

“A Study on Job Stress For School Teachers”

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Abstract: According to **Beehr and Newman**, “stress is a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning”. **Teacher stress** on the other hand, is defined as experiences in teachers of unpleasant, negative emotions, such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers (**Kyriacou, 2001**). Teachers nowadays have to deal with so many different demands and pressures, emotional, physical, and administrative and management duties but also to some inconsiderate parents’ demands and wants. Besides that, the large number of students in a classroom, packed timetable, uneven duties, uncomfortable working conditions, co-curriculum activities, meetings, in-house trainings, courses to attend extra classes and the unnecessary amount of paperwork are some of the main contributions to the increased causes of stress among teachers.

Keywords: anxiety,depression,frustration &emotions.

I. Introduction:

STRESS DEFINITION:

- 1) According to **Beehr and Newman**, “stress is a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning”.
- 2) According to **Book Britannica Concise Encyclopedia** stress is a state of bodily or mental tension resulting from factors that tend to alter an existent equilibrium. Stress is an unavoidable effect of living and is an especially complex phenomenon in modern technological society.
- 3) According to **Oxford Dictionary of Geography** stress is, the force applied to a unit area of a substance measured in Newton’s per square meter. *Compressive stress* crushes the rock which may collapse as the air pockets within it are compressed. *Tensile stress* is a force which tends to pull a rock or soil apart and which may cause fractures and pores to open. A *shear stress* deforms a rock or soil by one part sliding over another.
- 4) According to **Dictionary of Cultural Literacy Health** the term *stress* also refers to the physical and mental state produced in the body when it is influenced by such factors: “The stress of the new job was too much for Tim, so he requested reassignment to his old position in the company.”
- 5) According to **Greenberg and Magnate** (2000) defined stress as a kind of emotional level that is relatively complex, physiology reaction and thinking that mutually related have led to external demand.

JOB STRESS:

- 1) **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. Job stress can lead to poor health and even injury.
- 2) **Occupational stress** is the experience of negative feelings, such as worry, frustration,
- 3) **Lath (2010)** further described **occupational stress** as the physical and emotional response that occurs when workers perceive an imbalance between their work demands and their capability and resource to meet these demands.
- 4) **Teacher stress** on the other hand, is defined as experiences in teachers of unpleasant, negative emotions, such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers (**Kyriacou, 2001**).

STRESS MANAGEMENT:

- 1) "**Stress management**, as currently defined, has a limited role in reducing organization stress because no effort is made to remove or reduce sources of stress at work. Focusing on the individual as the prime target for organization intervention creates a dilemma of 'blaming the victim.' A more appropriate application of stress management would be as a complement to job redesign or organizational change interventions."
- 2) The most commonly accepted definition of stress (mainly attributed to **Richard S Lazarus**) is that stress is a condition or feeling experienced when a person perceives that "demands exceed the personal and social resources the individual is able to mobilize." In short, it's what we feel when we think we've lost control of events.

According to the **NIOSH (National Institute for Occupational Safety and Health)**, these are job conditions that may lead to stress:

- **The design of tasks.** Heavy workload, infrequent rest breaks, long works hours and shift work; hectic and routine tasks that have little inherent meaning, do not utilize workers' skills, and provide little sense of control.
- **Management style.** Lack of participation by workers in decision-making, poor communication in the organization and lack of family-friendly policies.
- **Interpersonal relationships.** Poor social environment and lack of support or help from coworkers or supervisors.
- **Work roles.** Conflicting or uncertain job expectations, too much responsibility, too many "hats" to wear.
- **Career concerns.** Job insecurity and lack of opportunity for growth, advancement, or promotion; rapid changes for which workers are unprepared.

II. Research Methodology:

For achieving the objectives of study, survey was conducted. For survey, personal interviews of various teachers Personal interviews were selected as the mode of survey to make the study more meaningful & so that maximum information could be collected. For conducting the personal interviews of the teachers, a questionnaire was made. The questionnaire was structured with likert scale questions.

