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Research Article

PERCEPTIONS OF TEACHERS TOWARDS TEACHER STRESS AT SECONDARY LEVEL

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ABSTRACT

The purpose of this study was to explore the factors causing for stress as experienced by Secondary School Teachers. This study was also explored the relationships in between the discussions of stress scale. The hypothesis mainly focused on the stress factors, and also focused on the relationships between the stress dimensions. The hypothesis mainly focused to know the significant differences on the perception of teachers towards the stress areas basing on their socio economic backgrounds. The researcher selected 388 teachers from North Coastal Districts viz., Srikakulam, Vizianagaram and Visakhapatnam covering of 20 schools from each district consists of total 60 schools. The Questionnaire was constructed covering of 49 items. The Questionnaire consists of seven areas. The instrument was designed for self rating of the teachers opinion of the degree to which they feel on their stress aspects of the specific job related tasks in their sector. The participants were denoted these Groups basing on their Socio Economic backgrounds. Findings indicate that the perceptions of teachers towards stress factors were in Average level. The relationships established in between the stress factors were positive and high. Type of Management, locality, Age, teaching experience, salary, academic and factors category respondents difference signification of their perceptions brand, Role ambiguity, Role stress, organization aspects, Job Satisfaction, Life Satisfaction aspect, Task completion with regard to supervising support aspects, the teachers differed significantly on the type of management their working qualification category and experience cases also differed toward supervising aspects with regard to work side towards stress, the teachers working of different managements, basing on the locality they are working, age category and qualification category differed significantly where as Sex category, marital status did not differ in their perceptions towards stress is adopting by the respondents for stress release. The result yielded from the study are very much encouraging and giving avenues for further research.

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INTRODUCTION

Teaching is considered as a standout amongst the most stressful occupations. Teacher stress is a particular kind of occupational stress. It is experienced by a teacher of upsetting feelings, for example, strain, dissatisfaction, outrage, and sorrow coming about because of parts of his/her work as a teacher. Occupational Stress may influence individual and low mental prosperity, is viewed as an extremely stressful occupation.

Kyriacou (1978) expressed occupational stress as, "It is the experience by a teacher of repulsive feelings, for example, pressure, disappointment, outrage and despondency coming about because of parts of his/her work as a teacher." Occupational stress is what a teacher experienced while working. These stresses thus influence teacher's wellbeing physically and rationally

The major areas of occupational stress

Task Demand, Physical Demands, Role Demands, Interpersonal Demands, Symptoms of Occupational Stress, Fatigue, Irritability, Anxiety, Headache, Loss of Confidence, Feeling of Boredom and Difficulty in Concentration. Teaching viewed as an exceptionally stressful occupation,

The main causes for occupational stress among teachers are

Low Social Status, Low Economic Status, No Security of Service, Substantial Work Load, Working under Autocratic Headmasters, Repetitiveness of Work, The Problem of Indiscipline, Social factors, Gastrointestinal and Work related Hazards.

Significance of the study

This Pioneer Study expect high hugeness because of the way that figuring out what the apparent stressors were for Secondary School Teachers and how they adapted to stressors

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gives imperative data about their occupation. This information, snippet of data in understanding the part of these pioneers in managing education to future era in North Coastal Districts of Andhra Pradesh. This investigation goes for investigating the unexplored roads of Teaching and Teachers. This is a unique examination about work related stress in North Coastal Districts of Andhra Pradesh. This investigation is likewise helpful for social researchers, educationists as reference in their propelled research on stress among school teachers, Concentrate on the issue of work stress of teachers was fundamental and it was vital for the administration and teachers to cooperate to enhance the workplace and conditions in order to battle stress. This research intended to decide the level of self-detailed stress, the primary wellsprings of life and work stress.

