

# A DIAGNOSTIC STUDY OF STRESS AMONG THE PRIMARY SCHOOL TEACHERS

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**ABSTRACT:** Stress has been acknowledged inherent in the process of teaching. Most teachers, howsoever bright, well read, experienced and well prepared experience some amount of stress while going to lecture in front of the student, but manage to handle it. It is also true that some feel more stressed than others and face occasional difficulty in coping with it. Some teachers find it quite heavy on them and extremely difficult carry on the work, as they are not able to either structure the work environment or exercise control over the factors underlying the stress, or to enhance their capability to cope. It then threatens to adversely impact their physical health reduces their teaching commitment and effectiveness to the extent of their needing professional help. Stress and burnout among teachers found directly influence their functioning and survival in the system, and quality of educational and related services offered to all students, and without exception for those with special needs'.

**INDEXTERMS -** Stress, Primary School, Teachers.

## I. INTRODUCTION

As stated in the introduction and other subsequent places in the book, although the definitional complexities in the assessment of stress and burnout are enormous and difficult to be resolved in general. An additional problem has been confronted by researchers in the understanding and assessment of stress and burnout in educational institutions of south Asia because of the specific cultural values of obedience of authority, nurturance of the young, etc. The socio-cultural situations have though, undergone gradual changes in the post independence period, and the difficulty of such unmet unconditional expectations now characterize the numerous interpersonal problems at all levels from administrative heads to students. The emotional strains of interpersonal emotional distances and the non-reciprocal relationships among different sections often operate at the latent level, and camouflage the severity of stress effects.

Like many of the educational institutions in south Asia, teachers in contemporary Indian schools are confronted with the reality of diverse social groups of educators and pupils, large size of class and raised expectations, leaving for them little scope and time for personal interaction with students and colleagues. Over the years, as social power and money have become important personal and social values, and the new professions have emerged, the teaching profession has got devalued. Teachers do not have the desired social respect, nor do they get adequate financial rewards/support for their work. Teachers expected to confer knowledge, and make every child the best achiever in every domain of activity. The task is challenging and demanding, but the teachers represent a mixed lot, with varied levels of skills, capabilities, resources, etc. Teachers who are capability and good, generally respected and appreciated, but instances are uncommon, when parents and students alike do not give a hot to the teachers, and blame them for any shortcomings observed in children/ school. Many parents do not wish their child to be a teacher. Many (parents, husbands and in-laws) view teaching as an ideal profession for women, as they can finish their work by the afternoon and take care of their home and children (a part time employee on full salary).

## II RESEARCH METHODOLOGY

### STATEMENT OF THE PROBLEM

The problem taken by the investigator for investigation is "A DIAGNOSTIC STUDY OF STRESS AMONG THE PRIMARY SCHOOL TEACHERS".

### NEED FOR THE STUDY

Accomplishment of educational goals and the objectives of teaching is possible only with teachers those who are competent in teaching and free from any type of stress. Teacher stress directly or indirectly influences the competency of teachers in teaching. So the teacher who is subjected to stress may not be possible to teach properly which in term competency in teaching.

Theoretically, the teacher stress may be heard to perform teaching in a competent way. But in practice how far teacher stress is influencing on teaching competency and to what extent teacher stress and teaching competency are related-are the questions waiting for answer. Hence, this study has taken up to find out how teacher stress and teaching competency are inter-related to each other in the context of high school education.

The main focus of the present study was, "A DIAGNOSTIC STUDY OF STRESS AMONG THE PRIMARY SCHOOL TEACHERS".

## SCOPE OF THE STUDY

The main intention of the study is to find the relation of stress among the primary school teachers with management, gender, locality, age,.

## OBJECTIVES OF THE STUDY

The following are the main objectives of the present study.

1. To study the influence of management on the stress among the primary school teachers.
2. To study the influence of gender on the stress among the primary school teachers.
3. To study the influence of locality on the stress among the primary school teachers.
4. To study the influence of age on the stress among the primary school teachers.

## HYPOTHESES OF THE STUDY

Based on the above objectives the following hypotheses are formulated.

1. There would be no significant influence of management on the stress among the primary school teachers.
2. There would be no significant influence of gender on the stress among the primary school teachers.
3. There would be no significant influence of locality on the stress among the primary school teachers.
4. There would be no significant influence of age on the stress among the primary school teachers.

## VARIABLES STUDIED

*Independent Variables* :Management, gender, locality, age.

*Dependent Variable* :Stress

## TOOLS USED

- Stress inventory
- Socio – Demographic scale

## SAMPLE SELECTED

The sample for the investigation consisted of 240 primary school teachers in Kurnool district. The stratified random sampling was applied in three stages. The first stage is management i.e. Government and Private the second stage is locality i.e. rural and urban and third stage is gender i.e. male and female. It is a 2X2X2 factorial design with 240 sample subjects.

