

A study of teacher stress among secondary school teachers in Srinagar

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Abstract: *The job of teachers is complex as it has to meet the expectations of parents, teachers, policy makers and address their once needs. These twin concerns make the life of teachers demanding and stressful. This becomes an important problem in the context of diversity of school system operative in India. The teachers are considered to be the most powerful environment for child development. Stress can be defined as the physiological and psychological reaction with which it occurs as a consequence of perception of imbalance between the level of demand placed upon individuals and their capabilities to meet those demands. Stress relates to the causes and consequences of less than optimum performance which is attributable to motivation. Teacher stress has a nationwide concern and relatively new area of empirical factors prepared by teachers as being troublesome or stressful have included students discipline, negative attitudes towards school, physical violence, is adequate preparation time, lack of clear role definition and heavy workloads. The present study aims to study the teachers stress among secondary school teachers. The sample was selected using random sampling techniques. The sample included 85 males and 115 females secondary schools teachers working in Srinagar district. Rama's teacher stress self-rating five-point scale developed and standardized by. Dr. Krishnan Raju (1994) because it is more appropriate to measure the teacher stress and the data obtained was subjected to statistical analysis (descriptive analysis and t-test). Findings suggest that there is no significant difference between teachers stress irrespective to gender, age, educational qualification, management and teaching experience towards school teachers.*

Key Words: *Teacher Stress, School Teachers, Srinagar, effectiveness and teaching competency.*

1. INTRODUCTION:

Stress in 21st century is not something new, not anything unknown. Stress has been experienced since time immortal but its toll is higher than ever before. Among the hardest parts of living in the modern world is stress. With the worries about the work, the environment, the economy, natural disasters, terrorism and general state of the world, it seems that there is no end to the number of things to worry about. Though we cannot control many of these things, they still weigh on our minds and cause us stress. However, despite these concerns, we should try to avoid stress. The modern world which is said to be a work of achievements is also a world of stress. One finds stress everywhere, whether it is within family, business organisation/enterprise or any other or economic activity. Indian society is undergoing rapid social changes and these changes have brought in their wake a number of stresses for the community a large. Thus it is not surprising that stress has been rising with the advancement of present century which has been called the "Age of anxiety and stress". The stress induced due to the roles performed by the individuals as employees has been a potent organisational stressor (Khan et.al, 1964; Srivastava, 2007). The outcomes of which have been found to be costly to the organisation (Fisher and Gitelson, 1983). A person performs various roles that are centred on the self and are at varying distances from self. The relationships, the role space, which then is dynamic interrelationship between the self and the various roles an individual occupies. The focus of roles can be useful in planning organisational effectiveness. Herzberg (1968) drew attention to the need for humanising the need for involving jobs and giving more dignity to them. The work redesigning movement highlighted the need for involving job holders in work - related decisions and giving them more autonomy in work- related matters. A New Delhi NGO Vikas School of Development reported that in 1996 a total of 4,100 persons contacted its helpline for people on the verge of committing suicide (Agrawal, 2001). This figure definitely requires some serious thinking. Stress in India can take many forms – for example, stress among the youth, adults, unemployed stress, job stress, marital stress, health stress etc. It is becoming increasingly clear that youth of India face tremendous pressure regarding career, parental expectations and personal identity crisis so much. So that in recent years, numerous voluntary organisations have come forward to help youth cope with stresses in life. Stress is a subject which is hard to avoid. The term is discussed not only in our everyday conversation but has become enough of a public issue to attract widespread media attention, whether it is radio, T.V, newspapers, or magazines, issues of stress figures, everywhere. Different people have different views about it as stress can be experienced from a variety of sources. With increasing concern about quality of life, concern in stress has also increased. One has to give attention to role stress and extreme negative effect of stress- the burnout phenomenon. Various researches have shown that burnout is

experienced most in professions dealing with human services and teaching being one of that, is facing these problems (Joshi, 1999). According to Hans Selye, a pioneer researcher in stress reaction, “stress is the human response to changes that occur as a part of daily living”. “Stress comes from any situation or a circumstance that requires behavioural adjustment. Any change, either good or bad, is stressful, and whether it’s a positive or negative change, the physiological response is the same” (Lazarus, 2000).

