

EFFECT OF STRESS AMONG THE TEACHERS ON THEIR PERFORMANCE OF ACADEMIC DISPOSITION

¹E. Shiney Janet, ²Dr.V.Sangeetha

¹Ph.D.,Research Scholar (Part-time), PG & Research Department of Commerce, Sri Sarada College for Women, Tirunelveli. (Affiliated to Manonmaniam Sundaranar University, Tirunelveli-627011)

²Assistant Professor in Commerce, PG & Research Department of Commerce,Sri Sarada College for Women, Tirunelveli. (Affiliated to Manonmaniam Sundaranar University, Tirunelveli)

Abstract

Stress arises from an emotional response to events that causes the individuals adversity in most of the cases. Generally people believe the stress is an outside force, but in real sense it emanates from one selves that has an effect on the body or mind. It has an adverse impact on the physical, emotional, and mental health of the individual which reduces the person's ability to perform well in his or her daily life. Stress is a dynamic condition in which a person is faced with constrains and strains. It will not take the form of stress unless it is admitted. It is widely believed that it always leads to a negative impact, but in many cases it acts as source of deep inspiration to work. In that sense, stress is a tension which leads to action and performance. This study focuses on the stress of the school teachers in Vilathikulam, Thoothukudi district of Tamilnadu. It identifies various problems encountered by the teachers in their academic and in family life, and addressing the issues by applying remedies available.

Key words: Stress, School Teachers, Causes of stress, Health problems, and Stress management.

Introduction:

A situation where individuals feel discomforts at work and in private life is termed as stress. Stress at work is inevitable because of the thought process required in job performance. Private life is full of anxieties and personal pressures. But the stress becomes a dominant one when it is seriously realized by mind and heart. It creates many physical and psychological problems which are reflected in day-to-day life of organizational performances. It affects adversely in ones action. This leads to develop chronic diseases of blood pressure of the individuals. When they develop sleeplessness and become worrisome, their working capacities are reduced significantly. John M. Ivancevich and Michael T. Matteson describe stress "an adaptive response, mediated by individual characteristics and/or psychological processes, that is a consequence of any external action, situation or even that places special physical and/or psychological demands upon a person. In deed, every individual under his optimum level of stress will perform to the full capacity. If the stress is experienced below the optimum level, then individual gets bored, motivational level of the work reaches a low point and apathy sets in and the individual is psychologically and physiologically tend to with-draw from work. But if it is

beyond the optimum level, it leads to harmful physical effects. The most common physical symptom is headaches because stress causes people to unconsciously tense their neck, forehead and shoulder muscles. However long term stress can lead to digestive problems including ulcers, insomnia, fatigue, high blood pressure, nervousness and excessive sweating, heart disease, strokes and even hair loss. This stress occurs when the body as a whole starts to suffer as a result of a stressful situation. Symptoms can manifest in a variety of ways and vary in their seriousness. For analyzing the physical and mental stress of women school teachers and opinion of them with regard to stress management, primary data have gathered with the help of questionnaire. For this purpose, a field survey was conducted to collect first-hand information from 285 sample women teachers. The physical and mental stress affecting the women school teachers and opinion of women school teachers on stress management has discussed in this paper.

Review of Literature:

The stress at work is a real problem to the organization as well as for its workers. A wellmanaged organizations are keeping their employees from occupational stress. Work related stress is the response people may have when present with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. Workplace stress occurs when there is an imbalance the demands and perceived pressures of the work environment and an individual ability to cope. An individual's experience of stress at work is to a large extent affected by the level of control they have over their working condition / pressures, the degree of support they receive from others in the workplace and the strategies they use to respond to work pressures. **Vijayadurai, J. and Venkatesh, S (2012)**. The causes of work place stress among high school teachers with considering the coping strategies teachers use to reduce stress. **Austin, Shah, and Muncer (2005)** identified causes of stress were work related issues such as excessive workload, preparation, and hours worked outside of school. While purposeful problem solving was identified as a positive coping strategy used most frequently to deal with stress, results of the study could not ascertain whether this worked to reduce stress levels. Non effective coping strategies such as escape avoidance, accepting responsibility and aggressive activities such as throwing things had negative implications, as all were used by more highly stressed teachers yet none of these strategies appeared to help reduce stress. **Sangeetha V et al., (2012)** traced the factor which is labeled as managerial services emphasizes the reliability of perceived process quality. The higher level satisfaction of the employees leads to place them in comfortable which in turn stress free environment. **Geo Poulj (2010)** attempted to find the various sources of stress experienced by 170 high school teachers in Thrissur district. The study indicate that different role stress was experienced by teachers. It suggested that the programmes in holidays made the teachers to reduce their stress. Further they need to get enough time to engage with their families and maintain work life balance. In addition service of qualified counselors should also be arranged in schools, thereby reducing stress level of teachers in schools. **Hasan (2014)** identified the primary school teachers of Tehsil Laksar, Haridwar were found to be highly stressed. Moreover, the private primary school teachers were also found to be highly stressed in comparison to government primary school teachers. **Bharathiraja A,**