## III ANALYSIS AND INTERPRETATION OF THE DATA

### Management :

The relationship of stress of primary school teachers with their management is studied in the present investigation. On the basis of management, the primary school teachers are divided into two groups. The Government primary school teachers form with the Group – I and Group – II forms with the Private primary school teachers. The stress of primary school teachers of the two groups were analyzed accordingly. The stress of primary school teachers for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

### Hypothesis – 1

There would be no significant impact of 'management' on the stress of primary school teachers.

The above hypothesis is tested by employing 't' - test. The results are presented in **Table – 1**.

**Table – 1: Influence of management on the stress of primary school teachers**

S. No.	Management	N	Mean	S.D.	't' - Test
1.	Government	120	157.80	20.65	3.142**
2.	Private	120	167.27	25.75	

\*\* Indicates significant at 0.01 level

It is found from the Table – 1 that the computed value of 't' (3.142) is greater than the critical value of 't'(2.59) for 1 and 238 df at 0.01 level of significance. Hence the Hypothesis-1 is rejected at 0.01 level. Therefore it is concluded that the management has significant influence on the stress of primary school teachers.

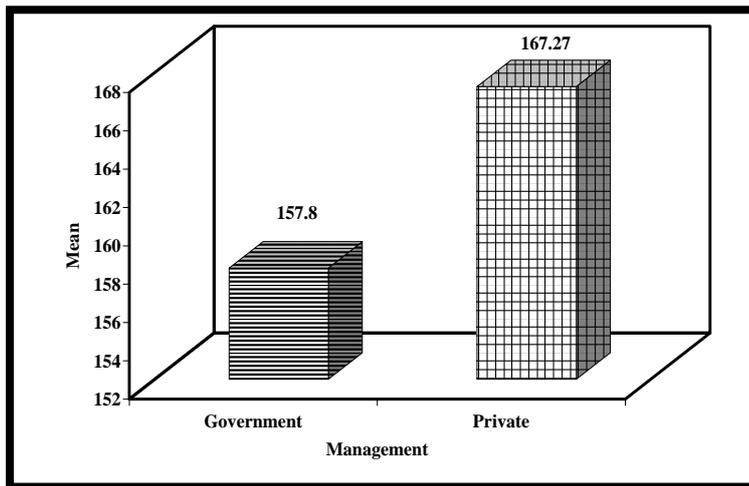


Figure-1: Bar diagram for the means of management of stress of primary school teachers

**Gender :**

The relationship of stress of primary school teachers with their gender is studied in the present investigation. On the basis of gender, the primary school teachers are divided into two groups. The male teachers form with the Group – I and Group – II forms with the female teachers. The stress of primary school teachers of the two groups were analyzed accordingly. The stress of primary school teachers for the two groups were tested for significance by employing ‘t’ - test. The following hypothesis is framed.

**Hypothesis – 2**

There would be no significant impact of ‘gender’ on the stress of primary school teachers.

The above hypothesis is tested by employing ‘t’ - test. The results are presented in Table – 2.

**Table – 2 : Influence of gender on the stress of primary school teachers**

S. No.	Gender	N	Mean	S.D.	‘t’ - Test
1.	Male	120	166.97	25.93	2.936**
2.	Female	120	158.10	20.55	

\*\* Indicates significant at 0.01 level

It is found from the Table – 2 that the computed value of ‘t’ (2.936) is greater than the critical value of ‘t’(2.58) for 1 and 238 df at 0.01 level of significance. Hence the Hypothesis-2 is rejected at 0.01 level. Therefore it is concluded that the gender has significant influence on the stress of primary school teachers.

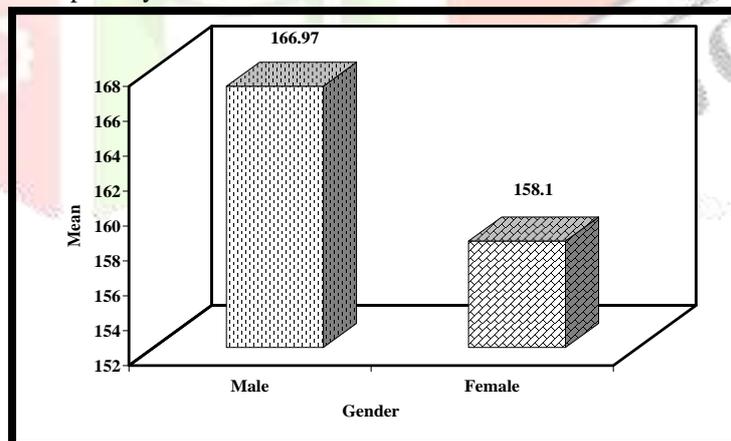


Figure – 2: Bar diagram for the means of gender of stress of primary school teachers

**Locality :**

The relationship of stress of primary school teachers with their locality is studied in the present investigation. On the basis of locality, the primary school teachers are divided into two groups. The rural teachers form with the Group – I and Group – II forms with the urban teachers. The stress of primary school teachers of the two groups were analyzed accordingly. The stress of primary school teachers for the two groups were tested for significance by employing ‘t’ - test. The following hypothesis is framed.

