



ORIGINAL RESEARCH PAPER

Commerce

A STUDY ON LEVEL OF WORK STRESS AMONG GOVERNMENT SCHOOL WOMEN TEACHERS IN TIRUNELVELI DISTRICT

KEY WORDS:

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ABSTRACT

Effective techniques for stress management are varied. They typically include behaviors that improve physical health, such as nutrition and exercise, but may also incorporate strategies that improve cognitive and emotional functioning. The stress-reduction approach based on mindfulness practices has recently enjoyed an explosion of interest from a variety of healthcare and epidemiological researchers. The concept of mindfulness, which originates from practices of Buddhism, is defined as a focused awareness of one's experience, and purposeful and nonjudgmental focus on the present moment. Structured interventions, such as the Mindfulness-Based Stress Reduction (MBSR) program, provide participants with the opportunity to learn breathing meditation, body scanning techniques, and gentle, yoga-inspired physical exercises.

INTRODUCTION

The word stress is derived from the Latin word *Stringere*. It was popularly used in seventeenth century to mean hardship adversity or affliction. In eighteenth and nineteenth centuries, it was used to denote force, pressure, strain or strong efforts with reference to an object or person. Stress is the wear and tear our bodies experience as well as adjust to our continually changing environment. It has physical and emotional effects on us and can create positive and negative feelings. Stress is a system produced by emotional and social relations that are going on within an organization-economical, political, social, cultural or educational. It is an inextinguishable part of life, a natural and inevitable factor of life. Complete freedom from stress for living individual is impossible. In relation to definitions of stress, it can be said that this is a type of acute or strong and fast change in outer environment due to which there is change in one's tolerating power which takes the form of physical or mental disorder. It is the process that occurs in response to situations or events that disrupt or threaten one's physical or psychological functioning.

Education is the process of instruction aimed to develop the knowledge skills, attitude or character of individuals for preparing them to live in a meaningful way. It is education that makes an individual rational. In fact, the training of human mind is not complete without it. The strength of a nation depends upon how well educated its citizens are. Teachers are arguably the most important group of professionals of a nation's future. But, it has been observed over the years that the teachers are more prone to stress because dealing with students and caring for their better performance throughout the day is itself a stressful situation. School is considered a major source of stress in the lives of teachers. Teachers work daily with students scope up with number of problems, student absenteeism and students with special needs, insufficient funding and lack of personal support. Moreover, teachers have to perform a lot of work after they reach home like preparation, correcting the note books, evaluation etc. All these indicate stress is always present among the teachers.

The success of any educational programme depends largely upon the effective way of the teacher works. The teacher forms the most important link in our educational system. They are called Nation builders as provide inspiration, direction and meaning to all the activities of the school. Hence, the place of teacher in our school system is of paramount importance. If the teacher is unable to do his part of work effectively, then the whole schooling would collapse. Due to advancements in schools, our educational system is undergoing a period of drastic change. Teachers have to play multiple roles i.e. an administrator, role models, friends, philosopher and counselor for the students which in turn increase stress in teachers. So, we can say that today's teachers perceive lot of stress in their occupation.

STATEMENT OF THE PROBLEM

Today, the era of modernization, with lots of stress and which hardly provides any smooth atmosphere for any thinker to think,

any policy maker to do constructive framing of policy. The daily interaction with pupils, co-workers and day to day increasing demands of teaching in general, often lead to overwhelming pressures on teachers. Teachers' occupational stress has been a major issue for teachers. Above all, society entrusts responsibility of producing quality teachers on teacher educators. In rapidly growing and dynamic environment, the role of teacher is going to be more complex. The teachers are being challenged with the task of increased teaching load, research responsibilities and continuous improvement in skill set. The performance demands have increased tremendously on teacher's part and all this generate stress which is a major hurdle in teacher's occupation as it badly affects their physical and mental health of the teachers. It is the first priority to identify the measure by which teachers can avoid and scope up with stress as they are the nation builders of our society.