Dr.G.Paulraj (2015) identified the behavioral symptom of stress among the employees with their marital status indicates that the mean values is higher for unmarried employees in government sectors while the mean values are greater for married employees in private sectors. **Olive et al.,(2016)** investigated the levels of stress among public secondary school teachers and its implication on students' academic performance in Kakamega North Sub-county, Kenya, and found that about 56.57 percent of the teachers recorded high levels of stress. These results implied that students' performance in the sub-county may be low because only 37.37% recorded moderate stress levels that are associated with better performance. Low and high stress levels are bound to lead to low productivity. The study recommended that school managers and administrators should device techniques of creating and maintaining optimal stress levels among teachers for purposes of improving and maintaining students' academic performance. **Sumanta et al., (2017)** revealed that school teachers of West Bengal, India are exposed to high level of stress. Socio-demographic variables, salary, working environment, work pressure play a significant role in causing stress across teachers of different culture. In urban, woman teachers particularly aged between 50-60 years who are working in private Schools are found to suffer from high level of stress. Again they stated Teaching is a stressful job and level of stress varies across different population. **Reddy and Anuradha (2013)** found that about 88 percent of higher secondary teachers in Vellore District are experiencing moderate and high levels of occupational stress. To overcome occupational stress, they suggested some measures which could prove beneficial to teachers in coping with stress are: improve self esteem, build self confidence, work on building emotional intelligence competencies, develop a good sense of humour, practice yoga and meditation, exercise regularly, foster a supportive friend circle, cultivate hobbies, develop effective communication skills, and seek professional help.

Analysis of Teachers' Stress in Workplace:

Stress is a pressure which occupies dominantly in everyone with waver depending on their position they hold and the environment they surrounding with. People feel it much at work place than private life. This is because of the thought process required in job performance. Private life is usually with anxieties and personal pressures. Even the stress becomes very stressful when it is seriously realized by mind and heart. Then, it becomes painful and creates many physical and psychological problems which are reflected in day-to-day life of organizational performances. It many times causes adverse strain on emotion: thought process and action. Stressful employees develop chronic diseases of blood pressure of work. If this continue they develop sleeplessness and become worrisome, causing to their working capacities reduced significantly. Finding remedies in this situation, there appears listening music, spending time with friends, yoga and exercise, and the like. An analysis of stress in the teachers lights up with framing a null hypothesis of "The physical and mental stress affecting the teachers in private schools is independent of their demographic profile".

Table 1: Relationship between Teachers' Demographic Profiles and their Stress :

S.No	Variables	Chi-squareTest	P-value
1	Age	2.619	0.461
2	Education	11.449	0.011
3	MaritalStatus	3.056	0.073
4	Designation	0.349	0.380
5	MonthlySalary	1.622	0.225

It is observed that there is no significant relationship between age of sample respondents and physical and mental stress affecting the teachers since its p-value is higher than 0.05 implying that age group is not a significant factor determining the physical and mental stress affecting the teachers. However their educational level is a matter their physical and mental stress ($p < 0.05$). An analysis shows that 'p' value of physical and mental stress affecting the teachers with regard to their marital status is higher than 0.05 indicating that there is no significant relationship between marital status of sample respondents and physical and mental stress affecting the teachers. As far as designation of the teachers are concerned, the null hypothesis is accepted indicating that there is no significant relationship between designation of sample respondents and physical and mental stress affecting the teachers. It is also observed that there is no significant relationship between monthly salary of the teachers and their physical and mental stress in their academic work ($p > 0.05$) concluding that monthly salary of the teachers is not a significant factor determining their physical and mental stress.

