

“Investigation and Analysis of Stress On Private School Teachers in Warangal District-TS”

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ABSTRACT

In this study aimed at find out the Stress among the private school teachers in Warangal district of Telangana state- India. The investigator found significant difference in rural and urban private school teachers, below 5 and above 5 years of teaching experience of private school teachers and whose educational qualification of B.Ed and TTC teachers and whose professional qualification is graduation and post graduation at 0.05 and 0.01 levels. Further there is no significant difference found in male and female private school teachers and below 5 and above 5 years of teaching experience of private school teachers at 0.01 and 0.05 levels. the researcher has adopted a standard tool (Fimian Teacher Stress Inventory (FTSI), 1984) to collect the opinion through random sampling technique used of the Private Schools teachers. Tool consisted 35 items. If the subject marked (A) on the scale a score of 3 is given. For (DA) and (UD) scale value of 2 and 1 is assigned respectively.

Introduction:

The modern world which is said to be a world of achievement is also a world of stress. One finds stress everywhere, whether it is within the family or business organization or any other social institution. Stress is a feeling of tension, which is both physical and emotional and is caused by physiological, physiological and environmental demands. The main source of stress is the occupation of the person. It is an established fact that the performance of a teacher mainly depends upon his psychological state of mind. As occupational stress affects the physical and psychological well being of the teachers; it definitely influences his efficiency and performances. Stress is a hardly to effectiveness. It may be a priority area to identify how teachers can avoid and cope with stress.

Stress is an agitated physiological state in which the electrical transmission of information along neurons is heightened to the point that the nervous system may collapse or baldy functions may perform poorly. In general, it is the term applied to the pressures people feel in life. It results from an imbalance between environmental demands and personal adequacies to meet these demands. For some individuals, “stress” refers only to a crisis or calamity while others perceive the day-today life problems and mild irritants as “stress”. The situations causing stress and the experience of stress and the experience of stress itself are highly subjective.

Stress has been defined as “The state manifested by the specific syndrome, which consists of all the non-specific induced changes within a biological system” (Selye 1974). Stress is usually thought of in negative terms like causing something bad or distress to the individual. But there is also a positive and pleasant side of stress, leading to good things. It can be defined as an adoptive response to a situation resulting in physical, psychological and behavioral deviations. Stress is not simply anxiety or nervous tension and necessarily something damaging or bad, which needs to be avoided. Stress is inevitable of sometime or other. But it can be prevented or can effectively be controlled to some extent if proper measures are taken.

Sharma (1999) opined that 'women and work' was an emerging aspect of Human Resource Management. There was also a growing realization that women and work have an additional dimension of home and family. As a result often women have to work harder to cope with the multiple roles and demands. He also opined that due to women's preoccupation with family and childcare responsibilities, career development is affected and this results in role strain and role conflict and sometimes they have to sacrifice career for family. In comparison to their male colleagues they get late promotions, lesser salaries and poor benefits. The role of women as teachers is vital as they make noteworthy contribution to the task of molding the personalities of future citizens. A women teacher cannot carry out efficiently each of the roles as a wife, mother, householder and social being. Many a time women suffer from guilty consciousness and find themselves torn between home, college and society. This condition creates stress and associated psychological disorders. According to the 1981 Census, in teaching institution the percentage of women was 45.8 whereas the percentage of men was 18.8.

Ramu (1977) found that many Indian women refused transfers, promotions etc. as they did not want to move out and get separated from their families. Rao (1986) viewed the responsibilities of women teachers as undress.

REVIEW OF RELATED LITERATURE:

INTERNATIONAL REVIEWS:

Althorn (2008): Underscored feelings of isolation that many teachers face. Alone in a closed classroom with students all day, study participants indicated there were few opportunities to interact with more experienced colleagues on an informal basis. Coupled with a reluctance to ask questions of veteran teachers or administrators for fear of appearing incompetent or unprepared many new teachers often give up and leave rather than seek out assistance that would enable them to gain competence in their positions (Anhorn)

Barmby (2006): Cited excessive workload as not only a reason to not enter the teaching profession, but in response to a question regarding whether they were considering leaving the teaching profession within the next ten years, approximately 27 percent indicated they were considering leaving citing workload, and stress as two of the top four reasons. Surveyed teachers were additionally asked to identify factors which help to improve teacher retention. Reduction of workload was among the top four if 21 responses.

