

Prevalence Of Job Stress Among Primary School Teachers

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Abstract:

The Present study was designed

- (i) *To know the prevalence of job stress among primary teachers*
- (ii) *To identify the sources of job related stress among primary teachers*
- (iii) *To analyze health problems encountered due to job stress by primary teachers*
- (iv) *To find the difference in job stress among urban and rural, men and women, and government and private school primary teachers.*

Data were collected from 200 primary school teachers of Davangere taluk selected on stratified random sampling technique. Adapted version of job stress questionnaire prepared by yip kim shun of university of Hongkong (2009) was used to collect the data. Item wise percentage analysis was done to know the sources and health problems encountered due to job stress among primary teachers. Hypotheses were tested by using 't' test. The findings revealed that

- (i) *Women teachers have high job stress when compared to men teachers*
- (ii) *Private school teachers are more stressed than Government school primary teachers.*
- (iii) *Job stress is always related with health related problems among primary teachers.*

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Introduction :

The success of the educational process depends much on the character and ability of the teacher. A teacher must conduct himself as a competent organizer of various school activities and should not consider that his job ends with teaching. He has to guide them in their selection of subjects, future courses of education and vocation. He has to guide them in solving their emotional and adjustment problems. The teacher has to maintain good relations with the pupils, colleagues, and head of the institution, parents and the community. The progress of nation depends upon the quality of its people, and the quality of their education depends upon the quality of its teacher which is further determined by the quality of education.

Today's technically super advanced life with lots of stress and strain hardly provides any congenial atmosphere for any thinker to think, any policy maker to do constructive framing of policy and above all any teacher to teach with sincerity and dedication. The daily interaction with pupils, co-workers and the incessant and fragmented demands of the teaching in general, often lead to overwhelming pressures and challenges, which further leads to stress and strain. Particularly, the teachers in primary schools, who come across many pressures from different direction such as -

- Various conditions set by department of public instruction
- Expectations of education department / authorities from the institutions to go hand in hand with the changing times
- Competitive attitude of the institutions for the attainment of higher grade.

- Management's expectations for optimum utilization of minimum resources.
- One's own pressure to develop professionally.
- Frequent changes in the time table across the academic session to meet the needs of the curriculum detailed in the calendar of events.
- Unending - co-curricular activities to meet the needs of the quality school functioning required in future.
- Lesser number of full time faculties available in the school
- Extra cordial relations with staff and heads of the school.

Above all, society entrusts responsibility of producing quality students on primary teachers. But in adverse circumstances of unlimited circumference as discussed earlier, it is hard task for a teacher to accomplish all the specified task objectives with a required level of commitment and competence. All the time, teacher is on the toes, which unconsciously take him / her to stress and then to distress.

Need and importance of the study :

Job life is one of the important parts of our daily lives which cause a great deal of stress. Teachers are more worried about the outcome of their work that can even affect the way they treat other people and how they communicate with their peers and students. Teachers with higher percentage of occupational stress may not be satisfied with their job and therefore they will not feel happy working in the organization. They may feel frustrated or 'burned out' when they are having problems with peers or students, this may

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leave a negative impact to the organization itself. Therefore, it is very important for employer and employees to realize the stress and the stressor that cause all the negative effects.

Stress is the psychological and physical state that results when the resources of the individual are not sufficient to cope with the demands and pressure of the situation, level of job satisfaction and stress can affect both individuals and organization. At the individual level, low level of job satisfaction and high level of job stress are threat to mental and physical health, quality of life, goal achievement and personal development. Whereas, for the work place these conditions lead to increased absenteeism, conflict and turnover, and reduced quality and quality of work. Thus identification of factors responsible for stress and its management at its primary level has long term benefits both for employee and employer.