Consequences of Stress:

The stressed teachers turn to affect in physical and mental stress wherever they present. Particularly they experienced it more in working environment. The consequences of stress are identified as mental disturbance, psychological distress, negativity in career, efficiency starts down, anxiety, affecting morale with others, and developed depression in their normal hood. The physical and mental stress affecting the teachers differ from women teaching staff to another on the basis of their area of residence. The three groups of the teachers are categorized as rural, urban and semi-urban vis-a-vis physical and mental stress affecting the teachers.

Table 2: Consequences of Stress Affecting the Teachers:

S. No	Physical and Mental Stress	Mean	Rank
1	Mental Disturbance	3.53	VI

2	Psychological distress	4.61	II
3	Negativity in career	3.05	VII
4	Efficiency gets down	5.52	I
5	Anxiety	4.13	III
6	Affecting morale	3.58	V
7	Depression	3.77	IV

It is identified various stressors which emplacement in affecting the teachers' physical and mental stress in duty discharging environment. The teachers get started down their efficiency because of their stress which is ranked first. This again amounts to psychological distress, ranked second. Their anxiety becomes more in the presence of the stress since it took third place with the mean value of 4.13. They got developed depression while they are in stress. If the teachers frustrated, they are inclined to affect their morale with others (mean value of 3.58). The teachers are mentally disturbed when they bear a stress. However their negativity in career presents at the bottom-line rank. In order to test the hypothesis of there is no significant difference between area of residence in physical and mental stress affecting the teachers among different family size of women school teachers, one-way ANOVA test has performed and presented in the Table.3.

Table 3: Association between Area of Residence of Teachers and their Stress:

Physical and mental stress	Area of Residence[Mean Score]			F-statistics
	Rural	Urban	Semi-Urban	
Mental Disturbance	3.70	3.81	3.83	0.845
Psychological distress	3.78	3.75	3.72	0.190
Negativity on career	3.52	3.36	3.41	0.865
Efficiency starts down	3.16	3.88	3.78	3.434
Anxiety	3.48	3.36	3.42	0.302
Affecting morale	2.68	3.34	3.42	0.343
Depression	3.31	3.38	3.33	0.199

The important physical and mental stress affecting the teachers who are in rural areas are psychologically distressed and mentally disturbed as their mean scores are 3.78 and 3.70 respectively (Table.3). But in case of teachers in urban areas, their decreased efficiency and mental disturbance took place with the mean scores of 3.88 and 3.81 respectively. The study also found that the important physical and mental stress affecting the teachers who are in semi-urban

areas are mentally disturbed and efficiency becomes in dark since their respective mean scores are 3.83 and 3.78 respectively.

The result indicates that there is a significant difference between area of residence of women school teachers and physical and mental stress affecting namely efficiency becomes in dark. Since the significant value of the physical and mental stress affecting namely efficiency becomes in dark is less than 0.05, there is a significant difference in physical and mental stress affecting among women school teachers belong to different areas of residence. Therefore the area of residence of women school teachers is considered as a discriminating factor contributing to physical and mental stress affecting namely efficiency becomes in dark.

Management of Stress:

Stress can not be avoided but to identify the way to manage it. The possible ways to deal with stress are doing exercise, interaction with positive people, listening music, getting counseling and the like depending upon the things which suits their availability and convenient for them. The opinions of the teachers on the best way to manage stress are categorized with their age levels and analyzed by applying one-way ANOVA to test the hypothesis as there is no significant difference in opinion on the best way to manage stress and age group.

Table 4: Best way to manage stress with regard to the Teachers' age group:

Opinion	Age group					F-statistics
	Upto 25	26-35	36-45	46-55	Above 55	
Yoga and exercise	3.57	4.08	4.00	4.09	4.12	1.486
Believe in actions rather than fruits	4.00	3.94	3.79	3.82	4.14	0.660
Playing with children	3.85	3.76	3.83	3.86	3.83	0.175
Interaction with positive colleagues	4.24	3.93	3.83	3.93	3.88	0.893
Reading motivational books	3.18	3.79	3.75	3.81	3.76	3.381
Taking rest	3.71	4.16	3.99	4.05	4.03	3.236
To develop positive attitude	4.02	4.22	4.07	4.12	4.11	0.523
Listening music	4.10	4.18	4.06	4.07	4.10	0.224
Go for outing	3.71	3.96	4.06	4.03	3.99	0.269
Spending time with friends	3.75	4.13	4.12	3.90	4.05	1.465
Getting counseling	4.02	3.93	3.92	3.71	3.86	0.509
Do the likes	3.57	3.45	3.61	3.53	3.55	0.283

