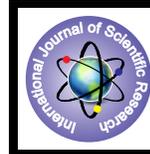


Job Related Stress on Teachers in Self-Financing Schools in Chennai



Commerce

KEYWORDS : Job stress, Self financing Schools

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ABSTRACT

The study examined the causes of job related stress among the teachers in self financing schools in Chennai. Questionnaire was issued to 100 teachers to elicit information on the stress related issues. The data was collected from teachers in ten private schools randomly selected with ten teachers from each school. The study reveals that most of the teachers experience moderate level of stress. Teachers enjoy teaching despite the family problems being one of the significant stressor among the teachers. Demographic factors such as age, experience and income are dependent to the level of stress and the gender of the respondents is not associated with the level of stress

The purpose of education is to bring out the best in an individual. The academicians form a special unit to play a significant role in shaping and moulding the youngsters to face the challenges. Teaching is a profession which demands much from the self, resilience and integrity of the person within. It is considered to be physically and psychologically a stressful profession. It encompasses the art of teaching and knowledge sharing for a meaningful purpose.

Stress is defined as a dynamic activity where in an individual is confronted with an opportunity, constraint or demand (Selye 1936). It is the body's way of rising to a challenge and preparing to meet a tough situation with focus, strength, stamina and heightened alertness. Occupational stress is related to work environment. With reference to a teacher it is experiencing unpleasant emotions like anger, depression, frustration and tension. This may be done to many reasons like work environment, peers, availability of infrastructure, multicultural background, managing students in large numbers or heavy work load, job insecurity, poor pay etc.

The stress for teaching can also take many forms like increase in daily schedule of the job, administrative or clerical work or other assignments in addition to the regular routing teaching duties. The stress and strain hardly provides a favourable atmosphere for any thinker to think, or do constructive planning and to teach with involvement and dedication. The routing interaction with student's co-workers and the incessant and fragmented demand of teaching leads to increase in pressures and challenges in a teacher which increases the stress.

NEED OF THE STUDY

Job stress has an impact on the health, performance and satisfaction. Stress in teachers may prove to be potentially harmful if the challenges they face outpace their perceived ability to cope, or when their needs are not fulfilled. The important dimension of stress identified in the study includes work, students attitude and behaviour, lack of infrastructure, family problems, peers, excessive work load, job insecurity, increased students strength among the school teachers in private schools in Chennai. The present paper evaluates the job stress in order to analyse causes of stress among the teachers.

REVIEW OF LITERATURE

The sources of work related stress in teachers are not clearly established though the concept of stress has received much attention in recent days. The main purpose of the study was to find out teachers perception of major sources of work related stress and to assess the extent of stress on their job.

Teacher is an important element in any educational program. The fragmented demands of teaching in general often lead to stress and strain. Teacher stress becomes propellant and harmful when they face challenges and when their needs are not met (P.K. Dutta 2009). Teacher stress is a bundle of unpleasant emotions resulting from aspects of work (Sarah Basu, 2009). Teachers must always put up with the behav-

our of the students and teaching has become even more stressful with the growth in technology and changes in education system (Miranda Mondy, 2009).

Teachers are seen to have increased levels of stress than others because of the nature of the job and there is a need for them to practice techniques for managing stress (R G Kennedy, 2011). The relationship between Job Satisfaction & Job Stress Amongst Teachers & Managers was studied by Kakoli Sen, (2008) This study examined the relationship between Job Stress and Job Satisfaction amongst teachers and managers. Data was collected from 31 teachers and 34 managers in the NCR region. Results show no significant differences in Job Stress and Job Satisfaction of teachers and managers. However teachers experience low job Satisfaction and they face Job Stress while in case of managers the two do not seem to associate.

An article on the Mediating Role of Collective Efficacy Beliefs by Klassen (2010) explored the mediating effect of collective efficacy on the relationship between job stress and job satisfaction. The sample consisted of 951 teachers from elementary and secondary schools in Canada. Measures of TCE, job stress, and job satisfaction showed consistent factor patterns across school levels and gender. Female teachers reported significantly higher levels of stress from workload and student misbehaviour. TCE for student discipline mediated the influence of job stress from student misbehaviour on job satisfaction, and the relationship was consistent across groups. The results from this study suggest that teachers' collective efficacy may lower teachers' stress attributed to student behaviour. Occupational Stress and Satisfaction in Teaching was investigated by Borg et al (1991). The study revealed that some of the demographic characteristics of the sample were related to self-reported teacher stress, job satisfaction and career commitment. Results also showed that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent, were more likely to leave teaching (career intention), and less likely to take up a teaching career again (career commitment). Reducing Teacher Stress an article by Bertoch et al (1989) developed a prototype to significantly reduce symptoms of stress among in service teachers was tested in this experiment. The respondents were assessed on environmental, personality, and emotional variables, using self-report and expert-judge measures, at both pre- and post treatment. The experimental treatment was holistic, incorporating all processes previously found to be related to reducing teacher stress. It was found that some differences in groups may be due to Hawthorne effect.