REVIEW OF LITERATURE

Cool (1986) found that Time was a huge factor in a few of the stressors and furthermore the researcher underscores the significance of time and it plays in all parts of teacher stretch. His investigation likewise found a solid relationship between occupational anxiety and negative emotions in teachers. Dewe (1986) accentuated the significance while considering teacher worry of "the qualification between the nearness of negative occupation angles and the nonattendance of positive ones", and of "staying alert of the things which cause worry as well as those perspectives which offer help, fulfillment and delight. Holahan and Moos. (1986) Found that mental anxiety influences physical wellbeing. The impacts of weight on wellbeing rely upon how a man adapts to worry in a specific circumstance. Dunham J (1992) found that, worry as a procedure of behavioral, enthusiastic, mental, and physical responses caused by delayed, expanding or new weights that are Occupational Stress Among School teachers fundamentally more noteworthy than the accessibility of "adapting" methodologies. Farooq A Shah (2003) found that, stress, and its temperament, measurements, causes, indications, and adapting up procedures. It was watched that the greater part of the representatives encounter medium to abnormal state of worry at work. Rubina Hanif and Session (2004) Identified found that recognize levels and wellsprings of teacher push, teachers' occupation execution and self-adequacy of ladies school teachers. The investigation likewise investigated the connection between teacher stretch, work execution and teacher self-viability. Another principle target of the research was to discover the directing part of self-viability in teacher stress and occupation execution relationship. Skaalvik and Skaalvik (2007) found that, " Poor Student conduct was one of the imperative components added to teacher Burnout, School-based anxiety administration projects may give a strategy to diminishing teacher burnout and enhancing school and classroom conditions. Kitenga (2009) found that, the primary factors that added to worry among teachers to a more prominent degree were the accompanying: a) Too numerous understudies in one classroom (58.5 percent), b) Public's demeanor and misconstruing about teachers' workload (58 for every penny), c) Pupils' poor dispositions towards classroom errands (55 percent) and d) Pupils' mischief (48 for every penny). These variables, among others, don't just prompt worry among teachers, yet in addition influence their execution. Shawna Hoots (2014) Identified that Indifferent class room

administration style was related with more elevated amounts of stress, however no other noteworthy connections were found amongst stress and classroom administration styles. Feeling centered adapting and issue centered adapting were huge indicators of stress, however adapting did not direct the connection between classroom administration and stress. Ignatius O Nwimo, and Chinagorom Onwunaka (2015) The classroom demonstrated that the auxiliary school teachers had an abnormal state of stress and the distinction in the level of stress detailed by male and female teachers was noteworthy with male teachers announcing more elevated amounts of worry than female teachers. Each measurement of stress contributed essentially to the general level of stress experienced by the auxiliary school teachers. Mediations, for example, push administration can be done to lessen worry in the worksheet.

Objective of the Study

The researcher formulated the following objectives for this study, the investigator is to ponder for causative components of stress, for example, workloads, relational relationship, student disciplinary issue, and school rules and alternate.

They were

1. To examine the various dimensions of occupational stress as experienced by secondary school teachers in North Coastal Districts of Andhra Pradesh.
2. To study the Correlations in between the dimensions on the factors contributing Stress.
3. To study the significant differences in between the variables basing on their Socio-Economic background towards Factors causing Stress among Secondary School Teachers in North Coastal Districts of Andhra Pradesh.
4. To offer suitable, implementable suggestions for reducing occupational stress among secondary school teachers in North Coastal Districts of Andhra Pradesh.

Hypotheses of the study

1. There will be high Professional Stress among Secondary School Teachers.
2. There is no significant relation in between the Areas of occupational stress.
3. These are no Significant differences in between the perceptions of secondary school teachers based on their socio economic backgrounds, school management, locality, sex, teaching experience, monthly income, Academic qualifications and professional qualifications.

Sample and sample techniques

The actual selection of the mandals was made by first arranging the mandalas of Srikakulam, Vizianagaram and Visakhapatnam Districts locality wise and then the mandals were selected by adopting the stratified random sampling technique. Later, the researcher collected the list of schools and then arranged the schools in an alphabetical order, later the schools were selected by adopting the stratified random sampling technique. The investigator personally visited all the sampled schools for the collection of data purpose. All the teachers who were selected for this study purpose, working in these schools teaching school subjects constitute the universe for this study. The printed questionnaires were distributed to all the respondents in

each school, Out of the 400 distributed 388 questionnaires were returned to the investigator by the respondents. The sample of 388 respondents was considered statistically adequate and reliable for all analytical purposes.