As seen in the above table, the important opinion on the best way to manage women teachers' stress whose age below 25 years is to interact with positive colleagues and listening music with their respective mean scores of 4.24 and 4.10 respectively. However those whose are age ranging 25-35 years are opined to develop positive attitude and listening music with the mean scores 4.22 and 4.18. In case of teachers in the age group of 35-45 years, they spend time with friends (4.12) and to develop positive attitude (4.07) for managing their stress. It is estimated

from the above table that the important opinion on the best way to manage stress among women school teachers who are in the age group of 45-55 years are to develop positive attitude and yoga and do exercise since the respective mean scores are 4.12 and 4.09. It is also highlighted that the teachers whose age exceeds 55 years opined to manage stress are believing the actions rather than fruits with the respective mean scores of 4.14. By testing the hypotheses, there is no significant difference between age group of women teachers and opinion on the best way to manage stress. Since the significant values of the opinion on the best way to manage stress in all cases are more than 0.05, so the null hypotheses are accepted implying that there is no significant difference in opinion on the best way to manage stress among women school teachers belong to different age group.

Table 5: Marital Status of teachers and Opinion on the best way to manage stress:

Opinion	Marital Status			F-statistics
	Married	Unmarried	Divorcee	
Yoga and exercise	4.03	4.06	4.06	0.305
Believe in actions rather than fruits	3.83	3.86	3.77	0.259
Playing with children	3.85	3.77	3.93	0.776
Interaction with positive colleagues	3.86	3.85	3.97	0.495
Reading motivational books	3.75	3.71	3.92	2.725
Taking Rest	4.02	4.02	4.12	0.365
To develop positive attitude	4.17	4.06	4.12	0.582
Listening music	4.09	4.10	4.16	0.045
Go for outing	3.97	3.95	4.16	0.888
Spending time with friends	4.04	4.06	4.02	0.050
Getting counseling	3.88	3.93	3.64	0.761
Do the likes	3.61	3.44	3.76	2.679

As seen in the above table, the teachers, who are married, opined that the best way to manage their stress to develop positive attitude and listening music since the respective mean scores are 4.17 and 4.09. It is noted that those who are unmarried are listening music and spending time with friends since the respective mean scores are 4.10 and 4.06. In case of divorcee, they need to listening music and go for outing with the mean score of 4.16 each. As far as testing hypotheses are concerned, the p values are more than .05 in almost all the cases except listening music, the null hypotheses are accepted there is no significant difference in opinion on the best way to manage stress among women school teachers belong to different marital status. However in case of variable of listening music, p value is less than .05, the null hypothesis is rejected which implies that there is a significant difference in opinion on the best way to manage stress among women school teachers belong to different marital status.

Health Problems of the Teachers:

Chi-square test is applied to find the significant association between demographic profile of women school teachers in private schools and health problems. The null hypothesis formed was “The health problems of women school teachers are independent of their demographic profile”. The outcome of chi-square test .

Table6: Analysis of Health Problems of the Teachers with their Profiles:

S.No	Variables	Chi-squareTest	P-value
1	Age	147.861	0.000
2	Education	27.865	0.006
3	Designation	38.087	0.000
4	MonthlySalary	64.158	0.000
5	MaritalStatus	79.614	0.000
6	FamilySize	39.659	0.000

The teachers experienced almost all sort of issues in their work place, analysis demonstrates there is a relationship between the teachers’ profiles and health problems encountered in throw out their academic duty. The null hypotheses are rejected since their p-values are less than .05. This holds true in all the cases - their age , education, designation, monthly salary, marital status, and family size. So all the factors influence them in determining the health problems the teachers.

Conclusion:

Stress is a mental state that occurs when one is faced hardship with huge demands for discharging the work. A non – specific physiological response of body to any demand made upon it, including efforts to cope with wear and tear in the body caused by a situation or event at any one time. If any one faces stress too often, heis unable to dissipate the effects causing to more distress. The teachers get started down their efficiency because of their stress. The they believe to manage stress by interacting with positive colleagues and listening music. Yet they customize to mitigate the stress by listening music depends on the person’s present state of condition and the order they tell apart their personal profiles. Besides they realized to develop positive attitudesin getting ride of stress.

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