

A Quantitative Analysis of Sources of Stress Among School Teachers in Ambikapur at Chhattisgarh

Abstract

School teachers are the vital parameter in Indian education system. The comprehensive subject knowledge has an imperative impact on the learning phase of the students and such knowledge imparted by school teachers. Including the subject acquaintance by the teachers, there are also certain concern that belong to the perception and behavioural influence to the teaching and learning process. The present study made an attempt to analyse sources of stress level among School Teachers in Ambikapur at Chhattisgarh. The existing research assessed the stress influencing job performance of school teachers in Ambikapur at Chhattisgarh. The primary goal of research was to recognize numerous determinants of stress related to job and assess their association with the performance of school teachers in public and private organisation. The responses collected from 155 school teachers working in different schools in Ambikapur. The responses obtained on structured questionnaire. The present study applied statistical tools, namely, Reliability test, Correlation test, Regression Analysis and ANOVA. The statistical tools assessed through SPSS Software. The findings of the study stated that students' behaviour, peer relationship, family issues, discipline, teaching patterns, curriculum structure and assessment significantly influence the perception and behaviour of school teachers at Ambikapur.

Keywords: behaviour, school, stress, relationship and teachers.

Introduction

In current times, profession or career is a vital concern of our everyday lives that provides a basis for excessive contact of stress (Bhui, Dinos, Galant-Miecznikowska, de Jongh, & Stansfeld, 2016). School teachers whether primary or secondary also cannot escaped from this apprehension (Lloyd, 2018; Hester, 2000). The win of each informative and academic workshops, seminars and programme generally rest on the operative means of the educator's determination (Cheng, 2010). The teacher acts an imperative part in our academic domain especially in Indian education system (Rajiv Mishra & Mantun Kumar Singh, 2015). Because of the competitiveness at school level, our academic domain is facing a time of unexpected deviations (Rajiv Mishra & Mantun Kumar Singh, 2015). Today's teachers need to play variety of role, namely, guide, counsellor, model, philosopher for the students (Milrad, 2013). Therefore, in recent scenario, teachers are facing tremendous stress at their workplace or in their occupation (Prasad & Sharma, 2015). In numerous countries, school teaching treated as one of the prime and most stressful profession (Shkempi, Melonashi, & Fanaj, 2015). Stress is a phenomenon that is medicated by entities own characteristics that can be psychological, emotional or behavioural as well (Fink, 2017). The unpleasant experience by a teacher can leads to anger, depression, frustration, anxiety, nervousness concerning to their work (Ferguson, Frost, & Hall, 2012). All such negative emotions really harmful for the lives of teachers including both personal and profession related (Sutton, 2007). School teachers performed difficult job due to paucity of financial resources, excessive paper work, sophisticated class rooms and low salaries (Garcia & Weiss, 2019). Therefore, present research was directed towards studying the perceived stressors of school teachers this will help the school teachers, regulators and concerned parties to make efforts in direction that help teachers to lessen their stress (Heberer, Bourke, Wildhaber, & Sütterlin, 2015).

Review of Literature

Singh, Jain, Professor, & Kclimt (2015) conducted a study to assess stress job performance of teachers in university of Punjab. The prise aim of the study to analyse the distinct determinants of stress that influence the working and performance of teachers of different departments in University. The study collected sample of 40 teachers to obtain responses. The responses obtained through survey method. The study applied Correlation, Regression analysis and T-test to arrive at

result. The finding of the study documented that there was presence of negative relationship among stress of teacher and Job Performance.

Edison, Raj, & Julius (2016) conducted a research to analyse to assess the occupational stress that perceived by teachers both at private and government schools. The responses obtained for both primary and secondary teachers. The responses collected from 742 teachers. Among them, 420 were primary teachers and 322 were secondary teachers. The study area for the study was Karaikal District of Union Territory at Puducherry. The study applied mean and Standard Deviation to arrive at result. The finding of the study depicted that the pleasurable work environment can enable teachers to reduce stress.

Kanene & Mushungekelwa (2016) carried out a study to examined and observed the stress patterns witnessed by secondary school teachers in Choma, Zambia. The study applied simple random sampling techniques. The study took sample of 120 school teachers. The responses obtained through structured questionnaire. The findings of the study depicted that the stress levels among school teachers were moderate. The study further made suggestion to overcome stress by conducting various seminars and workshops by ministry of Education. Such events will allow teachers to energise and revive.