Construction of tool

The instrument consists of 49 statements relating to Teachers Stress deemed appropriate for assessment by teachers. These statements are grouped by seven areas. such as 1) Role Ambiguity(6Items), 2) Role Stress(7 Items), 3) Organization(12 Items), 4) Job Satisfaction(5 Items), 5) Life Satisfaction(7 Items), 6) Task Stress(7 Items), and 7) Supervisory Support(5 Items). Likert’s summated rating technique method was used. Accordingly, each scale item consists of 5 response categories – Never, Rare, Sometimes, Often, and Always which were scored from 1 to 5. A high score for response to any of the items indicates a high level of stress of the teachers (effectiveness rating) and a low score indicates a low level of stress of the teachers. By using the SPSS package, the Chi-Square technique was the statistical method deployed for item analysis. The item values of 49 items pre-tested. All the 49 items were selected the summated values range from 49 to 245.

Reliability and validity

The split-half reliability co-efficient for the Stress of Teachers scale was 0.88 and for the validity of the scale it is based on the content and construct validity.

RESULTS AND DISCUSSION

Analysis on overall perceptions of teachers

Table 1 Overall perceptions of teachers towards Factors Causing Stress among Secondary School Teachers

Area	N	Min. Score	Max. Score	Mean	Mean Percent	Std. Dev.
Role Ambiguity	388	6	30	16.52	55.08	3.70
Role Stress	388	7	35	16.56	47.31	3.36
Organization	388	12	60	29.61	49.35	5.04
Job Satisfaction	388	5	25	15.90	63.59	4.28
Life Satisfaction	388	7	35	18.38	52.50	3.89
Task Stress	388	7	35	15.29	43.70	4.63
Supervisory Support	388	5	25	15.44	61.77	3.94
Overall response	388	49	245	127.70	52.12	18.14

Table-1reveals that, the teachers Stress score is 127.70, which falls in the category of “Below level”. The table further reveals that the mean scores towards Role Ambiguity, Role Stress, Organization, Job Satisfaction, Life Satisfaction, Task Stress, and Supervisory Support falls in the category of “Average Effective”. The mean scores and mean percentages for the areas were 16.52, 16.56, 29.61, 15.90, 18.38, 15.29 and 15.44 which are 55.08%, 47.31%, 49.35%, 63.59%, 52.50%, 43.70% and 61.77% respectively.

The above table revealed that the areas in Stress Factors as perceived by Teachers establish significant relationship. It seems that all the areas in the Stress Factors Viz., Role Ambiguity, Organization, Job Satisfaction, Life Satisfaction, Task Stress, and Supervisory Support Aspects established relationship.

Table 2 Correlation between Stress Factors among Secondary School Teachers with reference to Coastal Districts of Andhra Pradesh

Area	Role Stress	Organization	Job Satisfaction	Life Satisfaction	Task Stress	Supervisory Support
Role Ambiguity	0.33**	0.38**	0.57**	0.26**	-0.19**	0.46**
Role Stress	0.00	0.00	0.00	0.00	0.00	0.00
Organization		0.55**	0.31**	0.38**	0.47**	0.23**
Job Satisfaction			0.00	0.00	0.00	0.00
Life Satisfaction			0.27**	0.42**	0.48**	0.23**
Task Stress			0.00	0.00	0.00	0.00
Supervisory Support				0.32**	-0.23**	0.62**
				0.00	0.00	0.00
					0.30**	0.26**
					0.00	0.00
						0.17**
						0.00

** Significant at 0.01 level

The ‘r’-values are found to be 0.33, 0.38, 0.57, 0.26, 0.19, 0.46, 0.55, 0.31, 0.38, 0.47, 0.23, 0.27, 0.42, 0.48, 0.23, 0.32, 0.23, 0.62, 0.30, 0.26 and 0.17,d the p-value are 0.00, 0.00 and 0.00 which are significant at 0.01 level. All the scale areas established high and significant relationship internally.