**Hypothesis – 3**

There would be no significant impact of ‘locality’ on the stress of primary school teachers.

The above hypothesis is tested by employing ‘t’ - test. The results are presented in Table – 3.

**Table – 3 : Influence of locality on the stress of primary school teachers**

S. No.	Locality	N	Mean	S.D.	't' - Test
1.	Rural	120	164.62	25.43	1.361@
2.	Urban	120	160.45	21.45	

@ Indicates not significant at 0.05 level

It is found from the Table – 3 that the computed value of 't' (1.361) is less than the critical value of 't'(1.97) for 1 and 238 df at 0.05 level of significance. Hence the Hypothesis-3 is accepted at 0.05 level. Therefore it is concluded that the locality has not significant influence on the stress of primary school teachers.

**Age :**

The relationship of stress of primary school teachers with their age is studied in the present investigation. On the basis of age, the primary school teachers are divided into three groups. The teachers whose age is below 30 years form with the Group – I, Group – II forms with the teachers whose age is 31 years to 40 years and Group – III forms with the teachers whose age is above 40 years. The stress of primary school teachers of the three groups were analyzed accordingly. The stress of primary school teachers for the three groups were tested for significance by employing 'F' - test. The following hypothesis is framed.  
Hypothesis –4

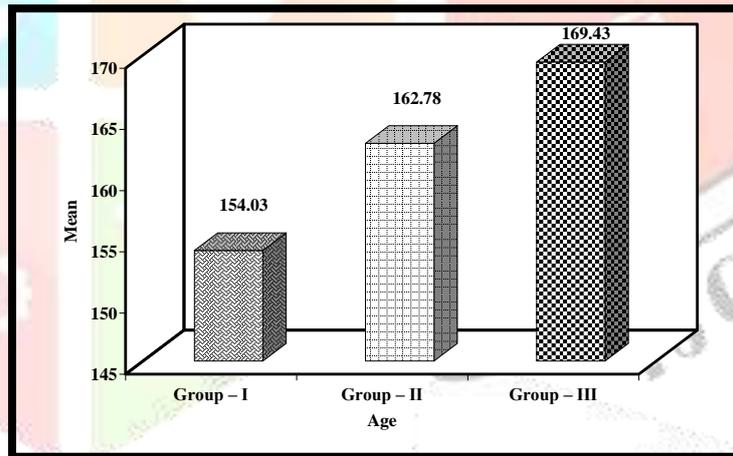
There would be no significant impact of 'age' on the stress of primary school teachers. The above hypothesis is tested by employing 'F' - test. The results are presented in Table-4.

**Table – 4 : Influence of age on the stress of primary school teachers**

S. No.	Age	N	Mean	S.D.	'F' - Test
1.	Group – I	69	154.03	21.23	8.285**
2.	Group – II	89	162.78	24.52	
3.	Group – III	82	169.43	22.79	

\*\* Indicates significant at 0.01 level

It is found from the Table-4 that the computed value of 'F'(8.285) is greater than the critical value of 'F'(4.680) for 2 and 237df at 0.01 level of significance.Hence the Hypothesis-4 is rejected at 0.01 level. Therefore it is concluded that the age has significant influence on the stress of primary school teachers.



**Figure - 3: Bar diagram for the means of age of stress of primary school teachers**

**IV CONCLUSIONS**

In the light of the findings presented in preceding pages, the following conclusions are drawn.

1. Management has significant influence on the stress among school teachers.
2. Gender has significant influence on the stress among school teachers.
3. Locality has not significant influence on the stress among school teachers.
4. Age has significant influence on the stress among school teachers.

**EDUCATIONAL IMPLICATIONS**

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their stress.

1. Management is the highly influenced in the stress among school teachers. Government teachers have less stress scores than the Private teachers. The administrators to provide employment facilities for the Private school teachers.
2. Gender is the highly influenced in the stress among school teachers. Female teachers have less stress scores than the male teachers. The administrators to provide better amenities for the male teachers.
3. Age is the highly influenced in the stress among school teachers. Low age teachers have less stress scores than the high age teachers. The administrators to provide better amenities for the high age teachers.
4. In addition to above administrators should try to create betterment life among school teachers.

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