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Research Paper

A STUDY ABOUT OCCUPATIONAL STRESS FACED BY SCHOOL TEACHERS OF COIMBATORE DISTRICT

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ABSTRACT

Stress at work resulting from increasing complexities of work and its divergent demand, has become a prominent and pervading feature of the modern organizations. The researchers in the area of organizational psychology and management have used the term job stress to denote employees' mental state aroused by a job situation or a combination of job situations perceived as presenting excessive and divergent demands.

KEY WORDS: *Psychology, Stress, divergent, anxiety*

INTRODUCTION

Teacher stress is a specific type of occupational stress. It is the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his/her work as a teacher. Overall, teachers manifesting high levels of stress also show signs of high levels of psychological distress, usually demonstrated by high anxiety and low psychological well-being, as well as decreased job satisfaction i.e. mental ill-health, burnout and job dissatisfaction among the teachers. Teachers form the crux of the education system, preparing the young adolescents to build their nation with purpose and responsibility and confront the challenges of tomorrow. They are the social engineers and custodians of the future and it is the responsibility of a teacher to mould and shape their future.

Teachers are perennially exposed to high level of stress cutting across all cultures (Copper and Kelly, 1993; Reglin and Reitzammer, 1997; Chan, 1998; Mokdad, 2005). The combination of long working hours, insufficient pay, role ambiguity, poor teaching facilities, lack of social

recognition, poor organizational climate, strained relationship with colleagues makeup a stressful recipe. It is the insidious day to day sources of stress with their cumulative effect, and not the less frequent but occasionally intent sources of stress, which teachers are concerned with. The personality variables that have been linked to stress include locus of control, self-esteem, Type- A behaviour pattern, hardiness and negative affectivity.

Stress is often accepted as inescapable aspect of teaching. Teachers' lives are adversely affected by stress leading to physical ill health and mental ill health. Teacher stress often affects the teacher's ability to function effectively sometimes to the extent of causing burnout other common responses. Reduction in work performance and output; inability to manage time or delegate; feelings of alienation and inadequacy; loss of confidence and motivation; increasing introversion; irritability with colleagues; unwillingness to cooperate; frequent irrational conflict at work; withdrawal from supportive relationships; inappropriate cynical humour; persistent negative thoughts; increased substance



abuse; loss of appetite; frequent infections; and accident proneness.

REVIEW OF LITERATURE

1. Ekundayo & Kolawole (2013) conducted study entitled "stress among secondary school teachers in Ekiti State, Nigeria". They examined the various sources of stress among teachers of secondary schools in Ekiti State and also examined the coping strategies adapted by the teachers. The results revealed that poor working conditions, poor relations with super ordinates and late payment of salaries were major sources of stress. The study also revealed that managing one's time effectively is the main strategy for coping with stress.
2. Kousar and Sohail (2014) conducted the research on occupational role stress (ORS) and health related quality of life among secondary school teachers (SST). They attempted to find out the role stressors among secondary school teachers and the relationship of occupational role stress to the health related quality of life of the teachers. They concluded that men S.S.T.s experienced more ORS than women S.S.T.s and also revealed that men S.S.T.s had poor physical health as compared to women S.S.T.s.
3. Manabete, John, Makinde & Duwa (2016) conducted a research on job stress among school administrators and teachers in Nigerian secondary schools and technical colleges. They examined stress, job or workplace stress among teachers in Nigeria. Findings revealed that role ambiguity, poor relations with boss, work overload are the main sources of stress among teachers.

OBJECTIVE OF THE STUDY

To study the occupational stress of Teachers.

METHODOLOGY

This study employs simple random sampling, a type of probability sampling, which involves the probability of each and every item has a chance to participate in the study. Through this probability sample the final sample is drawn from the respondents who were Teachers and their occupational stress. A survey was conducted among Teachers through self-administered questionnaires.

STATISTICAL TOOLS USED

Factor Analysis, and Chi-Square analysis

ANALYSIS AND INTERPRETATION

The Occupational stress includes 56 variables which explains about Occupational stress faced by School Teachers in Coimbatore district and is analysed through Factor Analysis and chi square analysis.