Table 3 Significant difference between teachers perceptions based on their Socio-Economic Variables towards Factors Causing Stress among Secondary School Teachers

Variable	Category	N	Mean	Std. Dev.	F/t-value	p-value
Management	Government	67	116.18	27.86	13.71**	0.00
	ZPH School	165	128.05	15.65		
	Municipal	99	131.56	14.62		
	Private	57	133.53	6.96		
Locality	Rural	232	128.21	15.63	7.47**	0.00
	Urban	84	131.93	14.15		
	Tribal	72	122.70	23.46		
Gender	Male	252	126.93	19.65	1.14 ^{NS}	0.26
	Female	136	129.13	14.91		
Age	Below 35	83	120.29	20.13	9.23**	0.00
	35 to 45	162	129.99	15.17		
	Above 45	143	129.41	19.00		
Marital Status	Married	367	127.76	18.41	0.26 ^{NS}	0.80
	Unmarried	21	126.71	12.82		
Teaching Experience	Below 10	119	120.70	19.47	13.98**	0.00
	10 to 20	195	131.33	13.64		
	Above 20	74	129.39	22.79		
Income	Below Rs. 50000	151	121.43	21.42	16.28**	0.00
	Rs. 50000 to 75000	156	131.01	16.21		
	Above Rs. 75000	81	133.01	9.94		
Academic Qualification	UG	3	99.33	16.92	4.14*	0.02
	Degree	255	128.50	17.36		
	PG	130	126.79	19.21		
Professional Qualification	D.Ed.,	44	125.98	16.46	0.84 ^{NS}	0.43
	B.Ed.,	286	128.41	17.89		
	M.Ed.,	58	125.52	20.50		

**Significant at 0.01, *Significant at 0.05 level and NS: Not Significant

Table 3 revealed mean perceptual score of teachers working in Government was 116.18, whereas for ZPH School it was 128.05, Municipal School, it was 131.56 and for Private school teachers it was 133.53. The Standard Deviations for Government, ZPH School, Municipal and Private teacher respondents were 27.86, 15.65, 14.62 and 6.96 respectively. The ‘F’-value was 13.71 and the p-value 0.00, which was significant at 0.01 level. This shows that all the categories of teachers working in different managements differed significantly and Municipal school teacher respondents expressed high perceptions towards Factors Causing Stress among Secondary School Teachers in North Coastal Districts