OBJECTIVES OF THE STUDY

The study is undertaken with the following objectives:

1. To identify the various causes for stress that affects the women teachers in the school atmosphere
2. To know the consequences of stress among women school teachers.
3. To identify the different ways in which the women teachers manage stress
4. To find out and suggest best ways to scope up with stress to government school teachers.

SCOPE OF THE STUDY

This study of the stress management depends on the women college teachers and then management. Because the stress related to work, family decision, future, and more. Stress is both physical and mental. It is caused by major life events such as illness, the death of a loved one, a change in responsibilities or expectation at work and increase job promotion, avoids loss, or changes in the organization. Changing worker demographics (gender, and age) and worker safety and health and the period of the study is 2014-2015

LIMITATIONS OF THE STUDY

This study is mainly based on the data given by the respondents which may not be cent percent correct besides some of the other limitations are.

1. The sample of study will be drawn from government school teachers of tirunelveli district only.
2. The study will be delimited to the 129 teachers in Tirunelveli District only.
3. The research work has not covered all the women school teachers of the district.

REVIEW OF LITERATURE

Sarason, Johnson and Siegel (1978) define stress as a person's assessment of what he or she finds is asked from the environment. In short, stress as the discomforting responses of person in particular situations.

Cox, T., Mackay, C. J., Cox, S., Watts, C., & Brockley, T. (1978)² found that the stress and well being in school teachers. Psychological response to occupational stress. Conference conducted at the meeting of the Ergonomics Society, University of Nottingham, Nottingham. In the United Kingdom, T. Cox et al. identified five factors associated with job satisfaction: school organization, job demands, teaching resources and job environment, career and training, and pupil behaviour.

Educational Studies, 4, 1-6. An early analysis came from Kyriacou and Sutcliffe (1978a), who presented a model of teacher stress which conceptualized teacher stress as "a response syndrome mediated by an appraisal of threat to the teacher's self-esteem or well-being and by coping mechanisms activated to reduce the perceived threat" (p. 5).

Kyriacou, C., & Sutcliffe, J. (1978a)³ A model of teacher stress.

DATA ANALYSIS AND INTERPRETATION

Data relating to the sources of stress wise ranking classification of the respondents are described in the following table.

Sl. No.	Particulars	Weighted Score allotted for the factors					Total Score	Rank
		1 st	2 nd	3 rd	4 th	5 th		
1	Special attention needed to the students' in the class	23	110	114	56	0	303	VI
2	Students' misbehaviour	19	114	96	80	10	319	V
3	Communications to and from parents	79	36	51	40	25	231	X
4	Too many students in one class	15	98	72	156	15	356	III
5	Poor working conditions	9	48	165	64	130	416	I
6	Management style of the school principal	73	36	99	24	0	232	IX
7	Non availability of teaching resources	15	122	93	56	45	331	IV
8	Too much subject matter to teach in class	92	34	18	36	30	210	XII
9	To Instruct & train the students	85	46	27	24	35	217	XI
10	Break time is too short	64	72	60	40	0	236	VIII
11	Students' poor attitudes toward classroom	3	124	99	116	15	357	II
12	Teaching a subject or grade that does not fit expectations of teacher's ability	39	120	48	60	0	267	VII

Source: Primary Data

teaching resources.

It is inferred that the majority of the respondents are feel poor working conditions is the first rank. Second, third and fourth rank respectively followed by the student's poor attitudes towards classroom. Too many students in one class, non availability of

Reduce Teachers Stress

Data relating to the reduce teachers stress ranking wise classification of the respondents are described in the following table.

Reduce Actions to Reduce Teachers Stress

Sl. No.	Particulars	Weighted Score allotted for the factors								Total Score	Rank
		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th		
1	Decrease teachers' workload	96	196	0	60	44	132	24	11	563	V
2	Provide professional administrators	0	105	150	85	36	18	8	54	456	VII
3	Increase teachers' salary	0	0	66	85	0	0	118	43	312	VIII
4	Improve working conditions	104	0	378	0	84	33	38	3	640	III
5	Change education policy less frequently	48	63	0	140	176	102	10	4	543	VI
6	Increasing Teaching resources	72	112	36	235	148	18	0	9	630	IV
7	Establish workshops to reduce teacher stress	424	126	108	15	12	66	26	0	777	I
8	Reduce extra activities during school time	296	308	42	30	20	21	36	6	759	II

Source: Primary Data

it is inferred that the majority of the respondents are feel that establish workshops to reduce teacher stress is the first rank. Second, third and fourth to eighth rank respectively followed by the reduce actions to reduce teacher stress.