Factorisation of Occupational Stress

Factors

Factor analysis was applied to condense the variables or items into minimum number of manageable items or variables. Factor Analysis has been done with the two statistical tests of Bartlett's test and KMO test. The Kaiser-Meyer-Olkin (KMO) test of sampling adequacy signifies the proportionate variance of variables or items which may be caused through new factors. KMO value in excess of 0.50 reveals that factor analysis is absolutely apt for the particular data set. KMO and Bartlett's Test results are depicted in Table 1.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.923
Bartlett's Test of Sphericity	Approx. Chi-Square	41288.981
	df	1540
	Sig.	.000

The KMO value of 0.923 implies that the factor analysis applied for this data is valid. The significance value being less than 0.01 implies that the value is significant at 99 % level of confidence. The chi square value for Bartlett's test of Sphericity is 41288.981. High Chi-square value denotes that the variables have been aptly factored. Principal Component Analysis was used for extraction purpose, and varimax rotation is used as the standard rotation. Factors having greater than one

as Eigen value are taken as reduced factors which now use as new factors for future analysis. Hence the resultant six factors are extracted from fifty six stress variables. Variables have been grouped into six factors namely, "Environmental factors", "Personal and professional Efficiency", "Intra and Interpersonal interactions", "Inefficiency", "Hinderances" and "Home work interface".

Table 2 Communalities			
Description of variables		Initial	Extraction
OS1	Lack of time to pay individual attention to each special needs student.	1.000	.772
OS2	Carrying multiple responsibilities in a short span of time.	1.000	.646
OS3	Working on assignments that are not necessary to the profession.	1.000	.708
OS4	Stringent rules and regulations in the school that hinders to Act independently.	1.000	.690
OS5	Inadequate knowledge in using new aids and appliances.	1.000	.735
OS6	Lack of opportunities for professional enhancement in the form of participation in professional meetings/ seminars/Conferences	1.000	.708
OS7	Thrusting on development of curricular innovations and Materials.	1.000	.670
OS8	Over qualified to perform the job.	1.000	.533
OS9	Long working hours and expectations to do more work.	1.000	.700
OS10	Lack of involvement in the decision making process of the activities related to the profession.	1.000	.749
OS11	Inadequate salary for the work done in the school.	1.000	.645
OS12	Lack of information in carrying out the professional Responsibilities.	1.000	.654
OS13	Lack of opportunities for promotion in the school.	1.000	.548
OS14	Inadequate supportive staff in the school.	1.000	.549
OS15	Lack of equipments and teaching- learning materials.	1.000	.449
OS16	Taking responsibilities for the activities of others.	1.000	.356
OS17	Inadequate training to meet the demands of the profession.	1.000	.426
OS18	Large class size with students of diverse needs.	1.000	.401
OS19	Inadequate trained human resources to carry out the work Assigned.	1.000	.495
OS20	Complaints by the students.	1.000	.422
OS21	Financial problems at home are hindering my work.	1.000	.528
OS22	Stressful interactions with parents and lack of parental support.	1.000	.396
OS23	Lack of commitment and interest to perform the job.	1.000	.369
OS24	Unable to complete the task within a stipulated period of time.	1.000	.345
OS25	Difficulty in understanding the students' behaviour.	1.000	.331
OS26	Misunderstood the organizational values and goals.	1.000	.452
OS27	Problem in identification and assessment procedures.	1.000	.591
OS28	Difficult to concentrate in the class due to tension with my spouse.	1.000	.527
OS29	Poor quality of feedback and supervision that address teacher concerns.	1.000	.465
OS30	Inadequate knowledge to give guidance and counselling to Students and parents.	1.000	.545
OS31	Difficult to adjust with the fellow teachers in the school.	1.000	.513
OS32	Difficulty in solving the problems that arise out of work.	1.000	.512
OS33	Lack of teamwork and professional collaboration to meet the Diverse needs of children.	1.000	.604
OS34	Education of my children is interfering in my job.	1.000	.724
OS35	Family needs are taking priority than the teaching.	1.000	.623
OS36	Difficult to satisfy the requirements of the management.	1.000	.603
OS37	Difficulty in managing students in the classroom.	1.000	.697
OS38	Difficult to implement new policies and procedures in place Of those already in practice.	1.000	.469
OS39	Lack of healthy interactions between/among the teachers.	1.000	.610
OS40	Angry with the students for their continuous failure.	1.000	.665
OS41	Health of my children is disturbing a lot.	1.000	.638
OS42	Lack of pro-active communication with the management.	1.000	.575
OS43	Insufficient salary is troubling both my family and work Environment.	1.000	.530
OS44	Problems with students' indiscipline.	1.000	.659
OS45	Bullying and frightening by the students inside and outside The school.	1.000	.560
OS46	Seldom opportunity to utilize the abilities and experience Independently.	1.000	.607
OS47	Complaints by other staff members.	1.000	.529
OS48	Difficult to discuss the failure of the students with their Parents.	1.000	.578
OS49	Face problems in decision making process.	1.000	.620
OS50	Lack of respect for teachers by the pupils, parents and the society.	1.000	.686
OS51	Seldom rewarded for the hard labour and efficient Performance.	1.000	.630
OS52	Polluted working environment.	1.000	.559
OS53	Problems faced with drug abuse by the students.	1.000	.509
OS54	Problems with the theft and damage of the property by the Students.	1.000	.616
OS55	Problems arising out of fraud and financial mismanagement Within the school.	1.000	.560
OS56	Difficult to solve students disputes.	1.000	.600