of Andhra Pradesh than that of the Government, ZPH and Private school teacher category respondents. With regard to Locality of the respondents it revealed that the mean perceptual scores of teachers belonging to rural area were 128.21, whereas for the Urban and Tribal it was 131.93 and 122.70 respectively. The Standard Deviations for Rural, Urban and Tribal area teacher respondents were 15.63, 14.15 and 23.46 respectively. The 'F'-value was 7.47 and the p-value was 0.00 which was statistically significant at 0.01 level. This shows that all the categories of respondents differed significantly and urban area teacher respondents expressed high towards Factors Causing Stress among Secondary School Teachers in North Coastal Districts of Andhra Pradesh than that of Rural and Tribal area teacher respondents. With regard to Gender it revealed that the mean perceptual score of Male category respondents was 126.93, whereas for the Female category respondents it was 129.13. The Standard Deviations for Male and Female respondents were 19.65 and 14.91 respectively. The derived t-value was 1.14 and the p-value was 0.26, which was not significant. This shows that both Male and Female category respondents did not differ significantly and they expressed similar opinion towards Factors Causing Stress among Secondary School Teachers in North Coastal Districts of Andhra Pradesh. With regard to Age group it revealed that the mean perceptual score of Below 35 years age group teachers was 120.29, 35 to 45 years age group teacher respondents was 129.99 and Above 45 years age group teachers was 129.41. The Standard Deviations for Below 35, 35 to 45 and Above 45 years age group respondents were 20.13, 15.17 and 19.00 respectively. The 'F'-value was 9.23 and the p-value 0.00, which was significant at 0.01 level. This shows that all the categories of teachers with different age groups differed significantly and 35 to 45 years age group teachers expressed high perceptions towards Factors Causing Stress among Secondary School Teachers in North Coastal Districts of Andhra Pradesh than that of below 35 and above 45 years age group teachers. With regard to Marital Status it revealed that the mean perceptual score of married category respondents was 127.76, whereas for the Unmarried category respondents it was 126.71. The Standard Deviations for married and unmarried respondents were 18.41 and 12.82 respectively. The derived t-value was 0.26 and the p-value was 0.80, which was not significant. This shows that both married and unmarried category respondents did not differ significantly and they expressed one and the same opinion towards Factors Causing Stress among Secondary School Teachers in North Coastal Districts of Andhra Pradesh. With regard to Monthly Income it revealed that the mean perceptual score of Below Rs. 50000 monthly income of teachers was 121.43, Rs. 50000 to 75000 monthly income of teacher respondents was 131.01 and Above Rs. 75000 monthly I income of teachers was 133.01. The Standard Deviations for Below Rs. 50000, Rs. 50000 to 75000 and above Rs. 75000 monthly income of teacher respondents were 21.42, 16.21 and 9.94 respectively. The 'F'-value was 16.28 and the p-value 0.00, which was significant at 0.01 level. This shows that all the categories of teachers with different monthly income groups differed significantly and above Rs. 75000 monthly income group teachers expressed high perceptions towards Factors Causing Stress among Secondary School Teachers in North Coastal Districts of Andhra Pradesh than that of below Rs. 50000 and Rs. 50000 to 75000 monthly

income of teachers. With regard to Academic Qualification of the respondents it revealed that the mean perceptual scores of UG qualified category teachers was 99.33, whereas for Degree qualified it was 128.50 and for PG qualified teachers was 126.79. The Standard Deviations for UG, Degree and PG qualified teacher respondents were 16.92, 17.36 and 19.21 respectively. The derived F-value was 4.14 and the p-value 0.02 which was statistically significant at 0.05 level. It shows that all the category respondents with different academic qualifications differed significantly and Degree qualified teacher category respondents expressed high perceptions towards Factors Causing Stress among Secondary School Teachers in North Coastal Districts of Andhra Pradesh than that of UG and PG qualified teacher category respondents. With regard to Professional Qualification of the respondents it revealed that the mean perceptual scores of D.Ed., qualified category teachers was 125.98, whereas for B.Ed., qualified it was 128.41 and for M.Ed., qualified teachers were 125.52. The Standard Deviations for D.Ed., B.Ed., and M.Ed. qualified teacher respondents were 16.46, 17.89 and 20.50 respectively. The derived F-value was 0.84 and the p-value 0.43 which was not significant. It shows that all the category respondents with different professional qualifications did not differ significantly and expressed one and the similar towards Factors Causing Stress among Secondary School Teachers in North Coastal Districts of Andhra Pradesh.

CONCLUSIONS

The results obtained from the analysis of the study. that the respondent teachers, felt some stress during job situation, The affective time management and pre- plan of the teacher helps to overcome of the stress from job environment, The result obtained indicates. Working stress situation affects teacher functioning, It was again concluded in the study that a stressful work situation affects or hamper the teaching effectiveness of the teachers. It was therefore recommended that government should improve the working conditions of the teachers by providing them with better pay, some social facilities such as Satellite TV, computer with internet connections to enable them cope with stress in the workplace. Government should also provide enough physical facilities to aid effective teaching and learning in the schools. Teachers should make good use of their time as well as maintain cordial relationship with their super-ordinates and their colleagues.