OBJECTIVES OF THE STUDY

- To assess factors that create stress among the teachers in self financing schools in Chennai
- To evaluate the level of stress among the teachers.
- To check the existence of association between demographic variables with factors influencing stress.

METHODOLOGY

Descriptive method is used for the research. Teachers in private schools are the respondents of study. Data was collected using a structured questionnaire. The questionnaire was divided in to two parts. The first part was intended to elicit information about the demographic profile of the respondents and the second part identified the factors influencing stress among the school teachers. The data was collected from teachers in ten private schools randomly selected with ten teachers from each school. Hundred teachers were thus selected as respondents for the study. Frequency distribution; chi square analysis & Garret ranking technique were the statistical tools used for the analysis of the data collected for the study.

Data Analysis:

Table 1.DEMOGRAPHIC PROFILE OF THE RESPONDENTS

VARIABLES	MAXIMUM RANGE	MAXIMUM PERCENTAGE
AGE	30-35	47%
EDUCATION	PG	66%
MARITAL STATUS	MARRIED	74%
INCOME	15000-25000	51%
EXPERIENCE	5-10 Yrs	62%

Source: Primary Data

The causes of job stress among the school teachers were identified and the respondents ranked the factors which in turn were correlated into scores using Garret ranking technique. The results for which are given below

Table 2.Causes of Job stress among teachers

S.NO	VARIABLES	GARRET SCORES	RANK
1	EXCESSIVE WORK LOAD	41.94%	VII
2	LACK OF FACILITY	48.69%	III
3	STUDENTS INDISCIPLINE	42.5%	VI
4	FAMILY PROBLEMS	52.3%	I
5	NO JOB SECURITY	51.6%	II
6	INCREASED STUDENTS STRENGTH IN CLASSES	43.96%	V
7	POOR RELATIONSHIP WITH PEERS	47.6%	IV

It can be inferred from the above table that the main reasons for stress is the family problems followed by lack of job security.

CHI-SQUARE ANALYSIS

Demographic profile of the respondents and the level of stress were considered to identify significant relationship between the variables. It was found that Age, experience, Income are impor-

tant factors influencing stress and qualification is an independent factor to the stress level among the teachers.

Table 3.Chi-square table

VARIABLES	X ² value	Table Value	Inference
AGE	13.94	9.488	Reject
GENDER	3.303	5.99	Accept
EXPERIENCE	23.14	9.488	Reject
INCOME	32.86	15.51	Reject
OCCUPATION	10.83	9.488	Reject

FINDINGS

The study reveals that most of the teachers experience moderate level employees in the age group of 31-40 have higher level of stress. 45% of the respondents share their problems with colleagues; Teachers enjoy teaching despite the family problems being one of the significant stressor among the teachers. Causes for stress also include lack of job security. 74% of the teachers believe that the work place stress makes them sick, 54% believe that they would do their job better if they were less stressed and 82% feel that they are exhausted because of stress. 64% of the respondents accept that their professional ability and confidence gets affected because of stress. Demographic factors such as age, experience and income are dependent to the level of stress and the gender of the respondents is not associated with the level of stress

CONCLUSION

Productivity of the work force is the most decisive factor as far as the success of an institution is concerned. The productivity in turn depends on the psychological well being of the teachers. Stress among the teachers will affect the life of teachers and students. It will also affect the quality of teaching. It is found that teachers experience moderate level of job stress. The management should consider in addressing those factors that are considered as stressors by the teachers which will help them to retain the best teachers. There is a growing importance of interventional strategies at the school level like anger management practices, training to be provided to the teachers to manage stress. Management should ensure job security and also provide adequate infrastructural facilities to encourage the teachers. Proper counseling should be given to the teachers to enhance their performance in the schools.

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