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A STUDY OF JOB STRESS OF SECONDARY SCHOOL TEACHERS IN WEST GODAVARI DISTRICT

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*"By education, I mean an all-round drawing of the best in child and man in body, minds and spirit"-
Gandhi*

ABSTRACT :

We are in a world which is stress prone in all aspects of life and the more we are advancing in several dimensions the more stress we are experiencing in all walks of life. Teachers al member of the society too experience stress like other individuals and this intern will affect their professional and personal life. It is high time to identify the problems of the teacher in particular his competency and his mental agony to make the teaching learning process useful to the present day conditions.. The purpose of this study is to investigate the job stress among teachers. The data were collected by means of questionnaires from 250 secondary school teachers working in secondary schools of West Godavari district. The findings indicate that the majority of the teachers are having same job/teaching

stress.

KEYWORDS : Job Stress, teaching stress, effective teaching.

INTRODUCTION

In the educational process, the teacher occupies a very important place. A teacher is the medium through which objectives and plans can be actualized. For this, the teacher must have sound mental and physical health. There are many studies which revealed that a person's mental health has direct and significant relationship with his/her working efficiency. Teaching is a profession where every day radical changes occur in the educational system. These changes are likely to increase rather than reduce the level of stress in teachers. Overcrowded classes, heavy syllabus and inadequate facilities make teachers' work more complex. Researches in service industry like nursing, hotel and police have highlighted that working personnel experience varying degrees of stress and burnout. Correlation between job satisfaction and performance was established in above mentioned professions.

It is high time to identify the problems of the teacher in particular his competency and his mental agony to make the teaching learning process useful to the present day condition. In the modern days teacher is loaded with so many sophisticated technological trends that were place in the modern human beings also confronted with many Perplexing problems caused due to perfectly changing world resulting in Frustration, Conflict, Anxiety, and Stress and so on. Coleman in 1982 also observed that, "The 17th century has been called the age of enlightenment, the 18th century the age of reason, the 19th century the age of progress and the 20th century the age of anxiety". This emphasizes that a meaningful and satisfying way of life has become difficult in this age of anxiety the teacher of today is not exempted from the above age of anxiety.

Teaching is a sensitive weapon to achieve the expected educational goals through effective teaching learning process. Teaching is a multi dimensional process to modify the behavioral patterns of the

learners. So the attainment of educational goals, learning outcomes, changing of behavioral patterns is possible only with effective teaching.

The effective teaching is possible only with the teachers, those who are mentally sound. We should make the teacher away from the Anxiety, Stress and so on. So as to utilize all his teaching competencies to make the teaching learning processes in an effective way.

Stress is a feeling of tension, which is both physical and emotional and is caused by physiological, psychological and environmental demands. In the occupational stress the main source of stress is the occupation of the person. It may be defined as a condition wherein job related factors interact with the individual to change his/her psychological or physiological conditions in such a way that a person is forced to deviate from normal functioning. (Selye, 1974).

The modern research studies observed that the teacher performance and teacher behavior are strongly affected by stress. Aryacdu and Sutcliffe (1977) stated that, "The stress with the teaching profession may affect the school as an organization, teacher performance, the physical and emotional well being of the teacher".

Kisur (1982) and Soloman (1960) opine that, "facts of teacher performance such as creativity, class room management and implementations of educational techniques may suffer when teacher experiences high level of stress". From this it is evident that the effectiveness of teacher in performing task is teaching would be affected by the level of his stress.

Jangira (1979) states, "Teacher effectiveness has been considered in to its three separate components for convenience of presentation. It should be taken that these components are watertight compartment. It also follows that there are no clear-cut lines to distinguish one component from the other.

So many research studies concentrated to answer the questions by, what are the causes of stress. How to cape up this stress? What is teaching competency? How far teacher stress influences teaching competency? The teaching competency much attention of research has not taken places to study the teacher stress in relation to teaching competency.

Hence the present study has been taken up to answer the following research quarries - How far teacher stress is related to teaching competency? What dimensions of teacher's stress are affecting teaching competency?

OBJECTIVES

- 1) To stud the job stress of secondary school teachers of West Godavari District.
- 2) To stud the job stress of secondary school teachers of West Godavari District based on their gender, age, qualification, status of job (Government/Private) and experience.

HYPOTHESIS

1. There is no significant difference between Male and Female teachers towards teacher stress.
2. There is no significant difference between Above 35 yrs. age of teachers and Below 35 yrs. age of teachers towards teacher stress.
3. There is no significant difference between Graduate teachers and Post Graduate teachers towards teacher stress.
4. There is no significant difference between Government school teachers and Private school teachers towards teacher stress.
5. There is no significant difference between above 15 years, and below 15 years teaching Experience towards teachers stress.

SAMPLE AND TOOL

A self-prepared tool was administered and standardized with five point rating scale containing answers 1,2,3,4 and 5 giving the score as same for the Teachers of Secondary Schools of West Godavari district.