- **Research design:** Exploratory and Descriptive research.
- **Sample frame:** primary and high school teachers.
- **Sample size :** 100
- **Sampling unit:** Bagalkot district.
- **Data collection :**
Primary data: Data is collected through survey questionnaire with teachers.
Secondary data: Secondary data is collected through articles, literature reviews, project reports, web site.

FINDINGS:

- It is found that 61% of the respondents say they feel stress for whole session due to completion of syllabus.
- 58% of the respondents say they feel stress for whole session due to extra responsibility of co-curricular activities.
- It is found that 38% of the respondents say they feel stress occasionally due to distribution of work is not according to their personality.
- It is found that 36% of the respondents say they feel stress occasionally due to higher authority does not pay attention over the problem.
- It is found that 42% of the respondents say they feel stress rarely due to while performing work under more than two officers.
- 45% of the respondents say they feel stress many times due to insufficient time for modification of co-curricular activities.
- It is found that 35% of the respondents say they feel stress always due to they don't have right to select subjects according to their ability.
- It is found that 42% of the respondents say they feel stress many times due to ambiguous role in co-curricular activities.
- It is found that 44% of the respondents say they feel stress many times due to sudden assignment of arrangement of classes.
- 50% of the respondents say they feel stress due to shortage of teachers, the existing staff has to handle the others subjects.
- It is found that 34% of the respondents say they feel stress always due to less chances of promotion in school.

- It is found that 46% of the respondents say they feel stress many times due to obtained salary is much lesser than work done.
- It is found that 31% of the respondents say they feel stress due to harsh behavior of principal.
- It is found that 39% of the respondents say they feel stress due to rude behavior of other teachers.
- It is found that 35% of the respondents say they feel stress due to non-cooperative behaviour of parents.
- It is found that 43.4% of the respondents say they are under stress for whole session due to work overload.
- It is found that 25.3% of the respondents say they feel stress due to role conflict among the teachers.
- It is found that 26% of the respondents say they feel stress due to powerlessness of teachers.
- It is found that 27.5% of the respondents say they feel stress due to role ambiguity.
- It is found that 23.5% of the respondents say they feel stress many times due to motivelessness.
- It is found that 27.5% of the respondents say they feel stress due to frail interpersonal relationship.

SUGGESTIONS:

- Most of the respondents say that they are under stress for whole session due to work overload. So Educational administration must therefore follow certain procedures that help to reduce the level of teachers' work pressure. Assign specific responsibilities and provide the necessary information and resources to the teachers.
- Provide opportunities for advancement and career growth.
- Most of the teachers are feeling they are powerlessness so delegate decision making authority so that they can take their own decisions related to their day to day work.
- The teachers feel stress due to shortage of human resource, because of insufficient staff the existong staff has to handle other subjects which are not of their domain. In this case atleast the prinicipal should allot the subjects inadvance so that they get sufficient time for preparation.
- The principal can implement some motivational programs to cope up the teachers from stress and also pay according to their performance. It will definetly motivate the teachers to do work effectively.

III. Conclusion:

This study provided us information about causes of stress experienced by teachers during teaching practicum. Findings indicate the value of family and friends they experience during the practice teaching. Family, friends, cooperating teachers and principal are recognized as vital sources of support, they use as coping with stress.

The results of this investigation indicated that the stress levels of teachers in the Bagalkot area are average, and most of the teachers say they feel stress due to work overload and also they mentioned inadequate salaries, lack of discipline in the school, unmotivated learners, coping with large classes, time demands, and lack of involvement in decision-making and emotional reactions such as depression.

Teacher stress must be reduced; In this regard the responsibility lies not only on the shoulders of individual teachers, but also on the principal, school governing bodies, the Education Department and the Government. Education rightfully deserves a proud place in the community.

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