

Occupational Stress Among School Teachers: A Review

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Abstract: The aim of the research paper is to critical review the existing literature on occupational stress of a teacher. In this study the investigator also explored the sources' and causes of occupational stress among school teachers. The analysis of studies related to occupational stress revealed that stress among teachers are very high level in the present scenario. Hence the government needs to be aware of these factors of stress and to take necessary steps along with private management in order to reduce job stress among teachers.

Keywords: Occupational stress, teachers etc.

I. INTRODUCTION

The strength of a nation depends upon how well educated its citizen are. Teachers are arguably the most important group of professionals of a nation's future. The success of any educational programme depends largely upon the effective way of the teacher works. But, it has been observed over the years that the teachers are more prone to stress because dealing with students and caring for their better performance throughout the day is itself a stressful situation. Teachers have to play multiple roles i.e. an administrator, role model, friends, philosopher and guide for the students which in turn increase stress in teachers. So, today's teacher perceive a lot of stress in their occupation. Occupation is one of the important parts of our daily lives which cause a great deal of stress.

Stress is a system produced by emotional and social – relations that are going on within an organization- economical, political, social, cultural or educational. It is an expiable part of life, a natural and inevitable factor of life. Lazarus (1984) "Stress is in harmonious fit between person and the environment, one in which the person's resources are taxed or exceed, forcing the person to struggle usually in complex way and to cope with". Robbins (2001) defines stress a dynamic condition in which the individual is confronted with an opportunity constraint or demand related to what he or she desires and for which the outcomes is perceived to be both uncertain and important.

Occupational stress, in particular is the inability to cope with the pressure in a job. It is a mental and physical condition which affects an individual's productivity, effectiveness, personal health and quality of work. Teacher stress is a specific type of occupational stress. It is experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his/her work as a teacher. Some of the variables associated with occupational stress are: role ambiguity, loss of control, isolation, lack of administration support, emotional exhaustion and lack of accomplishment in the job. Beehr and Newman (1978) defined occupational stress as, "A condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning."

SOURCES OF OCCUPATIONAL STRESS AMONG TEACHERS

- ✓ **TASK DEMAND:** Task demand related stress directly related to the specific characteristics of the itself it involves role ambiguity, work overload, inadequate resource, support etc.
- ✓ **PHYSICAL DEMAND:** Physical demand of the workplace related to environmental factors, temperature variation etc temperature can cause occupational stress among persons who are not familiar with the temperature of that place.

- ✓ **ROLE DEMANDS:** Role demands are external to the tasks associate with a job- it develops as a result of flawed organizational structures, ineffective organizations etc.
- ✓ **INTERPERSONAL DEMANDS:** Individual stress at work is concerned with the demands that are placed on us in developing working relationship with other people in our organization.

CAUSES OF OCCUPATIONAL STRESS AMONG TEACHERS

Following are the causes of occupational stress among teachers –

- ✓ Low Social Status: The school teachers does not get proper recognition from society. This produces the feeling of inferiority in teachers and causes stress among teachers.
- ✓ Low Economic Status: The salary of teachers is miserably low as compared to other professionals.
- ✓ No security of service: A large majority of teachers work in private schools. In these schools, they have no security of service and consequently, the teachers, never enjoy the feeling of self-confidence and get frustrated.
- ✓ Heavy Work Load: In the schools, the teachers have to take thirty periods per week. The compulsory organization of a co-curricular activities added atmosphere of stress and strain.
- ✓ Monotony of work: Due to repetitive syllabus there are no challenging situations and no variety in their work which make their work boring and monotonous.
- ✓ Lack of Professional aptitude: Lack of professional aptitude and devotion to the profession causes stress among teachers.
- ✓ Occupational hazards: Frequent criticism, restrictions, extra work load, high expectations of the members of society etc. create conflicts in the minds of teachers and leads towards stress.
- ✓ Autocratic supervision: The supervision and inspection of the teachers work is autocratic. They are generally in habit of finding faults only leads to occupational stress.
- ✓ Recruitment system: In most of cases teachers are appointed on the basis of other considerations rather than teaching aptitude and teaching abilities. This situation creates conflict and jealousy among teachers which lead to frustration.