ANALYSIS AND INTERPRETATION

Verification of Hypothesis 1: There is no significant difference between Male and Female teachers towards teacher stress.

To test the validity of the above hypothesis 1, the following calculations are made.

Table No. 1: Table Showing the Significant difference between Male and Female teachers in respect of teacher stress.

Variables	Sample Size	Mean	S.D	Critical Ratio
Male	125	158.25	29.76	2.228
Female	125	142.5	38.87	

From the above table the calculated C.R. Value is 2.228 found to be greater than table value 1.96 at 0.05 scales. So there is significant difference between male and female teachers towards teacher stress can be accepted.

Verification of Hypothesis-2: There is no significant difference between above 35 years age of teachers and below 35 years age of teachers towards teacher stress.

To test the validity of the above hypothesis 2, the following calculations are made.

Table No. 2: Table Showing the Significant difference between Above 35 years age of teachers and Below 35 years age of teachers in respect of teacher stress.

Variables	Sample Size	Mean	S.D	Critical Ratio
Above 35	128	148.28	29.317	0.624
Below 35	122	153.346	41.794	

From the above table the calculated C.R Value is 0.624 found to be less than table value (1.96) at 0.05 scales so there is no significant difference between above 35 years age of teachers and below 35 years age teachers towards teacher stress can be accepted.

Verification of Hypothesis 3: There is significant difference between Graduate teachers and post Graduate teachers towards stress.

To test the validity of the above hypothesis 3, the following calculations are made.

Table No. 3: Table Showing the Significant difference between Graduate teachers and post Graduate teachers in respect of teacher stress.

Variables	Sample Size	Mean	S.D	Critical Ratio
Graduate	130	162.357	39.405	3.253
P.G	120	138.474	25.355	

From the above table the calculated C.R Value is 3.253 found to be greater than table value (1.96) at 0.05 scales. So there is significant difference between Graduate teachers and post Graduate teachers towards teacher stress can be accepted.

Verification of Hypothesis 4: There is significant difference between Government school teachers and Private school teachers towards teacher stress.

To test validity of the above hypothesis the following calculations are made.

Table No. 4: Table Showing the Significant difference between Government school teachers and Private school teachers in respect of teacher stress.

Variables	Sample Size	Mean	S.D	Critical Ratio
Govt.	145	164.833	35.628	4.688
Pvt.	105	132.21	26.61	

From the above table the calculated C.R value is 4.688 found to be greater than table value (1.96) at 0.05 scales. So there is significant difference between. Government school teachers and Private school teachers towards teachers stress can be accepted.

Verification of Hypothesis 5: There is no significant difference between above 15 years, and below 15 years teaching Experience towards teachers stress.

To test the validity of the above hypothesis 5 the following calculations are made.

Table No. 5: Table showing the significant difference between teaching experience of above 15 years and below 15 years towards stress.

Variables	Sample Size	Mean	S.D	Critical Ratio
Above-15	100	154.833	37.124	0.777
Below -15	150	148.3	35.136	

From the above table the calculated C.R. value is 0.777 found to be less than table value (1.96) at 0.05 scales. So there is no significant difference between experience of above 15 year, and blow 15 years towards teacher stress can be accepted.

FINDINGS FROM THE PRESENT STUDY

- (1) There is significant difference between male and female teachers towards teacher stress in West Godavari district.
- (2) There is no significant difference between above 35 years age of teachers and below 35 years age teachers towards teacher stress in West Godavari district.
- (3) There is significant difference between Graduate teachers and post Graduate teachers towards teacher stress West Godavari district.
- (4) There is significant difference between. Government school teachers and Private school teachers towards teachers stress in West Godavari district.
- (5) There is no significant difference between experience of above 15 year, and blow 15 years towards teacher stress in West Godavari district.

CONCLUSSIONS

- (1) Stress in school teachers of West Godavari district is not changes due to their gender i.e.) male and female teachers have same stress.
- (2) Stress in school teachers of West Godavari district is not changes due to their qualification i.e.) Graduate teachers and post Graduate teachers have same stress.
- (3) Stress in school teachers of West Godavari district is not changes due to their age i.e.) Teachers of age above 35 years and below 35 years have same stress
- (4) Stress in school teachers of West Godavari district is not changes due to the status of the institution i.e.) Government school teachers and Private school teachers have same stress.
- (5) Stress in school teachers of West Godavari district is not changes due to the years of experience i.e.) teachers with experience of above 15 years, and blow 15 years have same stress.

SUGGESSTIONS

1. It is to be suggested that teachers effects teaching competency.
2. The stress creators harm the teacher effectiveness and teaching competency.
3. The Government or Private management of the institution should improve the conditions for better teaching by reducing the stress factors.
4. The main stress creators like lake of promotional opportunities lake of professional growth are to be talked to improve the teaching competency.
5. Unless stress creators are reduced qualitative improvement teaching, learning process cannot be improved.
6. Irrespective type of management the stress creators are to be reduced for teacher effectiveness.

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