NULL HYPOTHESIS - 2

H0₂. There is no significant difference between the experiences of the school teachers and their level of stress in the class room.

	Value	df	P value
Pearson Chi-Square	13.091 ^a	9	0.159
Likelihood Ratio	16.007	9	0.067
Linear-by-Linear Association	.226	1	0.634
N of Valid Cases	130		

NULL HYPOTHESIS - 1

H0₁. There is no significant difference between the teacher's level of school teaching and their level of stress in the class room.

	Value	df	P value
Pearson Chi-Square	28.070a	6	0.000
Likelihood Ratio	36.289	6	0.000
Linear-by-Linear Association	.203	1	0.653
N of Valid Cases	130		

From the table, the chi – square table value is 13.09 with the significant value of 0.159 (which is greater than 0.05). So here researcher accept null hypothesis. Hence there is no significant difference between experiences of the school teachers and their level of stress in the class room. So it can be concluded that there is no significant difference between experiences of the school teachers and their level of stress in the class room.

From the table, the chi – square table value is 28.07 with the significant value of .000 (which is less than 0.05). So here researcher rejects null hypothesis. Hence there is an Significant difference between the teacher's level of school teaching and their level of stress in the class room. So it can be concluded that all level of school teachers are not having same level of stress, it can be vary from different school levels.

FINDINGS

- Majority 50.8 percent of the respondents are teaching in secondary level
- Majority 50.8 percent of the respondents are posting in rural areas
- Majority 78.5 percent of the respondents are pursuing higher education

- Majority of the respondents are feel poor working conditions is the first rank. Second, third and fourth rank respectively followed by the student's poor attitudes towards classroom. Too many students in one class, non-availability of teaching resources.
- Majority 43 percent of the respondents are agree with stress work in teaching life
- Majority of the respondents are feel that establish workshops to reduce teacher stress is the first rank. Second, third and fourth to eighth rank respectively followed by the reduce actions to reduce teacher stress.
- Majority 75 percent of the respondents are satisfied with job satisfaction
- Majority 62 percent of the respondents are agree with level of stress.
- From the table, the chi – square table value is 28.07 with the significant value of .000 (which is less than 0.05). So here researcher rejects null hypothesis. Hence there is an Significant difference between the teacher's level of school teaching and their level of stress in the class room. So it can be concluded that all level of school teachers are not having same level of stress, it can be vary from different school levels.

SUGGESTION

From the study the following suggestions are made.

- Flexibility of working hours can be allowed to reduce exhaustion which can reduce stress.
- Respondents feel poor working conditions in. So government may consider this problem and make proper working conditions in government schools in order to satisfy them.
- Post graduation creates more assertiveness which tend to reduce stress.
- Rural teachers can be trained in assertiveness to reduce their stress.
- Lesser working hours can be maintained which can reduce the stress of teachers.
- Higher income can reduce submissiveness which in turn can distress the teachers.
- Rural teachers have to be given training to overcome their submissiveness.

CONCLUSION

In recent years, the problem of teacher stress and related issues of redundant teacher, education reforms, Language Proficiency Assessment for Teachers, and cutting of classes and schools had already drawn the public attention and frequently be the headlines of newspapers. The findings of this research could serve as a useful reference for the government and related organizations such as the Education and Manpower Bureau and Professional Teachers' Union when formulating the policies and strategies to help the teachers relieve and cope with their work-related health problems. Moreover, with the information of common sources of teacher stress found in this research for reference, the government could be more considerate of the teachers while establishing new education policies or educational reforms. Finally, this research study is believed to be able to enlighten other researchers to conduct further in-depth studies to investigate the occupation health problems of the teachers.

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