II. RELATED WORK

After review of literature researches has found that lots of work have been done on the occupational stress of a teacher in a different dimension.

Jeffrey Sprenger (May, 2011) conducted study on stress and coping behaviours among primary school teachers and recognized several causes of stress: unrealistic expectations, paperwork and administration.

Ali Qadimi and Praveena, K.B (2013) investigated that teachers with higher age groups had higher age groups had burnt out scores. In addition study shows that there were no

significant differences between age groups of school teachers with reference to their occupational stress.

CIO Okeka, Ceasar C Dlamini (2013) worked on an empirical study of stressors that impinge on teachers in secondary schools in Swaziland, participants included 239 teachers selected from schools in the Hhohho region of Swaziland. Findings showed that teachers were moderately stressed by their work. Contractual problems and the nature of their work were two aspects that were reported to be the main stressors for the sample.

Dr. S.S.Jeyaraj (2013) worked on occupational stress among the teachers of the higher secondary schools in Madurai district, Tamil Nadu. Findings revealed that aided school teachers have more occupational stress levels than government school teachers. Result also showed that teachers who reported greater stress were less satisfied with teaching, reported greater frequency of absences and a greater number of total days absent were more likely to leave teaching (care intention) and less likely to take up a teaching career again (career commitment).

Justine Wilkinson Makosa (2013) attempted to study perceived levels of occupational stress among basic school teachers: a case study of selected Lusaka Urban Schools. The findings of this study suggest that the greatest source of stress among teachers in Lusaka region were conditions of service. Another major source of stress suggested by the study was work related situations, involving interruptions to school programs, heavy workload and overcrowded class and so on.

Dr. Ansarul Hasan (2014) worked on a study of occupational stress of primary school teachers. A sample of 100 teachers was selected, 50 each from government and private schools. Findings revealed that in general, the primary school teachers have found to be highly stressed. The private primary school teachers have found to be highly stressed in comparison to their government primary school teacher counterparts.

Chaly PE, Anand SPI, Reddy et.al (2014) results showed out of 504 software professionals and 504 school teachers, for 23% software professional and 85% of school teachers, stress was not a problem in their life. 71% of software professional and 15% of school teachers were in moderate stress level. For 6% of software professional stress was a problem in their life.

Praveena Ganapa, A.Sreedevi (2015) worked on a comparative study of work related stress among teachers of Kurnool town. The study was conducted in 180 school teachers out of which 86 are government school teachers 94 are private school teachers. The result showed that there is significant difference between private and government teachers in relation to personality and system factors, but no significant difference is seen in interpersonal factors also private teachers show more symptoms of stress.

Hagos Atsbeha Gebrekirstos (2015) conducted a study on occupational stress among secondary teachers and their coping strategies. The case of central zone of Tigray Region. The study area consists of 1139 secondary school teachers. The result of the occupational stress inventory indicated that, all the secondary school teachers experienced high level of occupational stress. The dominant stressors were interpersonal related sources, administration related sources and students'- parents related sources respectively.

Merike Darmody and Emer Smyth, a report compiled by the ESRI on Behalf the teaching council on job satisfaction and occupational stress among primary school teachers and school principals in Ireland. The findings of this study indicate that overall Irish primary school teachers and principals are satisfied with their jobs. The analysis presented in this study shows that while generally satisfied with their jobs, many teachers and principals felt stressed .Additional analysis revealed that compared to teachers, primary school principals were more likely to experience job related stress.

III. CONCLUSION

The review of the studies revealed that stress among teachers are very high level in the present scenario. Factors like work overload, working environment, age factor, job security, inadequate salary etc. lead to occupational stress among teachers. Almost all the studies about occupational stress apparently concluded that stress is able to spread extreme negative impact on work life of teachers. So it is very necessary to reduce teacher occupational stress. For this, certain measures must be undertaken to eviate teachers stress in order to enhance teacher role commitment. It is the role and responsibility of the government, educational administration to reduce the occupational stress among the teachers and enhance their interpersonal relationship skill and work motivation which lead them to work in a positive way.

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