Many researchers have carried out their research work in the area of stress over many years. Some of the theories behind it are now settled and accepted; others are still being researched and debated. After reviewing the studies, it is evident, that although the related literature, cover a broader compass in general, there are few studies in the area of teacher stress in elementary education institutions and specifically in Indian context. These need further investigation and elaboration in the right context and perspective. Let us further try to enlist major areas of concern in relation to teacher stress and introspect the phenomenon in terms of the factors / variables that affect the stress among teachers and suggest ways to minimize problems toward the enhancement of quality school education in present scenario, hence there is need for present study.

Statement of the problem : Prevalence of job stress among primary school teachers of Davangere taluk.

Objectives of the study :

1. To measure job stress among teachers of primary schools in Davangere taluk.
2. To analyze job stress in different areas of work of primary teachers.
3. To identify the sources of job related stress among primary teachers.
4. To compare job stress of urban and rural primary teachers.
5. To compare job stress of men and women primary teachers.
6. To compare job stress of government and private school primary teachers.
7. To suggest measures to reduce stress among primary teachers.

Variables :

The variables selected for the present study are -Job stress and the moderator variables are

- 1) Locality 2) Gender 3) type of schools

Definitions of technical terms used :

Stress : Stress is a physical, mental or emotional reaction which results from an individual's response to environmental tensions, conflicts, pressures and similar stimuli.

Job stress : It is a condition where in job related factor interact with the individual to change his / her psychological conditions in such a way that a person is forced to deviate from normal functioning.

Primary teachers : The teachers who are teaching the children in classes 1 to 7 in elementary schools are known as primary teachers.

Hypotheses : Researcher has formulated the following hypotheses based on the objectives and variables selected for the study

There is no significant difference in job stress of rural and urban primary teachers of Davangere taluk.

There is no significant difference in job stress of men and women primary teachers of Davangere taluk.

There is no significant difference in job stress of government and private school primary teachers of Davangere taluk.

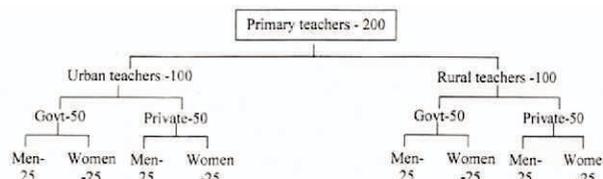
Method of Research :

In the present study descriptive method of research was used. Survey and comparative methods under descriptive research were used by the researcher to collect and analyze the data.

Tools used for the collection of data :

Job stress questionnaire : The tool used to measure job stress of primary school teachers was originally prepared by Yip Kim Shun of University of Hong Kog (2009). The original tool was adapted by the researcher to suit the teachers working in primary schools of Davangere taluk. The adapted version of the job stress questionnaire consists of 45 items to measure the sources of stress and level of stress among primary teachers of Davangere Taluk. Each items have to be answered on a five point scale i.e., 1 2 3 4 5. 1 - Very low stress, 2 - low stress, 3 - moderate stress, 4 - high stress, 5 - very high stress. The second part of the tool consists of 14 items to measure the health related problems due to job stress among primary teachers, 14 items are to be answered on a four point scale namely 1, 2, 3 and 4. 1- none, 2- seldom, 3- sometimes, 4- always. The adapted version of the tool was validated on a small sample and found to be valid for use.

Sampling : For the present study, a sample size of 200 primary teachers were selected by using stratified random sampling technique.



Analysis and interpretation of data :

Item wise percentage analysis was done to know the sources and levels of stress among 192 primary teachers of Davangere taluk.

From the analysis, it can be inferred that the following 10 sources are responsible for high and very high stress among primary teachers.