Extraction Method: Principal Component Analysis.



The variance and eigen value extracted through each factor of Occupational stress factors are shown in Table 3.

Table 3 Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	18.320	32.714	32.714	18.320	32.714	32.714	9.633	17.201	17.201
2	5.540	9.892	42.606	5.540	9.892	42.606	7.748	13.835	31.036
3	2.649	4.731	47.337	2.649	4.731	47.337	4.722	8.432	39.468
4	2.106	3.761	51.098	2.106	3.761	51.098	4.479	7.999	47.467
5	1.776	3.172	54.270	1.776	3.172	54.270	2.677	4.780	52.247
6	1.486	2.654	56.924	1.486	2.654	56.924	2.619	4.677	56.924
7	1.337	2.388	59.311						
8	1.303	2.327	61.639						
9	1.121	2.002	63.641						
10	1.083	1.933	65.574						
11	1.015	1.813	67.387						
12	.919	1.640	69.027						
13	.904	1.615	70.642						
14	.838	1.497	72.139						
15	.819	1.463	73.602						
16	.771	1.376	74.978						
17	.729	1.302	76.280						
18	.717	1.279	77.560						
19	.673	1.202	78.762						
20	.651	1.162	79.923						
21	.640	1.143	81.066						
22	.605	1.081	82.147						
23	.573	1.024	83.171						
24	.548	.979	84.150						
25	.539	.962	85.113						
26	.516	.921	86.033						
27	.484	.864	86.898						
28	.465	.830	87.728						
29	.456	.815	88.543						
30	.431	.769	89.312						
31	.406	.725	90.037						
32	.386	.689	90.726						
33	.373	.667	91.393						
34	.353	.631	92.023						
35	.330	.589	92.612						
36	.327	.584	93.196						
37	.319	.569	93.765						
38	.314	.560	94.325						
39	.278	.497	94.821						
40	.276	.492	95.313						
41	.259	.462	95.776						
42	.246	.440	96.216						
43	.242	.431	96.647						
44	.219	.391	97.038						
45	.202	.361	97.399						
46	.180	.321	97.720						
47	.174	.310	98.030						
48	.163	.291	98.321						
49	.159	.284	98.604						
50	.144	.258	98.862						
51	.130	.231	99.093						
52	.128	.228	99.322						
53	.121	.216	99.538						
54	.101	.180	99.718						
55	.084	.150	99.868						
56	.074	.132	100.000						

Extraction Method: Principal Component Analysis.

Only those components are considered as principal components which have an eigen value greater than 1. Here, the first six components have an eigen value of more than 1, which explains 56.924% of total variance, and the remaining components explain 43.076%

of total variance. The below table presents the total variance of the observed variables explained by each of the principal components / factors. For arriving at possible factors from total 56 variables, rotation was converged in 12 iterations through Varimax Rotation Technique.