Kaur (2017) documented a study to analyse effectiveness of teaching concerning to occupational stress that provide satisfaction to teachers in relation to their life. The study area was university of Punjab. The responses obtained from 645 educators. The study applied descriptive statistics to arrive at results. The statistical tools, namely, Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis, Quartile deviation and ANOVA applied to arrive at results. The findings of the study indicated that teaching effectiveness found to me more in male teachers in comparison to female teachers.

The above mentioned, previous studies stated that many studies made an attempt to identify reasons of stress among college and university teachers but only few limited researches made an effort to analyse stressors among school teachers. Therefore, the present research made an effort to analyse the perceived stressors and the behavioural manifestation of the school teachers in Ambikapur at Chhattisgarh.

Objectives of the study

- To identify the sources of stress influencing the perception and behaviour of the school teachers in Ambikapur at Chhattisgarh.
- To recommend various ways to reduce the level of stress among school teachers in Ambikapur at Chhattisgarh.

Research Methodology

The researchers made an attempt to identify the sources of stress influencing the perception and behaviour of the school teachers in Ambikapur at Chhattisgarh. The study area for research was Ambikapur at Chhattisgarh. The study was primary in nature. The responses collected from 155 respondents who were working as school teachers at Ambikapur. The present study analyses the collected information by applying distinct statistical tools, namely, reliability test, Correlation analysis, Regression Analysis and ANOVA.

Results and Discussion

This part recognized the results and discussion of the outcome acknowledged from sources of stress influencing the perception and the behaviour of the school teachers in Ambikapur, Chhattisgarh. In the beginning, Cronbach's alpha test for the assessment of reliability estimated. In the second phase of calculation, the demographic parameters considered, and in the third stage of investigation the correlation coefficient test conducted and lastly, linear regression assessment showed to evaluate the relationship and influence of parameters of perceived stressors and the behavioural manifestation of school teachers. The consequences of the reliability test represented in **table 1**. The estimated value of N coefficient for the 7 items appraised as 0.677. Thus, the scale chosen in the study is reliable, which implies that the estimated items reflected greater internal consistency in chosen data.

Table 1: Reliability Statistics

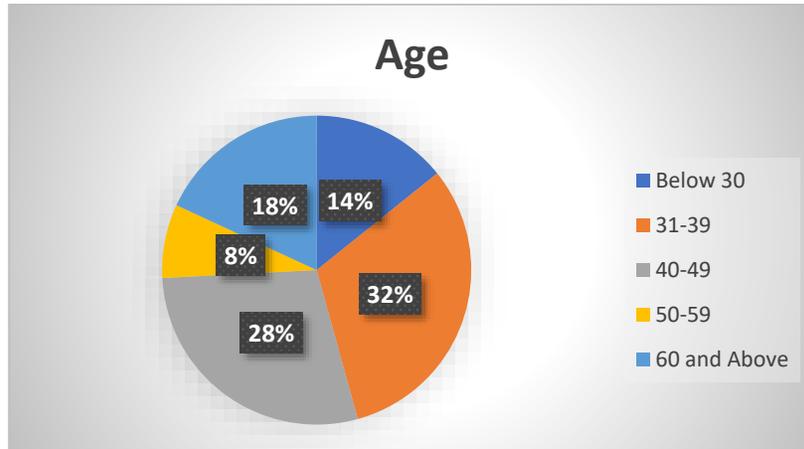
Reliability Statistics	
Cronbach's Alpha	N of Items
.677	7

Demographic Characteristics:

Table 2: Age

		Frequency	Percent
Age	Below 30	22	11.8
	31-39	12	26.1
	40-49	28	23.6
	50-59	47	6.4
	60 and Above	46	15
	Total	155	82.9

Figure 1: Age wise distribution

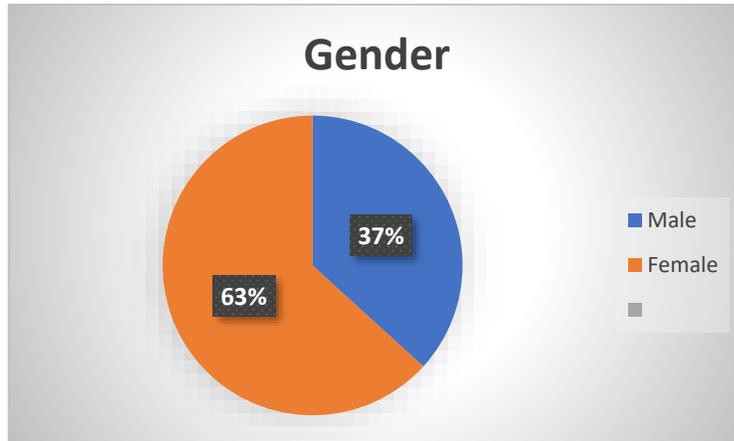


The demographic parameters of school teachers at Ambikapur specified that age of most of school teachers chosen as sample size categorised as 31-39 years. Thus, majority of the school teachers at Ambikapur comes under the slab of 31-39 only.