It is the researcher's opinion after analyzing the data collected through questionnaire. The specific objective of the study is to find out the factors causing stress, assess the impact of stress caused by a colleague, stress affecting the family life and students. The physical and mental impact caused by stress and the ways to overcome stress. The researcher found that factors like student's behavior, waking up late, the class strength/number of students they handle, inadequate facilities, administrative pressure etc. cause them stress. The school teachers seek the support of their family members, friends, and colleagues. To overcome stress teachers indulge in meditation or prayer. The teachers face, tiredness, indigestion problems because of stress. The researcher suggests that the teachers can engage themselves in yoga, exercises to keep them away from the stress. The management should take adequate administrative measures like providing a proper working environment, counseling etc. The management should maintain

the student teacher ratio. It helps the teachers to be interacting with their students and make them less stress. The government should implement certain policies regarding the facilities to be provided in the school, the environment of the school, their minimum pay scale etc. It is important for student teachers and teachers to know the level of stress, teacher's experience, the types of stress, and the wages for case wise that stress prior to ensuring to the teaching profession and also to the teachers who are warring of Secondary level. Studies like this may allow student teachers and teachers to be better prepared which entering the teaching profession. Also, this study provides administration interest on teacher's, levels of stress, they adopt, and their level of satisfaction in their profession. Further, research should examine the efficacy of different types of programs and school factors that could help to reduce the new entrants stress and better prepare them to cope with demands of teaching. This study was conducted at secondary school level, by knowing the perceptions of teachers towards stress and the coping strategies they adopt, and the findings may be relevant to the school teachers and student teachers. It is also important for the school administrators and the supervising staff to understand the amount of stress and the types of stresses what the teachers experience at secondary school level. From this study it is evident that the role stress, organizational stress. Life satisfaction, Task stress are the important stresses as perceived by teachers. The supervising support and job satisfaction of teachers were also important stresses in the teaching profession. Providing some more useful, required effective interventions may add less starch to the teachers. As well as, administrators can also be a resource for teachers looking for effective coping strategies, The findings yielded through this study are very useful, may provide some useful avenues for further research and improvement working conditions.

Recommendations

1. The positive attitude of teachers will help them in reducing work Stress in addition to that the society and community and support and also help the teachers in working stress free.
2. The schools can organize health camps for the benefit of teachers and students.
3. The class strength should be made 30. The ratio should be 1:30. It means in a class, for every teacher there must be only 30 students. It will help teachers to reduce the stress. If the class strength is more than 30 it is difficult for the teachers to control the class.
4. The management could try to create groups of teachers and make them work together. There should be regular change / circulation in the members of the groups to maintain a friendly atmosphere. This will help to minimize the false commenting / rumors/ any other issues.
5. The school management as to provide better and necessary facilities in working conditions.
6. The management should not show favoritism to a particular teacher alone. This work ethic should be encouraged by the management. All teachers should be treated equally.
7. The work load should be equal to all and additional governments were should be avoided.
8. The management can conduct refresher camps and on job training for the teachers. They can invite some

experts who will help the teachers to come out of their stress and keep them healthy.

9. In home environment the support family members and spouse is necessary.
10. On job training to update skills to be provided frequently.
11. Where teachers facing more stress carries support from their family members. Particularly the female teachers need the help other family members or even from the life partner. The researchers should work out upon the reasons of the resisting factors which stop the training process and specially those factors by which teachers could not implement the new ways in teaching even when they wanted to. While setting priorities t is better to collaborate with the experts to build a new, effective, and creative network for the teachers. Teacher training for the stress management would be the most effective step of the educational researchers. There should a proper System to investigate the stress reasons of the teachers and a medical aid for them to keep them healthy and productive for the society. This program could be organized through the incentives and reward system for the teachers. According to the increased level of stress, the stress management programs should be organized by the institutes and there should be a proper check in the schools that students do not suffer with the stress of their instructor. Byrne (1994) says that the teachers stress could be removed by setting realistic goals, by delegation of the authorities, by giving them the responsibilities and the self-check or the self-assessment by the teacher could help to come out of the stress.

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