Table 4 Rotated Component Matrix^a

Description of variables		Component		Labeled as
1	Lack of respect for teachers by the pupils, parents and the society.	.734		Environmental factors
2	Face problems in decision making process.	.719		
3	Seldom rewarded for the hard labour and efficient Performance.	.717		
4	Problems with the theft and damage of the property by the Students.	.707		
5	Difficulty in managing students in the classroom.	.699		
6	Problems arising out of fraud and financial mismanagement Within the school.	.680		
7	Difficult to discuss the failure of the students with their Parents.	.673		
8	Polluted working environment.	.668		
9	Difficult to satisfy the requirements of the management.	.664		
10	Family needs are taking priority than the teaching.	.656		
11	Education of my children is interfering in my job.	.652		
12	Complaints by other staff members.	.647		
13	Problems with students' indiscipline.	.638		
14	Problems faced with drug abuse by the students.	.636		
15	Lack of information in carrying out the professional Responsibilities.	.620		
16	Seldom opportunity to utilize the abilities and experience Independently.	.562		
17	Bullying and frightening by the students inside and outside The school.	.533		
18	Working on assignments that are not necessary to the profession.		.784	Personal and Professional Efficiency
19	Inadequate knowledge in using new aids and appliances.		.761	
20	Lack of time to pay individual attention to each special needs student.		.755	
21	Stringent rules and regulations in the school that hinders to Act independently.		.747	
22	Lack of opportunities for professional enhancement in the form of participation in professional meetings/ seminars/Conferences		.733	
23	Lack of involvement in the decision making process of the activities related to the profession.		.724	
24	Thrusting on development of curricular innovations and Materials.		.717	
25	Inadequate salary for the work done in the school.		.706	
26	Long working hours and expectations to do more work.		.706	
27	Carrying multiple responsibilities in a short span of time.		.685	
28	Difficult to solve students disputes.		.605	
29	Over qualified to perform the job.		.583	
30	Problem in identification and assessment procedures.	.737		Intra and Interpersonal Interactions and
31	Lack of opportunities for promotion in the school.	.727		
32	Difficult to concentrate in the class due to tension with my spouse.	.707		
33	Inadequate supportive staff in the school.	.705		
34	Poor quality of feedback and supervision that address teacher concerns.	.647		
35	Lack of equipments and teaching- learning materials.	.614		
36	Taking responsibilities for the activities of others.	.537		
37	Misunderstood the organizational values and goals.	.524		
38	Lack of teamwork and professional collaboration to meet the Diverse needs of children.	.655		Interf fici enc



39	Difficulty in solving the problems that arise out of work.	.654			
40	Inadequate knowledge to give guidance and counselling to Students and parents.	.640			
41	Difficult to adjust with the fellow teachers in the school.	.602			
42	Difficult to implement new policies and procedures in place Of those already in practice.	.550			
43	Financial problems at home are hindering my work.		.705		Hindrances
44	Inadequate trained human resources to carry out the work Assigned.		.544		
45	Stressful interactions with parents and lack of parental support.		.501		
50	Lack of healthy interactions between/among the teachers.			.609	Home- work Interface
51	Angry with the students for their continuous failure.			.579	
52	Health of my children is disturbing a lot.			.547	
53	Lack of pro-active communication with the management.			.519	
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization., a. Rotation converged in 12 iterations.					

Table 5 Chi-Square Test for Profile of respondents

H0 : There is no significant association between profile of the respondents and Occupational stress factors.

Sl.no	Variable	Chi-square value	Sig. value	Significance or not
1	Age	341.033	0.299	Not Significant
2	Nature of school	300.448	0.860	Not Significant
3	Number of family members	305.601	0.808	Not Significant
4	Marital status	331.193	0.440	Not Significant
5	Pattern of family	174.576	0.271	Not Significant
6	Profession of husband	177.658	0.220	Not Significant
7	Number of issues	122.571	0.993	Not Significant
8	Status of degree	491.951	0.492	Not Significant

The chi-square values displayed in Table 5 revealed that respondents opinion towards occupational stress factors is grouped on the basis of Age, Nature of school, Number of family members, marital status, pattern of family, profession of husband, number of issues and status of degree have no significant association with occupational stress factors based segments.

CONCLUSION

The analysis has proved that the occupational stress was created because of the environmental factors, personal and professional efficiency, Intra and interpersonal relations, Inefficiency, hindrances, and home work interface. The opinion of school teachers towards occupational stress factors was employed through the various factors such as Age, Nature of school, Number of family members, marital status, pattern of family, profession of husband, number of issues and

status of degree have no significant association, hence it could be understood that the school teachers invariably selected across the city do face the occupational stress due to the listed factors which is rightly said before.

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