

OCCUPATIONAL STRESS AMONG GOVERNMENT SCHOOL TEACHERS IN COIMBATORE DISTRICT

Dr. M. Dhanabhakya
Assistant professor (Senior Scale)
School of commerce
Bharathiar University
Coimbatore.

F. Naveen sulthana
PhD scholar
School of commerce
Bharathiar university
Coimbatore.

ABSTRACT

Occupational stress has become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals. A major source of distress among teachers is result of failure of school to meet the social needs and jobs demands of the teachers. The teacher must be aware of his clear role to build up the nation. Teachers are over burdened with regular teaching load. Occupational satisfaction is a necessary condition for a healthy growth of teacher's personality. A teacher at present has a vulnerable position. College teachers protest that they are not paid enough. The importance of pay or a factor in occupational has been greatly over emphasized. Teaching profession occupies important and prestigious place in society. Teachers are considered as the creators of leaders, scientists, philosophers, advocates, politicians and administrators. Teacher is the principle means for implementing all educational programmes of the organizations of educations. With the changing socio-economic scenario and increasing unemployment, the values of teacher and their professional concerns associated with the job have undergone a change, increasing stresses and hassles of teachers.

INTRODUCTION

Modern living has brought with it, not only innumerable means of comfort, but also a plethora of demands that tax human body and mind. Now-a-days everyone talks about stress. It is cutting across all socio economic groups of population and becoming the great leveler. Not only just high pressure executives are its key victims but it also includes labourers, slum dwellers, working women, businessmen, professionals and even children. Stress is an inevitable and unavoidable component of life due to increasing complexities and competitiveness in living standards. The speed at which change is taking place in the world today is certainly overwhelming and breathe taking. In the fast changing world of today, no individual is free from stress and no profession is stress free. Everyone experiences stress, whether it is within the family, business, organization, study, work, or any other social or economical activity. Thus in modern time, stress in general and job stress in particular has become a part of the life and has received considerable attention in recent years.

Stress has become the core concern in the life of everyone, but everybody wants stress-free life. Stress is a subject which is hard to avoid. Stress is a part of day-today living. Every individual is subjected to stress either knowingly or unknowingly. Stress, long considered alien to Indian lifestyle, is now a major health problem / hazard.

Stress is difficult to define precisely. The concept of stress was first introduced in the life sciences by Selye Hans in 1936. It was derived from the Latin word 'stringere'; it meant the experience of physical hardship, starvation, torture and pain. Selye Hans, 1936 defined stress as "the non-specific response of the body to any demand placed upon it". Further, stress was defined as "any external event or internal drive which threatens to upset the organismic equilibrium" (Selye Hans, 1956). Another definition given by Stephen Robbins (1999) stress has been stated as "a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he / she desires and for which the outcome is perceived to be both uncertain and important."

LITERATURE REVIEW

Hepburn & Brown, Johnson et al., (2001 & 2005)^{1,2}. Occupational or work stress occurs when there is discrepancy between the demands of workplace and an individual's ability to carry out and complete those demands. Teaching as a profession also comes under the gamut of stress making it more demanding and challenging every day.

Li-Fang Zhang (2009)³ suggested that controlling the self-rating abilities of the participants, the favorable conceptual change in teaching approach and their role insufficiency predicated that the conceptual change in teaching strategy is negative.

H. Azlihanis A., L. Naing, D. Aziah B., N. Rusli (2006)⁴ conducted a study to identify the factors associated with job strain among teachers working in secondary schools in Kota Bharu, Kelantan. A sample size of 580 teachers was taken. The result was significant. There was linear relationship between job strain and the duration of service in the present employment, duration of working hours, job insecurity and social support.

STATEMENT OF THE PROBLEM

Teaching has been considered as an easy job because of long holidays and normal working hours. But no one realizes the stress where teachers are carrying out every day. Teaching is highly

valued especially because success depends on today's teaching. Indeed many comments were given time after time to stress the importance of education and the role of teachers. Teachers who opt for early retirements are usually burnout, dissatisfied or have no desired to teach any more.