Smethem and Adey (2005): New teachers who were part of a research study cited huge workloads that did not allow them time to experiment with differentiating instruction in an effort to improve the quality of their instructional method and that took a toll on their personal lives. All of the interviewed teachers expected to bring work home each evening, and worked one day of each weekend in an extreme case; one teacher indicated she had spent eight hours of Christmas Day grading papers. Teachers were concerned about developing strong relationships with their pupils and being equipped to effectively manage classroom.

The resulting pressures from these demands are causing higher levels of stress in teachers which can manifest in a variety of emotional and physical ways, which in many cases cause teachers to leave the profession (Crute, 2004) While causes of occupational stress will not go away, school systems can examine sources of stress among certified employees in order to determine commonalities and differences in order to provide professional support which will meet the needs of all teaching professionals, regardless of their educational path and experience level.

INDIAN REVIEWS:

Dr.A.J.A. Rajakumari, Madurantakam (2012) revealed that secondary school teachers of Kancheepuram district showed significant difference in the level of stress with respect to age, educational qualification and experience.

Gagandeep Kour (2011) studied on 1) Interpersonal Issues causing stress 2) Personality related stress. 3) Environmental Stress 4) Change induced stress 5) Stress caused by system issues. They found that Stress among teachers in the schools is an important issue. It is an inescapable part life. A natural and inevitable factor of life. But it can result in distress if not properly managed and checked. Stresses can create problems in the performance and affect the health and wellbeing of the teachers as well as the organization. Teachers must be taught to put their adaptive capabilities to test so as to ward off the negative impact of stress.

August., Kanupriya Sharma, Jalandhar, Punjab (2011) found three levels of Occupational Stress. High, Average, and two levels of Sex i.e., Male and female

OBJECTIVES OF THE STUDY:

1. To pursue the stress factors among Private school teachers in Warangal dist the study was conducted in the following objectives.
2. To find out the stress factors among Private teachers with respect to gender. i.e., male and female.
3. To find out the stress factors among Private teacher with respect to locality i.e., rural and urban.
4. To find out the stress factor among Private teachers with respect to teaching experience. i.e., above 5 years and below 5 years.
5. To find out the stress factor among Private teachers with respect to educational qualifications i.e., graduation and post graduation.
6. To find out the stress factor among Private teachers with respect to professional qualification i.e., B.Ed. and T.T.C.

HYPOTHESES OF THE STUDY:

- 1 There is no significant difference between Male & Female Private teachers among the stress factors.
- 2 There is no significant difference between Rural and Urban Private teachers among the stress factors.
- 3 There is no significant difference between below 5 years and above 5 years teaching experience of Private teachers among the stress factors.
- 4 There is no significant difference between graduate and post graduate qualification of Private Teachers among stress factors.
- 5 There is no significant difference between professional qualification i.e., B.Ed. and T.T.C. of private Teachers among the stress factors.

Research Methodology

Method: Researchers have adopted “normative survey method” for the study.

Population: In this research the population consists of all Private teachers working in Warangal District.

Sample: The researcher used simple random technique for selecting the sample from the population. The sample consists of 100 Private teachers of Warangal District. The size of the sample 100 was selected from the Warangal district in Gender, Locality, Teaching Experience, Educational Qualification and Professional Qualification

Tools: In the present study the researcher has adopted a standard tool (**Fimian Teacher Stress Inventory (FTSI), 1984**) to collect the opinion through random sampling technique used of the Private Schools teachers. Tool consisted 35 items.

ADMINISTRATION OF THE TOOL: The tool was administered on the sample after seeking permission from the concerned authorities. A requisition letter was given to the respondents seeking co-operation for the present study. The investigator met personally teacher to teacher both in rural and urban areas of teachers who working in private schools. The investigator personally collected the data from 100 teachers of private schools. The test is administrated individually on 56 urban, 44 rural teachers who working in private schools.

