

Professional Stress and Its Impact on School Teachers with Special Reference to Tiruchirappalli

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Abstract

Work stress is recognized world-wide as a major challenge to workers health and healthiness of their Schools. Workers who are stress are also more likely to be unhealthy, poorly motivated, less productive and less safe at work. Their Schools are less likely to be successful in a competitive market. Stress can be brought about by pressure at home and at work. Employers cannot usually protect workers from stress arising outside of work, but they can protect them from stress that arises through work. Stress at work can be a real problem to the School as well as for its workers. Good management and good work School are the best forms of stress prevention. If School teachers are already stressed, their managers should be aware of it and know to help. Work related stress is the response people may have when present with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. Stress occurs in a wide range of work circumstances but is often made worse when School teachers feel they have little support from supervisors and colleagues and where they can cope with its demands and pressures. There is often confusion between pressure or challenge and stress and sometimes it is used to excuse bad management practice. In the workplace and at home, stress and other difficult situation are at an all-time high. Factors such as job insecurity, long hours, continuous change and unrealistic deadlines can cause serious problem for workers. Workplace stress occurs when there is an imbalance the demands and perceived pressures of the work environment and an individual ability to cope. An individual's experience of stress at work is to a large extent affected by the level of control they have over their working condition / pressures, the degree of support they receive from others in the workplace and the strategies they use to respond to work pressures.

Keywords– Stress, School Teachers, Causes and consequences

I. INTRODUCTION

Nowadays stress becomes universal phenomenon. **Abrol (1990) discussed about**, Every person wants more and more for the attainment of pleasure, due to this competition is increased in every field of life and this competition generates stress among people no doubt the competition is must but we don't ignore its result in the recent years as more and more School Teachers are coming to take on many jobs.

But these School Teachers facing various challenges, one is stress and stress is one cause of coronary heart disease. Stress is common among the School Teachers at workplace. Nowadays the percentage of coronary heart disease is increased among School Teachers the main causes are work related stress, value conflict, type of work, standard of living, nutrition, lack of physical exercise. **Aditi and Kumari (2005) discussed in their research** School Teachers facing lot of problems like overweight, body ache, and psychosomatic effect etc. These School Teachers working in under stress. The expectation are high from School Teachers' if they working as School Teachers. They have the pressure of balancing work and family. All these factors influence in health-William (1991) and weib (1991) suggest about the health problem of career School Teachers. Bluementhol (1995) also investigated the job stress affect on health. Sudan (1998) remarks that psychomatic disorders are increasing rapidly.

It is a general belief in many cultures that the role of School Teachers is to build and maintain the homely affairs like maintain family for food. Since the turn of the century, the status of School Teachers in India has been changing due to growing industrialization, urbanisation, spatial mobility and social legislation **Anitha Devi (2007)**

II. OBJECTIVES OF THE STUDY

1. To identify the various causes for stresses that affects the School Teachers in the Teaching field
2. To assess the perception of the school teachers towards their Job Stress.
3. To know the consequences of stress among School Teachers.
4. To identify the different ways in which the School Teachers manage stress
5. To suggest ways to manage stress

Area of the study: The study is confined to Tiruchirappalli only.

Scope of the study:

This study of the stress management depends on the School Teachers and then management. Because the stress related to work, family, decision, your 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 School. Changing worker demographics (race/ethnicity, gender, and age) and worker safety and health.

Importance of the study:

Stress underlies such diverse conditions as psychosomatic, heart diseases and can be a major contributor to disturbances in one's emotional, social, company and family life. It inhibits creativity and personal effectiveness and exhibits itself in a general dissatisfaction; there is great impact in School Teachers that end up with stress.

Thus an attempt is made to assess the various dimensions of stress among School Teachers.

Materials and Methods

Exploratory Research Design

It is being used for clear and precise investigation and information is gathered about practical problems on a particular conjectural statements.

Sampling Method

The sampling used in this study is 'Simple random sampling' because the sample is selected with equal probability.

Sample Size

Since the population for the survey is very large, and due to time limitation a sample size of 50 is taken for the survey with help of questionnaire

Data Collection

Primary Data

Survey method is employed to collect the data from the respondents and the data are collected with the help of questionnaires.

Research Tools:

- ✓ Percentage analysis.
- ✓ Chi-square test.
- ✓ ANOVA

III. LIMITATIONS

As the research is restricted within Tiruchirappalli, results are not applicable to other areas of India; Limited number of respondents has been chosen due to time constraint and this could affect the accuracy of result to certain extent

Data analysis and Interpretations

Table 1-Respondents Age

Sl.No	Particulars	Frequency	Percentage
1.	20-25	21	42
2.	26-30	19	38
3.	31-35	8	16
4.	35 and Above	2	4
Total		50	100

Source: Primary Data

From the above table, it is clear that 42% of the respondents are in 20-25 age group, 4% of the respondents are in 35 & above age group.

