-decreased vacations in the form of absenteeism.

School teachers are no exception to this. The individuals entering into teaching field are professionals. They enter into professions and then they professionalise themselves and so they find themselves at loggerheads. Symptoms of stress take a long time to erupt. Once it erupts, it not only affects the individual concerned but also the co-workers through strained interpersonal relations and ultimately affects the students education which forms the very core for the success of education department. Hence Job stress situations and their perceived impact on higher secondary school teachers are taken up for the

present study.

REVIEW OF LITERATURE

According to Kyriacou (1987) defines "Teacher, stress as the experience by a teacher of unpleasant Emotions such as tension, frustration, anger and depression resulting from aspects of his work as a teacher.

According to Steinberg and Titzmann 1990 stress can be defined as "An under load or overload of matter, energy or information input to, or output from, a living system. Job Stress - Job stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. The concept of job stresses often confused with challenge, but these concepts are not the same.

Antoniou and Polychroni (2006) reported that female teachers experienced significantly higher level of occupational stress, specifically with regard to interaction with students and colleagues, workload, students' progress and emotional exhaustion. Increased occupational stress among teachers had weakened the efficiency of the teachers.

Deepa Silkandkauts, Minakshivig Aggarwal (2008) investigated the teacher stress,

an emerging area of research in teacher educations. A sample of 250 was randomly selected. The findings indicate that members of the teaching profession are vulnerable to stress because of the often times demanding nature of the work and the stressors involves. Relatively speaking teachers need help and hurt. They are not as satisfied as they want to be with the role of teaching, unless they are able to reduce or eliminate their problems or attain their goals. They will feel considerable stress and burnout.

RESEARCH METHODOLOGY:

STATEMENT OF THE PROBLEM:

Nowadays when India is progressing by leaps and bounds and is on the verge of becoming a developed nation, we cannot afford to neglect talents of our teachers because the teacher is one of the pillars of the society and the country. Without good teachers, no country can progress. The importance of teachers in the life of a nation cannot be overlooked. The teacher influences the immature minds of the youth. He treats and moulds the young mind in to various forms.

The economic condition of teachers is also miserable and we know that our country is economically backward and the standard of the masses is very low. In present day society only those people command respects that have power and money. The society of the past which respected teachers has vanished. The poor teacher does not enjoy much prestige in the society of today. The proliferation of private schools, which are merely teaching shops, is another reason of the decline of a teacher's prestige.

SIGNIFICANCE OF THE STUDY:

It is clear that certainly higher level of teachers' occupational stress generates an attitude of apathy, non-involvement and non-cooperation which will lead to low quality of education, increase in wastage, increase in cost, work breakage, low efficiency and strained relation of the teachers with the management and with fellow teachers.

OBJECTIVES OF THE STUDY

- The following are the main objectives of the study ,To assess the level of job stress among higher secondary school Women teachers.
- To find the level of stress with type of school, age, educational Qualification, experience, type of family and marital status.

Research Hypothesis

1. There is a significant relationship between the age of the respondents and the total Level of Job Stress.
2. There is no significant relationship between the experience and total Level of Job Stress .
3. There is a significant difference between the Domicile of area with regard to the Job Stress.

Independent variables

Age, Sex, Education Qualification, Experience and area of domicile.

Dependent variable
Job Stress

RESEARCH DESIGN:

The research design adopted by the researcher is Descriptive Research Design. Descriptive research studies are those which are concerned with describing the characteristics of a particular individual or group. The researcher by using this research design describes the level of Job Stress which is present among the Women Teachers in Ponniah Higher Secondary School, Trichy.

Universe

The universe of my study consists of Women Teachers in Ponniah Higher Secondary School, Trichy. So the nature of the universe is finite.

Sampling technique

The researcher adopted Non-Probability sampling technique for collecting the sample. The nature of the universe is finite the researcher used non probability sampling technique in that the researcher used Convenient sampling method to collect the data from the respondents, as she knows some of the respondent's earlier through which the researcher was able to collect data from 20 samples.

Tools of Data Collection

The effectiveness of the study depends mainly on tools, which are used for the collection of data. The tools used are

The socio demographic schedule:

The socio demographic schedule was prepared to obtain information from the respondents.

Job stress inventory:

This tool is used to find out the level of job stress in the area of organizational stress, job stressor, group stress, individual stress and the same was used to find out the overall job stress of the respondents. The inventory was developed by the Thomas Holmes (1981). The reliability and validity was also established. The reliability of the tool is 0.878.

The score has both positive and negative statements. The items of serial no: 8,10,22,24,25,26,34,40,43,44 are positive statement. And carry a weightage of 1,2,and 3.,3,2,1 , weightage is given to negative statements ,2, 3, 4, 5, 6, 7, 9, 11, 12,13,14, 5, 16,17,18,19,20,21, 23,27,28,29,30,31,32,33, 35,36,37,38,41,42. The total scores give a measurement of job stress of the respondents. High scores indicates high job stress.