SCORING AND CODING PROCEDURE: The investigator prepared 35 items providing three categories for each item were developed 3 types of scoring. Such items in the scale followed by three category responses indicating degrees of strength of stress of opinion were:

Category	Score
Agree (A)	3
Disagree (D.A)	2
Undecided(UD)	1

If the subject marked (A) on the scale a score of 3 is given. For (DA) and (UD) scale value of 2 and 1 is assigned respectively.

Analysis and Interpretation of data

Hypothesis – I: There is no significant difference between Male & Female Private teachers among the stress factors.

Table-1

S.No.	Gender	Agree	Disagree	Undecided	Total	χ^2
1	Male	373(30.44%)	534(43.59%)	318(25.95%)	1225(35%)	1.02*
2	Female	708(31.12%)	1012(44.48%)	555(24.39%)	2275(65%)	
	Total	1081(30.88%)	1546(44.17%)	873(24.94%)	3500	

∴ A= agree; D A= disagree; UD= undecided; * significant at 0.05 level

The table-1 shows that the Private teachers among the stress factors of male A= 30.44% DA=43.59%, UD= 25.95%. And Private teachers among the stress factors of female A= 31.12%, DA=44.48%, UD=24.39%.

Table -1(a)

S.No.	Subject	Value
1	Calculated value	1.02
2	Degrees of freedom	2
3	Table value at 0.05 level of significance	5.99
4	Table value at 0.01 level of significance	9.21

The Calculated Chi-square value 1.02 is less than the table value 5.99 at 0.05 and 9.21 so, it is not significant at both levels for df 2. **Hence Null hypothesis is accepted.** There exists there is no significant difference between Male & Female Private teachers among the stress factors.

Hypothesis – II: There is no significant difference between Rural and Urban Private teachers among the stress factors.

Table -2

S.No.	Locality	Agree	Disagree	Undecided	Total	χ^2
1	Rural	389(25.26%)	710(46.10%)	441(28.63%)	1540(44%)	45.52 *
2	Urban	692(35.30%)	836(42.65%)	432(22.04%)	1960(56%)	
	Total	1081(30.88%)	1546(44.17%)	873(24.94%)	3500	

∴ A= agree; D A= disagree; UD= undecided; * significant

The table-2 indicates that, Private teachers among the stress factors of rural A= 25.26% DA=46.10%, UD= 28.63%. And Private teachers among the stress factors of urban A=35.30%, DA=42.65%, UD=22.04%.

Table -2(a)

S.No.	Subject	Value
1	Calculated value	45.52

2	Degrees of freedom	2
3	Table value at 0.05 level of significance	5.99
4	Table value at 0.01 level of significance	9.21

The Calculated Chi-square value 45.52 is greater than the table values 5.99 at 0.05 and 9.21 at 0.01 levels so, it is significant at both levels for df 2. **Hence Null hypothesis is rejected.** There exists there is a significant difference between rural and urban private teachers among the stress factors.

Hypothesis – III: There is no significant difference between below 5 years and above 5 years teaching experience of Private teachers among the stress factors.

Table-3

S. No	Experience	Agree	Disagree	Undecided	Total	χ^2
1	Below 5 yrs	477(28.99%)	750(45.59%)	418(24.41%)	1645(47%)	5.24#
2	Above 5 yrs	604(32.56%)	796(42.91%)	455(24.52%)	1855(53%)	
	Total	1081(30.88%)	1546(44.17%)	873(24.94%)	3500	

∴ A= agree; D A= disagree; UD= undecided; # not significant

The table indicates that, Private teachers among the stress factors of below 5 years experience A= 28.99% DA=45.59%, UD= 24.41%. And Private teachers among the stress factors of above 5 years A=32.56%, DA=42.91%, UD= 24.52%.

Table - 3(a)

S.No.	Subject	Value
1	Calculated value	5.24
2	Degrees of freedom	2
3	Table value at 0.05 level of significance	5.99
4	Table value at 0.01 level of significance	9.21

The Calculated Chi-square value 5.24 is less than the table value 5.99 at 0.05 and 9.21 so, it is not significant at both levels for df 2. **Hence Null hypothesis is accepted.** There exists there is no significant difference between below 5 years and above 5 years experience of Private teachers among the stress factors.