In many countries teacher's job is often considered as one of the most stressful profession. In the last two decades intensive researchers have been carried out in U.S.A and Europe concerning the sources and symptoms of teacher's stress. Studies in the teachers stress shows that the greater part of stress is associated with rapid pace of changes in education, particularly in 1980's and 1990's. Teaching profession is generally considered as noble profession with lot of expectations from parents towards their children's education and development of their personalities and lot of expectation from school management towards producing the full results and to built the reputation of the school.

As teacher's are working harder and sometimes forced to work hard to fulfill these expectations of parents and the school management but parents are not supportive to the teacher's and the school management does not create the stress free atmosphere in the school. Only the expectations play a vital role in teacher's life and these expectations may also contribute as a stress. Many teachers are pushing down to stress or burn out to get rid of this stress many teachers seek for the strategies which cope to their stress or burnout.

Present study attempts to identify the perceived sources of stress and also study its relation with certain demographic variables and to identify the combating techniques adopted by the Government Higher Secondary School Teachers to lower their stress level.

SCOPE OF THE STUDY

This study was conducted in Coimbatore district. It focused on exploring the occupational stress factors among Government higher secondary school teachers. The primary sources of information were acquired from teachers, head teachers and Chief education officer, and PA in CEO department and do not include the aided, partly aided Adi-draavidar welfare, Adi-draavidar women welfare or Government corporation school teachers. The study covered a period of eight months. The reason was to have an opportunity to explore in deep this study.

SIGNIFICANCE OF THE STUDY

The importance of the study stemmed from the fact that it sought to expose the factors that contributed towards the causes of occupational stress among Government higher secondary school teachers and the coping factors which contribute towards reduction of work related stress. A clear understanding of these factors will ensure that employment conditions of service are improved.

From the above discussions it is clear that certainly higher secondary school teachers' occupational stress generates an attitude of apathy, non-involvement and non-cooperation which will lead to low quality of education, increase in wastage, and increase in cost, work breakage, low efficiency and strained relation of the teachers with the management and with fellow teachers.

OBJECTIVE OF THE STUDY

- ✓ To assess the socio economic profile of Government higher secondary school teachers in Coimbatore district.

RESEARCH METHODOLOGY

The type of research method adopted is descriptive in nature. The study used both primary and secondary data. Primary data are collected by using questionnaires and direct interview. Questionnaires are circulated among the selected government school teachers in Coimbatore District. The sample of 50 respondents was taken. The secondary data are collected from various books, journals and magazines.

LIMITATIONS OF THE STUDY

1. The data has been collected from the respondents of Coimbatore district. The results are location specific and therefore the conclusions drawn may not be applicable to different districts having different socio-economic conditions.
2. The study relating to occupational stress of teachers is entirely based on the responses given by the respondents. The views of the respondents, their outcome of stress and its related to techniques may be biased.

ANALYSIS AND DISCUSSION

The number of respondents surveyed is 50. The questionnaire prepared on the basis of various factors which influence the stress of the government teachers. Frequency Analysis of Socio Economic Back Ground of Selected Government School Teachers in Coimbatore District has given in the following tables

Table 1: Age wise distribution of selected government school teachers

Age Group	Frequency	Percent
22-30	10	20
31-40	22	44
41-50	9	18
51 and above	9	18
Total	50	100

Source: primary data

Age wise distribution of government higher secondary school teachers in Coimbatore district is presented in Table 1, which indicates that majority of the teachers (44 percent) are in the age group of 31-40. Only 18 Percentage of the teachers are in the age group of 41-50 & 50 above. Hence, it can be concluded that majority of teachers are in the age group of 31-40.

Table 2: Gender wise distribution of selected government school teachers

Gender	Frequency	Percentage
Female	20	40
Male	30	60
Total	50	

Source: primary data

Table 2 shows the Gender wise distribution of government higher secondary school teachers in Coimbatore district. 60 Percentage of the respondents are male and the remaining 40 Percentage of the respondents are female.