2. REVIEW OF RELATED LITERATURE:

Literature review which covers ways for an understanding of the area of the research which is already undertaken on the potential areas which are yet to be covered. In this way an attempt has made to a brief survey of the work undertaken on the field of stress management and employee performance. Ansari (1991) had studied the nature and extent of stress in agricultural university teachers. The result revealed that the correlation between the nature of stress and qualification of teachers in different cadres was found to be non - significant. Ammabhavi and Triveni (2000) in their study found that age, sex, coping strategies of the employees have not influence their occupational stress and role stress. Younger people experience more stress as compared to the older people. Gaur and Dhawan (2000) examined that the relationship between works related stressors and adaptation pattern among women started professionals. It showed that the four professionals groups have started almost similar level of stress except in the categories of career development and stressors specific to working people. Bindu and Sudeesh Kumar (2006) focused on the relationship between job satisfaction and stress coping skills among 500 primary secondary school teachers in India. The study found a positive relationship between job satisfaction and stress coping skills and teachers who create a supportive organisational climate, enrich the design of tasks, reduce conflicts, and are provided guidance tend to more satisfied and better equipped cope with stress. Kour and Kour (2007) attempted to make a study on the occupational stress and burnout among women police. The results concluded that police occupation is more stressful occupation and as the occupational stress increases, the level of burnout increases. Azar Eskandaricharati (2014) had investigated the organisational characteristics and their relationship with organisational commitment of the teachers of three Universities of Hyderabad. The results revealed that those who have higher job satisfaction, participation in decision making and higher sense of belongingness are more committed to the organisation.

3. AIM OF THE STUDY:

The study was aimed to study the teacher stress among school teachers.

3.1 SAMPLE:

The sample selected for the present investigation consists of 200 teachers of different Secondary Schools in Srinagar District, of Kashmir. Both male and female teachers are found in the sample. The age of the teachers were below 35 and above 35 years, Teachers of two cadres of P.G. and graduate teachers. Teachers having 2 slabs experience i.e. above 15 years, below 15 years are found in the sample. Another sample Government teacher and private teachers.

3.2 TOOL:

In the present study, the investigator adopted the Rama’s teacher stress self-rating five-point scale developed and standardized by Dr. Krishnan Raju (1994) because it is more appropriate to measure the teacher stress.

3.3 DESCRIPTION OF THE TOOL:

In the present study, the investigator adopted the Rama’s teacher stress self-rating five-point scale developed and standardized by Dr. Krishnan Raju (1994) because it is more appropriate to measure the teacher stress. The responses are scored in stress according to key, for all the items scores from five to one for the five responses i.e. N. S. (No stress), Mi. S (Mild stress), Mo. S (Moderate Stress), M. S. (More Stress), S. S. (Severe Stress). The total number of items in teacher stress scale is 46. The responses are scored according to the key. The maximum is 230 and the minimum possible score is 46 the high score indicates high teacher stress; the low score indicates low teacher stress.

4. METHODOLOGY:

The present investigation is meant to study the teacher stress of Secondary school teachers from Srinagar district. Normative survey method was adopted for the conduct of the present study. The sample consisted of 200 Secondary school teacher randomly selected from Srinagar district in Kashmir.

5. OBJECTIVES:

- To study the difference if any, in teacher stress of secondary school teachers regard to gender.
- To study the difference if any, in teacher stress of secondary school teachers regard to age.
- To study the difference if any, in teacher stress of secondary school teachers regarding to qualification.
- To study the difference if any, in teacher stress of secondary school teachers regarding to management.
- To study the difference if any, in teacher stress of secondary school teachers regarding to teaching experience.

5.1 HYPOTHESES:

- There is no significant difference between Male and Female secondary school teachers towards teacher stress.
- There is no significant difference between Above 35 year’s age of secondary school teachers and Below 35 year’s age of school teacher towards teacher stress.
- There is no significant difference between Graduate teachers and post Graduate Teachers towards teacher stress.
- There is no significant difference between Above 15 years, and Below 15 years teaching experience towards teacher stress.
- There is no significant difference between Government Secondary school teachers and Private secondary school teachers towards teacher stress.