Table 2-Respondents opinion regarding Insufficient challenging work

Sl.No	Particulars	Frequency	Percentage
1.	Always	0	0
2.	Often	0	0
3.	Sometimes	5	10
4.	Rarely	10	20
5.	Never	35	70
Total		50	100

Source: Primary Data

From the above table, it is clear that, 10% respondents are said (some times) insufficient challenging work and then remaining 70% respondents are said (Never) insufficient challenging work

Table 3-Respondents opinion regarding Heavy work Load

Sl.No	Particulars	Frequency	Percentage
1.	Always	41	82
2.	Often	9	18
3.	Sometimes	0	0
4.	Rarely	0	0
5.	Never	0	0
Total		50	100

Source: Primary Data

From the above table, it is clear that, 82% respondents are said (Always) heavy work load, and then remaining 18% respondents are said (Often) heavy work load.

Table 4-Respondents opinion regarding much pressure to result

Sl.No	Particulars	Frequency	Percentage
1.	Always	41	82
2.	Often	7	14
3.	Sometimes	0	0
4.	Rarely	2	4
5.	Never	0	0
Total		50	100

Source: Primary Data

From the above table, it is clear that, 82% respondents are said (Always) much pressure to target, remaining 4% respondents are said (Rarely) much pressure to result.

Table 5-Respondents opinion regarding lack of involvement in Decision making

Sl.No	Particulars	Frequency	Percentage
1.	Always	0	0
2.	Often	0	0
3.	Sometimes	2	4
4.	Rarely	14	28
5.	Never	34	68
Total		50	100

Source: Primary Data

From the above table, it is clear that, 4% respondents are said (Sometimes) lack of involvement in decision making, 68% respondents are said (Never) involvement in decision making.

Table 6-Respondents opinion regarding sexual problems

Sl.No	Particulars	Frequency	Percentage
1.	Always	38	76
2.	Often	7	14
3.	Sometimes	0	0
4.	Rarely	2	4
5.	Never	3	6
Total		50	100

Source: Primary Data

From the above table, it is clear that, 76% respondents are said (Always) sexual problems, 14% respondents are said (Often) sexual problems, 4% respondents are said (Rarely) sexual problems and then remaining 6% respondents are said (Never) sexual problems.

Chi-Square Test

To test the association between salary and insufficient challenging work

Null Hypothesis (Ho):

There is no significant association between salary and insufficient challenging work.

Alternative Hypothesis (H1):

There is significant association between salary and insufficient challenging work.

Table 7- (Salary * Insufficient challenging work)

Salary		Insufficient Challenging Work		
		Some Times	Rarely	Never
Salary	> 10,000	5	10	25
	Rs. 11,000 to 20,000	0	0	8
	Rs 21,000 to 30,000	0	0	2
Total		5	10	35

Degrees of freedom: 4; Chi-square = 5.35

For significance at the .05 level, chi-square should be greater than or equal to 9.49.

The distribution is not significant.

INFERENCE:

Hence the χ^2 value is less than the table value we accept the null hypothesis and conclude that there is no significant association between salary and insufficient challenging work.

To test the association between qualification and work load

Null Hypothesis (Ho):

There is no significant association between qualification and Heavy work load.

Alternative Hypothesis (H1):

There is significant association between qualification and Heavy work load.

Table 8- (Qualification * Heavy work load)

Qualification		Heavy Work Load		Total
		Always	Often	
Qualification	P.G	7	0	7
	UG	9	9	18
	HSC	25	0	25
Total		41	9	50

Degrees of freedom: 2 ;Chi-square = 19.51

Table Value = 5.99 ;The distribution is significant.

INFERENCE:

Hence the χ^2 value is greater than the table value we reject the null hypothesis and conclude that there is significant association between qualification and Heavy work load.

See Appendix for ANOVA Computation Value(Page 7)

IV. FINDINGS

- ✓ It was found that 82 % of respondents always have heavy work load within the School.
- ✓ It has been found that 82 % of respondents have much pressure to take up the result
- ✓ It has been found that Majority of the respondents have opinion that their efforts are always not recognized in the School.
- ✓ It has been found that 76 % of respondents have always sexual problems within the School.
- ✓ Majority of 92% the respondents are always satisfied with good working environment.
- ✓ According to the chi-square analysis, it is found that, there is no significant association between the salary of the respondents and insufficient challenging work.
- ✓ According to the chi-square analysis, it is found that, there is no significant association between the qualification of the respondents and heavy work load.
- ✓ According to the chi-square analysis, it is found that, there is no significant association between the qualification of the respondents and look for promotion.
- ✓ According to the chi-square analysis, it is found that, there is no significant association between the designation of the respondents and efforts are not recovered or recognized.
- ✓ Above According to the chi-square analysis, it is found that, there is no significant association between the salary of the respondents and financial problem.