Table 3: Marital status of selected government school teachers

Marital Status	Frequency	Percentage
Unmarried	13	26
Married	37	74
Total	50	100

Source: primary data

Table 3 shows the marital wise distribution of government higher secondary school teachers in Coimbatore district, a large number of teachers (74 Percentage) are married and (26 percentage) of teachers are unmarried.

Table 4: Education wise distribution of selected government school teachers

Educational Qualification	Frequency	Percentage
PG	24	48
B.Ed	23	46
All the above	3	6
Total	50	100

Source: primary data

Table 4 shows the education wise distribution of government higher secondary school teachers in Coimbatore district, a large number of teachers (48Percentage) falls under PG. B.Ed teachers are comparatively low (46 Percentage). 6 percentage of the teachers come under the category of all the above.

Table 5: Income wise distribution of selected government school teachers

Monthly income	Frequency	Percentage
15000-25000	1	2
25001-35000	13	26
35001-45000	36	72
Total	50	100

Source: primary data

Table 5 shows the income wise distribution of government higher secondary school teachers in Coimbatore district, a large number of teachers (72 Percentage) get the income around 35001-45000. 26 percentage of teachers get 25001-35001 and 2 Percentage of teachers are getting around 15000-25000 which is comparatively low.

Table 6: Experience wise distribution of selected government school teachers

Year of Experience	Frequency	Percent
1-8	15	30
9-16	12	24
17-24	8	16
25-32	11	22
33-40	4	8
Total	50	100

Source: Primary data

Table 6 shows the experience wise distribution of government higher secondary school teachers in Coimbatore district, a large number of teachers (30 Percentage) falls under 1-8 years of teaching and 8 percentage of teachers has experience under the category of 33-40 percentage.

CONCLUSION

Occupational stress plays a vital role in every human being. In relation to the profession of teaching, where a teacher is viewed as dispensers of knowledge; teachers are increasingly perceived as facilitators or managers of knowledge. They work in a constant socially isolated environments surrounded by hostile views and sometimes threat of physical abuse, and at the same time under a constant fear and threat of accountability for each and every action of both own self and that of the pupil. This alone can be a sufficient cause for stress for an individual.

References

1. Hepburn, A. & Brown, S. 2001. 'Teacher stress and management of accountability', *Human Relations*, 54(6), 691-715.
2. Johnson, S., Cooper, C., Cartwright, S., Donald, I., Taylor, P. & Millet, C. 2005. 'The experience of work-related stress across occupations', *Journal of Managerial Psychology*, 20 (1/2), 178-187.
3. Li-fang Zhang, 'Occupational stress and teaching approaches among Chinese academics', *Educational Psychology*, Volume 29, Issue 2, March 2009 , pages 203 – 219
4. H., Azlihanis A.; L., Naing; D., Aziah B.; N., Rusli. "Socio-demographic, Occupational and Psychosocial Factors Associated with Job Strain among Secondary School Teachers in Kota Bharu, Kelantan". *Malaysian Journal of Medical Sciences*, Jan2006 Supplement, Vol. 13, p18-18, 1p.
5. Blase, J. (1986). 'A Qualitative Analysis of Sources of teacher Stress: Consequences for Performance', *American Educational Research Journal*, Vo. 23, No.1, 13-40.
6. Borg, M. (1990). Occupational stress in British educational settings: A review. *Educational Psychology*, 10, 103-126
7. Brown, M. and Ralph, S. (1998). 'The identification of stress in teachers', *Stress in teachers: past, present and future*. London: Whurr.
8. Byrne, B. M. (1991). 'Burnout: Investigating the impact of background variables for elementary, intermediate, secondary, and university educators', *Teaching and Teacher Education*, 7, 197-209.
9. Chalmers, A. (2004). 'Workload and stress in New Zealand universities: a follow-up on the 1994 study', *Wellington: New Zealand Council for Educational Research*.
10. Cox, T, Mackay C. J., Cox, S, Watts, C, & Brockley, T. (1978, September). 'Stress and well being in school teachers', *Psychological response to occupational stress*. Conference conducted at the meeting of the Ergonomics Society, University of Nottingham, and Nottingham.