



COMMUNICATION BEHAVIOUR AND STRESS AMONG SCHOOL TEACHERS IN COIMBATORE DISTRICT

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ABSTRACT

The present study was explored to find out the relationship between communication behaviour and stress among school teachers. Survey method was conducted on a sample of 287 school teachers in Coimbatore district. Data was analyzed by t-test and r-value. Finding showed that the level of communication behaviour and stress among school teachers is average. Result also found that there is very high negative significant relationship between communication behaviour and stress among school teachers.

KEY WORD: *Communication , frequent process , teaching and learning situation.*

INTRODUCTION

Communication is a frequent process that we all do consciously or unconsciously. Our words, our actions, our gestures and posture all are some kind of communication. Communication can be classified into four aggressive, passive, assertive and passive-aggressive. Any behaviour is considered as communication even if it is mere hair styling. Some people think that others are inferior and interrupt them. They always take others' space. Those are people with aggressive communication behaviour. Some people speak out or convey their sense and emotion very clearly and confidently. It is assertive communication behaviour. People with passive communication style are most probably introverts. They lose eye contact while speaking and they are not sure about what they speak. The communication in classroom falls into three categories: verbal, non-verbal and written. Verbal communication in classroom occurs between teacher and student. It is very much effective in eradicating communication behavioural problems. Non-verbal communication occurs often in many situations. It may be actions, gestures or even postures. It easily conveys the message and hence nullifies the communication gap. Written communication in classroom occurs between teacher and parents or teacher and student. This may be helpful for the introvert students. Even the assignments are considered as written communication.

Teachers with great communication skills will provide a more successful teaching and learning situation for the students. On the other hand, someone with great communication skills has the potential to create an impact on others and effective communication strategies will lead to success as well as molding good future generation. Communication skills and motivational skills have a great influence in the teaching profession. The communication style of a teacher can influence the interest and attitude of the students in creating an effective knowledge acquisition process.



Stress is a feeling of pressure or strain or it can also be said as psychological pain. Little amount of stress is always healthy. Positive stress is a kind of motivation and it can also help to improve athletic performance. But stress in excessive amount may harm the body. Stress may occur due to external pressure and related to the environment, but may also be created by inner mind and thought process that cause an individual to experience anxiety or other negative emotions surrounding a situation. More than teaching academic lessons they

have other responsibilities too. They must also manage classroom behaviour and keep an eye on helping students grow and develop socially in a healthy way. For the healthy social development of a student they have to coordinate with other adults and keep records of just about everything they do. Teachers are expected to perform these tasks effectively; they are responsible of taking care of students from the external environment, especially related to mental health. Teachers are expected to do more things according to the need of students. They have to work hard to the betterment of students more than they do.

If teachers experience high level of occupational stress they may fail to fulfill their responsibilities effectively. Chronic stress can also impact teachers' job performance. Unwell teachers have a reduced ability to teach and therefore call in sick. The more absences teachers rack up, the less time they spend with their students. This definitely affects the performance of students. Studies show that teachers who are suffering from stress is less effective in teaching and according to most of the teachers, teachers are the ones who suffer lots of stress than students. Hence the researcher made an attempt on the study of communication behaviour and stress among school teachers in Coimbatore district.

OBJECTIVES OF THE STUDY

- To find out the level of communication behaviour and stress among school teachers.
- To find out the significant difference in communication behavior of school teachers with regard to gender, locality of school, educational qualification, major subject, type of school, and years of experience.
- To find out the significant difference in stress of school teachers based on gender, locality of school, educational qualification, major subject, type of school, and years of experience.
- To examine the significant relationship between communication behaviour and stress among school teachers.

HYPOTHESES

1. There is no significant difference in communication behaviour of school teachers in terms of gender, locality of school, educational qualification, major subject, type of school, and years of experience.
2. There is no significant difference in stress of school teachers in terms of gender, locality of school, educational qualification, major subject, type of school, and years of experience.
3. There is no significant relationship between communication behaviour and stress among school teachers.

RESEARCH METHOD & SAMPLE

Survey method is employed for the study. A simple random sample of 287 teachers was chosen from Coimbatore district.

TOOLS

- Communication Behaviour Scale & Stress Scale by Prof. S. Sathiyagirirajan.