STRESS:

Organizational stressors - from 1 to 14 questions.
Job stressors - from 15 to 29 questions.
Group stressors - from 30 to 37 questions.
Individual stressors - from 38 to 44 questions.

Statistical Analysis

The collected data was coded and transferred into a master table. Student's t-tests are used with the help of SPSS in order to measure the level of Job Stress selected for socio-demographic variables.

RESULTS AND DISCUSSIONS.

Table: 1 DISTRIBUTION OF RESPONDENTS BASED ON AGE

S.NO.	AGE	NO. OF RESPONDENTS N=20	PERCENTAGE
1.	25-30	6	30.0
2.	30-35	6	30.0
3.	35-40	3	15.0
4.	40 AND ABOVE	5	25.0
Total			100%

The above table shows that majority of the respondents (30%) are belonged to the age group of 25-30 and (30%) of the respondents belong to the age group of 30-35 and (25%) of the respondents are belonged to the age of 40 and above and some of the respondents (15%) are belong to the age group of 35-40.

S.NO.	EXPERIENCE	NO. OF RESPONDENT N=20	PERCENTAGE
1.	0-5	7	35.0
2.	5-10	6	30.0
3.	10-15	3	15.0
4.	15 and above	4	20.0
Total			100%

Table 2 DISTRIBUTION OF RESPONDENTS BASED ON EXPERIENCE

The above table shows that majority of the respondents (35%) are having 0-5 years of experience and one third (30%) of the respondents are having 5-10 years of experience and below one third (20%) of the respondents are having 15 and above years of experience and some (15%) of the respondents are having 10-15 years of experience.

Table 3
DISTRIBUTION OF RESPONDENTS BASED ON AREA OF DOMICILE

S.NO.	DOMICILE	NO. OF RESPONDENTS N=20	PERCENTAGE
1.	RURAL	4	20.0
2.	URBAN	16	80.0
Total			100%

The above table shows that majority of the respondents (80%) are belonged to the Urban area and (20%) of the respondents are belonged to the Rural area.

Table 4
DISTRIBUTION OF RESPONDENTS BASED ON ORGANIZATIONAL STRESS

S.NO.	ORGANIZATIONAL STRESS	NO. OF RESPONDENTS N= 20	PERCENTAGE
1.	Lower org stressor	8	40.0
2.	Higher org stressor	12	60.0
Total			100%

The above table shows that majority of the respondents (60%) are having Higher Organizational Stress and below half of the respondents (40%) are having Lower Organizational Stress

Table: 5.
Student't' test between respondents DOMICILE OF AREA With regard to LEVEL OF JOB STRESS.

S.NO.	VARIABLES	X	S.D	Statistical in ference
1.	Rural	1.5000	.57735	t= -.397 df=4 p>0.05
2.	Urban	1.6250	.50000	

From the above table it is inferred that there is a no significant difference between the Domiciles of the respondents with regard to the Job Stress.

FINDINGS:

- 1. Majority of the respondents (30%) are belonged to the age group of 25-30 and 30-35.
- 2. Majority of the respondents (35%) are having 0-5 years of experience.
- 3. Majority of the respondents (80%) are belonged to the Urban area.
- 4. majority of the respondents (60%) are having Higher Organizational Stress

FINDINGS RELATED TO HYPOTHESIS

Research hypothesis

There is a significant difference between the domicile area of the respondents and the total Job Stress.
Null Hypothesis for Research Hypothesis.

There is no significant difference between the domicile area of the respondents and the total Job Stress.

Inference:

When the above hypothesis was tested using (t- test). It is inferred from the table ... that there is no significant difference between the domicile area of the respondents and the total Job Stress. Hence the null hypothesis is rejected.

SUGGESTIONS:

Teacher is expected to possess a multifaceted personality. Under these circumstances, it is but natural that teachers will remain under stress which is sure to affect their Effectiveness while teaching. Therefore the teaching environment should be made so Conducive and favourable such that their work behaviour can be enhanced.

CONCLUSION

The purpose of the present study was to study the level of Job stress prevailing among higher secondary women school teacher. The atmosphere existing in the school premises should be peaceful and democratic which can enhance their teaching skills and implementing the strategies required for the effective teaching in the class rooms.

REFERENCE

·Kyriacou, C and Sutcliffe,J (1979)"Teacher Stress and Satisfaction", Educational | ·Raju.DVVK, A study of Teachers Stress in Relation to Teachers Effectiveness and Teacher Attitude. | ·Sabu S. and Jangiah C.(2005),"Adjustment and Teachers Stress", Edutracks, Vol.5(1),Pp32-35. | ·SRJIS/BIMONTHLY/ D. Johns Vaseekaran & D.Vinoth Kumar (150-158) | SEPT-OCT, 2013. VOL. II/VIII www.srjis.com Page 158 | Selye, (1974) "Stress without distress". Lippincott, New York Varma Ramesh: | ·Psychology of Teachers, Anmol publications Pvt.Ltd, New Delhi | ·SushilaSinghal (2004), "Stress in Education", Rawat Publications New Delhi.