6. ANALYSIS OF DATA:

Gender and Teacher Stress: To test the validity of the first hypothesis, the following calculations are made. The table showing the significant differences between male and female teachers in respect of teacher stress.

Table - 1

Sex	N	Mean	SD	‘t’ Value
Male	85	28.41	6.02	1.54
Female	115	29.78	6.33	NS

From the above table 1, the calculated “t” value is 1.54 found to be less than the table value (1.96) at 0.05 level. Hence, the hypothesis that, “there is no significance difference between male and female teacher towards teacher stress”, is accepted.

Age and Teacher Stress: To test the validity of the second hypothesis, the following calculations are made. Table showing the significant difference between above 35 years of age of teachers and below 35 years age of teacher in respect of teachers stress.

Table - 2

Age	N	Mean	SD	‘t’ Value
Above 35 years	129	161.66	35.70	0.56
Below 35 years	71	158.87	29.49	NS

From the above table 2, the calculated “t” value is 0.56 found to be less than the table value (1.96) at 0.05 level. Hence, the hypothesis that “there is no significance difference between above 35 years age of teachers and below 35 years age of teachers towards teacher stress” is accepted.

Educational Qualification and Teacher Stress: To test the validity of the third hypothesis, the following calculations are made. The table showing the significant differences between graduate teachers and post-graduate teachers in respect of teacher stress.

Table - 3

Educational Qualification	N	Mean	SD	‘t’ Value
Graduate Teachers	92	164.22	37.00	1.386
Post Graduate Teachers	108	157.63	30.20	NS

From the above table 3, the calculated “t” value is 1.386 found to be less than the table value (1.96) at 0.05 level. Hence, the hypothesis that “there no is significance difference between graduate teacher and post-graduate teachers towards teacher stress” is accepted.

Management and Teacher Stress: To test the validity of the fourth hypothesis, the following calculations are made. The table showing the significant differences between govt. secondary school teachers and private secondary school teachers towards teacher stress.

Table - 4

Type of Management	N	Mean	SD	‘t’ Value
Government Teachers	92	161.67	32.47	0.419
Private Teachers	108	159.68	34.76	NS

From the above table 4, the calculated “t” value is 0.419 found to be less than the table value (1.96) at 0.05 level. Hence, the hypothesis that “there is no significance difference between govt. secondary school teachers and private secondary school teachers towards teacher stress” is accepted.

Teaching Experience and Teacher Stress: To test the validity of the fifth hypothesis, the following calculations are made. The table showing the significant differences between teaching experience of above 15 years and below 15 years towards in respect of teacher stress.

Table - 5

Teaching Experience	N	Mean	SD	't' Value
Above 15 years	92	159.78	36.488	0.344
Below 15 years	108	161.42	31.044	NS

From the above table 5, the calculated “t” value is 0.344 found to be less than the table value (1.96) at 0.05 level. Hence, the hypothesis that “there is no significance difference between experience of above 15 years and below 15 years towards teacher stress” is accepted.

7. FINDINGS OF THE STUDY:

- There is no significance difference between Male and Female secondary school teachers towards teacher stress.
- There is no significance difference between Above 35 year’s age of secondary school teachers and below 35 years age of secondary school teachers towards teacher stress.
- There is no significance difference between Graduate teachers and Post-Graduate teachers towards teacher stress.
- There is no significance difference between Govt. secondary school teachers and private secondary school teachers towards teacher stress.
- There is no significance difference between Experience of above 15 years and below 15 years towards teacher stress.

8. SUGGESTIONS:

A stress management programme in the Indian setting may combine some elements of Gita and Yoga in the preventive plans. Srivastava (1981) concluded that persons coping more effectively with stress have more positive orientation to life in general, and employ a valuable mix of coping and defence response. Yoga is a holistic science, which gives to the person tools and techniques to expand conscious awareness into the unconscious in order to become aware of the patterns and tendencies that cause stress.

- The stress creators harm the teacher effectiveness and teaching competency.
- The government or Private management of the institution should improve the conditions for better teaching by reducing the stress factors.
- The main stress creators like lack of promotional opportunities lack of professional growth are to be tackled to improve the teaching competency.
- Unless stress creators are reduced qualitative improvement teaching, learning process cannot be improved.

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