



Organizational Role Of Stress Among Government School Teachers

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Abstract:

The teaching profession, particularly within government schools, is increasingly marked by stress due to organizational and systemic factors. This paper investigates the organizational sources of stress among government school teachers, explores the impact on their performance and well-being, and suggests strategies for mitigation. A mixed-methods approach, incorporating surveys and interviews from a sample of government school teachers, reveals that stress arises primarily from workload, administrative pressure, lack of resources, and role ambiguity. The findings highlight the critical need for systemic reforms and teacher support programs to enhance job satisfaction and educational outcomes.

Index Terms – Teacher stress, government schools, organizational stressors, workload, administrative pressure, role ambiguity, teacher well-being, job performance, educational outcomes, stress mitigation strategies, systemic reforms, teacher support programs, mixed-method research, public education, occupational stress.

I. INTRODUCTION

II. Stress is an inevitable part of the modern workplace, yet its prevalence and impact within the teaching profession deserve special attention. Government school teachers often work under challenging conditions that can lead to chronic occupational stress. This paper aims to explore how organizational factors contribute to stress among government school teachers and to identify possible interventions.

2. Literature Review

Stress among teachers has been widely documented. Kyriacou (2001) defined teacher stress as “the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work.” Organizational stressors include bureaucratic procedures, lack of autonomy, unsupportive leadership, and role conflict (Travers & Cooper, 1996). While private schools may offer better infrastructure and lower student-teacher ratios, government schools often suffer from systemic issues that exacerbate stress.

3. Objectives of the Study

1. To identify organizational factors contributing to stress among government school teachers.
2. To understand how these stressors affect teacher performance and well-being.

To suggest organizational strategies for stress management

4. Methodology

A mixed-methods approach was used:

- **Quantitative:** A structured questionnaire was administered to 150 government school teachers across urban and rural areas.
- **Qualitative:** In-depth interviews were conducted with 20 teachers to gain deeper insights into personal experiences.

Variables considered included workload, role ambiguity, administrative support, infrastructure, student behavior, and policy-related issues.

5. Findings

5.1 Workload and Time Pressure- Teachers reported excessive workloads due to teaching responsibilities, exam duties, and additional administrative tasks (e.g., census work, election duties). 74% indicated working beyond school hours.

5.2 Role Ambiguity and Conflict-About 65% of respondents felt unclear about their job responsibilities due to overlapping roles, conflicting instructions from administrators, and lack of defined duties.

5.3 Lack of Resources and Infrastructure- Over 80% cited poor infrastructure (e.g., inadequate classrooms, lack of teaching aids) as a significant stressor, which made effective teaching difficult.

5.4 Student Discipline and Parent Expectations-Teachers in urban areas particularly noted challenges in managing student behavior and meeting high parental expectations without adequate support systems.

5.5 Administrative and Bureaucratic Pressure-Teachers felt overwhelmed by frequent audits, data collection tasks, and reporting obligations. Many expressed that these tasks interfered with teaching.

6. Discussion

The data indicate that stress in government school teachers stems not merely from classroom teaching but from the broader organizational environment. These findings align with the Job Demands-Resources (JD-R) model, where high job demands and insufficient resources lead to burnout. Organizational support, clarity of role, and improved work environments could significantly alleviate stress.

7. Recommendations

1. **Reduce Non-Teaching Duties:** Limit teachers' involvement in non-academic administrative tasks.
2. **Professional Development:** Regular training on time management and stress coping mechanisms.
3. **Improved Infrastructure:** Ensure basic facilities and teaching aids are consistently available.
4. **Administrative Support:** Implement supportive leadership practices and clarify job roles.
5. **Mental Health Services:** Provide counseling and mental wellness programs for teachers.

8. Conclusion

Organizational stress among government school teachers is a multifaceted issue that requires systemic attention. By addressing workload, clarifying roles, and providing institutional support, the government can not only reduce teacher stress but also improve the overall quality of education. Sustainable interventions must be designed at the policy level to ensure long-term change.

References

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