V. SUGGESTIONS

1. If the School concentrate and give more importance to financial problems, Unsatisfactory Work, working environment the level of depression rate will be reduced comparing with the present level.
2. Since the individual often get into stress due to School changes, proper communication should be given to reduce such stress. Seek professional help when appropriate.
3. School teachers can exercise regularly and get enough sleep. Make time to enjoy an activity outside the work place.
4. If you dislike something at home or work, try to change those things that bother you. "Griping" doesn't solve much.
5. Maintain a positive attitude; this will make it easier to live and work with others. Learn about the various relaxation methods available to help you ease your daily tensions.
6. Do activities that help you feel relaxed and content (e.g., taking a brisk walk, stretching, or imagining you are in a favorite place).

VI. CONCLUSION

Work stress is a real challenge for School Teachers and their employing School. As School and their working environment transform, so do the kinds of stress problems that School teachers may face. It is important that your workplace is being continuously monitored for stress problems. Further, it is not only important to identify stress problems and to deal with them but to promote healthy work and reduced harmful aspects of work. Work in itself can be a self-promoting activity as long as it takes place in a safe, development and health-promoting environment.

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APPENDIX

2.3 ANOVA

Analysing Factor: Insufficient Challenging Work

		Sum of Squares	df	Mean Square	F	Sig.
Heavy Work Load	Between Groups	3.394	2	1.697	20.013	.000 **
	Within Groups	3.986	47	.085		
	Total	7.380	49			
Pressure to take up the results	Between Groups	2.549	2	1.274	3.140	.052 *
	Within Groups	19.071	47	.406		
	Total	21.620	49			
Efforts are not Recognized	Between Groups	17.977	2	8.989	31.901	.000 **
	Within Groups	13.243	47	.282		
	Total	31.220	49			
Lack of Clarity about Role	Between Groups	3.977	2	1.989	34.075	.000 **
	Within Groups	2.743	47	.058		
	Total	6.720	49			
Lack of Autonomy	Between Groups	3.714	2	1.857	20.367	.000 **

	Within Groups	4.286	47	.091		
	Total	8.000	49			
Lack of Involvement	Between Groups	3.520	2	1.760	6.893	.002 **
	Within Groups	12.000	47	.255		
	Total	15.520	49			
Schoolal Change	Between Groups	1.449	2	.724	2.472	.095 *
	Within Groups	13.771	47	.293		
	Total	15.220	49			
Good Working Environment	Between Groups	.137	2	.069	.910	.410
	Within Groups	3.543	47	.075		
	Total	3.680	49			
Good Relationship With Head of the department	Between Groups	4.934	2	2.467	2.768	.073 *
	Within Groups	41.886	47	.891		
	Total	46.820	49			
Good Relationship with Colleagues	Between Groups	.514	2	.257	3.032	.058 *
	Within Groups	3.986	47	.085		
	Total	4.500	49			
Unsatisfactory Work	Between Groups	3.234	2	1.617	11.902	.000 **
	Within Groups	6.386	47	.136		
	Total	9.620	49			
Sleeping Problems	Between Groups	8.309	2	4.154	9.094	.000 **
	Within Groups	21.471	47	.457		
	Total	29.780	49			
Sexual Problems	Between Groups	29.429	2	14.714	22.257	.000 **
	Within Groups	31.071	47	.661		
	Total	60.500	49			
Financial Problems	Between Groups	12.334	2	6.167	55.895	.000 **
	Within Groups	5.186	47	.110		
	Total	17.520	49			
Increase absence in Job	Between Groups	.514	2	.257	3.032	.058 *
	Within Groups	3.986	47	.085		
	Total	4.500	49			
Look for Promotion	Between Groups	.994	2	.497	2.572	.087 *
	Within Groups	9.086	47	.193		
	Total	10.080	49			

** Significant at 0.01 percent level

* Significant at 0.05 percent level.

INFERENCE:

From the above ANOVA table it is inferred that 16 factors are considered as depending variable for the analyzing variable insufficient challenging work. Out of 16 factors 15 factors are significant with the analyzing variable. The factor good working environment is not significant with the analyzing factor.