Hypothesis – IV: There is no significant difference between graduate and post graduate qualification age of Private Teachers among stress factors.

Table-4

S.No.	Edl. Qua.	Agree	Disagree	Undecided	Total	χ^2
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1	Post graduate	441(34.05%)	556(42.93%)	298(23.01%)	1295(37%)	10.43*
2	graduate	640(29.02%)	990(44.89%)	575(26.07%)	2205(63%)	
	Total	1081(30.88%)	1546(44.17%)	873(24.94%)	3500	

∴ A= agree; D A= disagree; UD= undecided; * significant

Private teachers among the stress factors of post graduate qualification A= 34.05% DA=42.93%, UD= 23.01%.
And Private teachers among the stress factors of graduate qualification A=29.02%, DA=44.89%, UD=26.07%.

Table-4(a)

S.No.	Subject	Value
1	Calculated value	10.43
2	Degrees of freedom	2
3	Table value at 0.05 level of significance	5.99
4	Table value at 0.01 level of significance	9.21

The Calculated Chi-square value 10.43 is greater than the table values 5.99 at 0.05 and 9.21 at 0.01 levels so, it is significant at both levels for df 2. **Hence Null hypothesis is rejected.**

There exists there is a significant difference between post graduate and graduate qualification of private teachers among the stress factors.

Hypothesis – V: There is no significant difference between professional qualification i.e., B.Ed. and T.T.C. of private Teachers among the stress factors..

Table -5

S.No.	Prof.Edl. Qua.	Agree	Disagree	Undecided	Total	χ^2
1	B.Ed.	757(32.77%)	1030(44.58%)	523(22.64%)	2310(66%)	10.43*
2	T.T.C.	324(27.22%)	516(43.36%)	350(29.41%)	1190(34%)	
	Total	1081(30.88%)	1546(44.17%)	873(24.94%)	3500	

∴ A= agree; D A= disagree; UD= undecided; * significant

Private teachers among the stress factors of B.Ed. qualification A= 32.77% DA=44.58%, UD= 22.64%.
And Private teachers among the stress factors of TTC qualification A=29.41%, DA=43.36%, UD=27.22%.

Table - 5(a)

S.No.	Subject	Value
1	Calculated value	22.48
2	Degrees of freedom	2
3	Table value at 0.05 level of significance	5.99
4	Table value at 0.01 level of significance	9.21

The Calculated Chi-square value 22.48 is greater than the table values 5.99 at 0.05 and 9.21 at 0.01 levels so, it is significant at both levels for df 2. **Hence Null hypothesis is rejected.**

There exists there is a significant difference between B.Ed. and TTC qualification of private teachers among the stress factors.

FINDINGS OF THE STUDY:

There is no significant difference between Male & Female Private teachers among the stress factors.

➤ There exists there is no significant difference between Male & Female Private teachers among the stress factors.

There is no significant difference between Rural and Urban Private teachers among the stress factors.

➤ There exists there is a significant difference between rural and urban private teachers among the stress factors.

There is no significant difference between below 5 years and above 5 years teaching experience of Private teachers among the stress factors.

➤ There exists there is no significant difference between below 5 years and above 5 years experience of Private teachers among the stress factors.

There is no significant difference between graduate and post graduate qualification age of Private Teachers among stress factors.

➤ There exists there is a significant difference between post graduate and graduate qualification of private teachers among the stress factors.

There is no significant difference between professional qualification i.e., B.Ed. and T.T.C. of private Teachers among the stress factors.

➤ There exists there is a significant difference between B.Ed. and TTC qualification of private teachers among the stress factors.

EDUCATIONAL IMPLICATIONS:

The present study teachers who are under higher level of occupational stress are less effective in their profession. Work load of teachers should be maintained by establishing the proper pupil-teacher ratio. Healthy atmosphere should be encouraged among school special orientation programs should be organized with the objectives of overcoming the occupational stress among private teachers yoga and meditation camps may be beneficial for this purpose. Something serious has to be done to reduce the level of occupational stress among private teachers.

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