Sl. No.	Sources of stress	Percentage of teachers
1	Taking part compulsorily in census, election duties etc.	57.29
2	Teachers held responsible for failures of students in annual exams.	50.50
3	Arrangement of midday meals in schools in addition to teaching duties	39.06
4	Pupils misbehaviours	39.06
5	Increased pupils fatal suicide rate	38.54
6	Conducting remedial classes after the school hours	35.98
7	Sick leave without supply teacher provided	35.98
8	Teaching pupils with special education needs	35.94
9	Media criticism of teachers	33.85
10	Anxiety over pupils' assessment results	33.33

Analysis of health problems encountered due to job stress by primary school teachers

Sl. No.	Health problems encountered	Percentage of teachers
1	Fatigue	67.17
2	Dizziness	65.09
3	Muscle tension / aches	63.53
4	Dry mouth	63.53
5	Confusion	62.48
6	Feeling feverish	60.33
7	Weakness all over	59.35
8	Severe sweating all over	55.20
9	Hyper ventilation (in a state of fear / anxiety)	53.12
10	Tremors	51.54
11	Butterflies in stomach	46.87
12	Tightness in chest	45.29
13	Rapid pounding heart beat	44.77
14	Heart palpitations	43.21

Level of job stress : In the present study it is found that 25% of teachers reported themselves highly stressed, and 51% are in moderate stress category, while 24% of teachers came into low stress category.

Testing of Hypotheses : The hypotheses formulated were tested by using 't' test

1) There is no significant difference in job stress of Rural and Urban primary school teachers of Davangere taluk.

Groups	N	M	SD	't'	Level of significance
Urban teachers	93	122	18.76	0.92	NS
Rural teachers	99	122	29.9		

NS - Non significant at 0.05 level of probability

Hypotheses is accepted that there is no significant difference in the job stress of rural and urban primary teachers.

2) There is no significant difference in job stress of Men and Women primary school teachers

Groups	N	M	SD	't'	Level of significance
Men teachers	90	128.4	30.09	2.65	0.05*
Women teachers	102	140.6	33.6		

Hypothesis is rejected and it can be stated as there is significant difference in the job stress of men and women teachers. Job stress of women teachers is more than job stress of men teachers. From this, we can conclude that women teachers are having high job stress when compared to men teachers in primary schools.

3) There is no significant difference in job stress of government and private school primary teachers.

Groups	N	M	SD	't'	Level of significance
Govt. School teachers	87	125.4	28.9	2.89	0.05*
Private School teachers	105	138.2	32.34		

Hypothesis is rejected. Job stress of private school teachers (N = 138.2) is more than job stress of Govt. School primary teachers. (N= 125.4)

Conclusions :

Women teachers have high job stress when compared to men teachers in primary schools.

Private school teachers are more stressed than government primary teachers.

Rural and urban teachers have same amount of job stress. From this we can conclude that locality is not a cause / source of stress among primary teachers.

Job stress is always related with health related problems among primary teachers.

Educational implications :

1. Identification is the first step towards correction; with this belief in mind it is strongly advised that a teacher should understand the implication of stress on his personal health and social life. The best ways to have stress identified easily is to remain active in his social life and readily accept any recent psychological or behavioural change observed by others.
2. Some elements of stress are intrinsic while others are situational in the profession of teaching. The teacher has to understand how to cope with those which are intrinsic, while the situational ones can be managed with experience and common sense.
3. Primary teachers should be trained in life skills education.
4. It is very important for a teacher to have hobbies which are totally different from what he teaches at school. Music, gardening, hiking and painting are a few examples of hobbies which a teacher may adopt. This can give them an outlet and take their minds off from the problems that they face at school.
5. Primary teachers should be trained in stress relaxation techniques such as meditation, yoga, jogging, walking, physical exercises etc.
6. Set realistic goals in life and then pursue them.
7. Visit the counselor, as it can help to identify any underlying psychological / behavioural problem related to work place stress.

8. Programs of behavioural therapy or counseling services may help teachers cope with stress.
9. As arrangement of midday meals in schools in addition to teaching duties is identified as one of the source of stress. Department of education should not give additional responsibility of arrangement of midday meals to teachers.
10. Special training in inclusive practices should be given to teachers to deal with special education needs of students.
11. Special health coverage should be there for teachers by the government.

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