DATA ANALYSIS

Table 1: Level of Communication Behaviour and Stress of School Teachers

			Communication Behaviour	Stress
N			287	287
Mean			103.39	36.98
Std. Deviation			34.72	11.83
Percentiles	Q1	25	80.00	35.00
	Q2	50	82.00	40.00
	Q3	75	137.00	48.00

From Table-1, the value of Q1 and below was considered as low group, the value Q3 and above was considered as high group and the value in between Q1 and Q3 was considered as average group. The mean scores of Communication Behaviour and Stress on teacher is 103.39 and 36.98. The mean score fall between Q1 and Q3. Hence, the school teachers have an average level of Communication Behaviour and Stress.

Table 2: Communication Behaviour of School Teachers based on Sub-Variables

Variables	Sub-Variables	N	Mean	SD	t-value	p-value
Gender	Male	196	98.86	35.879	3.52**	0.00
	Female	91	113.15	30.031		
Locality of School	Rural	182	94.46	32.697	6.08**	0.00
	Urban	105	118.87	32.777		
Educational Qualification	UG	175	91.92	30.712	7.54**	0.00
	PG	112	121.31	33.123		
Major Subject	Arts	224	99.59	33.939	3.53**	0.00
	Science	63	116.89	34.390		
Type of School	Middle	189	97.00	32.257	4.31**	0.00
	High	98	115.71	36.138		
Years of Experience	Below 5yr	217	88.94	26.067	24.9**	0.00
	Above 5yr	70	148.20	13.315		

**Significant at 0.01 level.*

Table-2 shows that the calculated t-values are 3.52, 6.08, 7.54, 3.53, 4.31 and 24.9 higher than the table value 2.58 at 0.01 level. This shows that there is significant difference in communication behaviour of school teachers in terms of gender, locality of school, educational qualification, major subject, type of school, and years of experience.

Table 3: Stress of School Teachers based on Sub-Variables

Variables	Sub-Variables	N	Mean	SD	t-value	p-value
Gender	Male	196	38.46	10.662	2.91**	0.00
	Female	91	33.77	13.555		
Locality of School	Rural	182	40.77	8.600	6.99**	0.00
	Urban	105	30.40	13.703		
Educational Qualification	UG	175	41.80	7.011	8.79**	0.00
	PG	112	29.44	13.782		
Major Subject	Arts	224	39.81	9.683	7.19**	0.00
	Science	63	26.89	13.292		
Type of School	Middle	189	40.30	8.817	6.21**	0.00
	High	98	30.57	14.127		
Years of Experience	Below 5yr	217	41.45	6.609	10.86**	0.00
	Above 5yr	70	23.10	13.629		

**Significant at 0.01 level.*

Table-3 depicts that the calculated t-values are 2.91, 6.99, 8.79, 7.19, 6.21 and 10.86 higher than the table value 2.58 at 0.01 level. Thus there is significant difference in stress of school teachers with regard to gender, locality of school, educational qualification, major subject, type of school, and years of experience.

Table 4: Relationship between Communication Behaviour and Stress among School Teachers

Communication Behaviour vs. Stress	N	r-value	Remark
	287	-0.736**	Significant at 0.01 level

From Table-4, the r-value is found to be -0.736 which is significant at 0.01 level. It can be concluded that there is a very high negative relationship between communication behaviour and stress among school teachers.

CONCLUSION

Effective communication behaviour is likely to facilitate effective administrative behaviour and leadership behaviour. Positive personality factors and mental health are likely to facilitate effective communication. Stress, conflict, frustration, alienation and anxiety are the factors which are likely to affect effective communication. The study revealed that the majority of the school teachers have an average level of communication behaviour and stress in their career. It is referred that there is a significant difference between school teachers' communication behaviour on the basis of gender, major subject, type of school, years of experience, locality of school and educational qualification. The results have reported that there is a significant difference between the school teachers' stress on the basis of gender, major subject, type of school, years of experience, locality of school and educational qualification. The positive or effective communication and less stress help a teacher to be a role model for the students of the future generation.

SUGGESTION FOR FURTHER RESEARCH

- The same study can be conducted among higher secondary school teachers.
- It is suggested that a nation or statewide study can be carried out.
- The ongoing research programmes in the State and Central Universities may be studied.
- A replica of the present study may be conducted among private school teachers.
- The similar study can be conducted of faculty members of the University and Colleges.
- In the present study questionnaire survey was used. Consequently, for future studies another instrument such as interview, experimental and observation schedule can be used, in order to understand more clearly about the teacher competency.
- Research Bodies (e.g., NCERT, UGC, ICSSR, CSIR, DST, NUEPA and University) have a significant influence on individual to engage in research activity. Hence, the influence of research bodies could be isolated and tested in future research.

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