Table 2: Gender

		Frequency	Percent
Gender	Male	57	36.77
	Female	98	63.22
	Total	155	82.9

Figure 2: Gender wise distribution

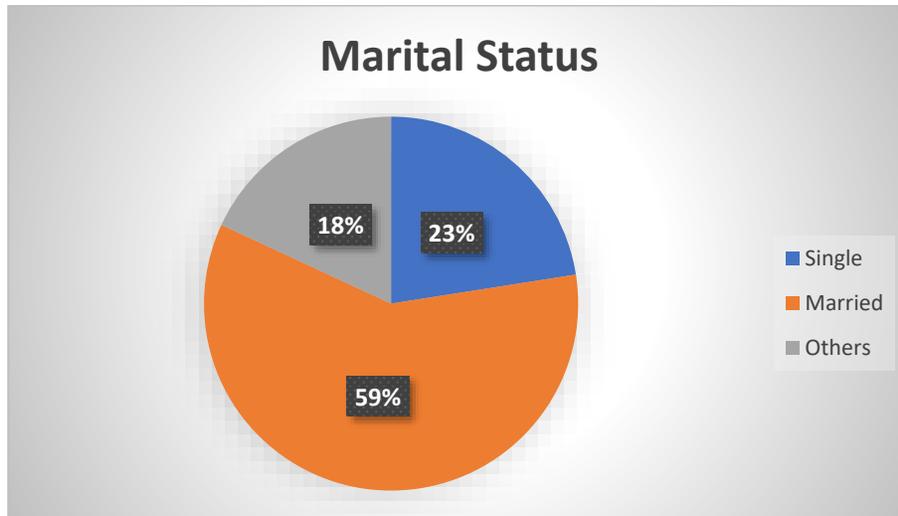


The demographic parameters stated that majority of the school teachers at Ambikapur is female (63%). Thus, the study documented that prime dominance of female teachers in Ambikapur schools.

Table 3: Marital Status

		Frequency	Percent
Marital Status	Single	35	22.5
	Married	92	59.35
	Others	28	18.06
Total		155	

Figure 3: Marital Status

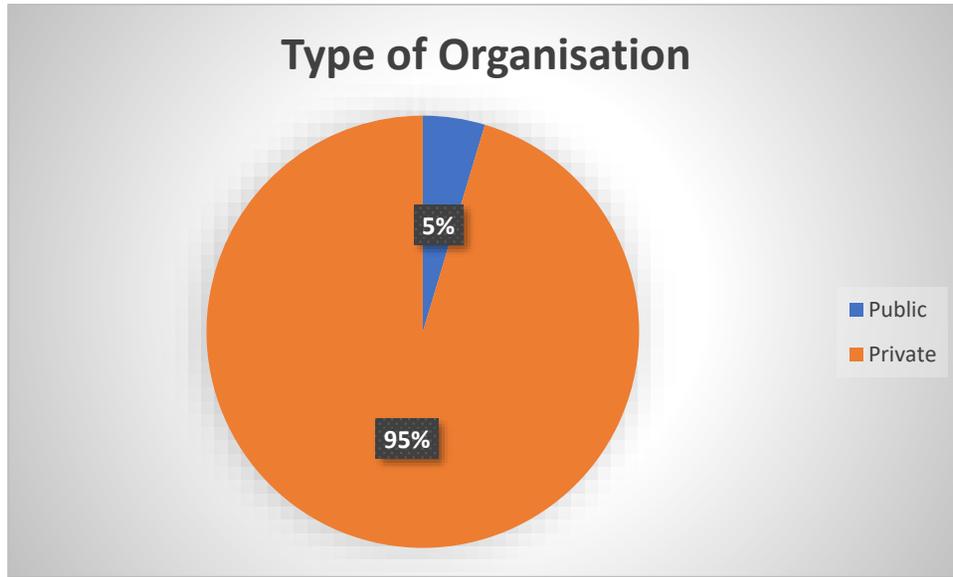


The marital status of school teachers at Ambikapur as per the demographic parameters stated that most of school teachers chosen as sample are married nearly 92 (59%). Thus, most of school teachers in Ambikapur are married as per the existing study.

Table 4: Type of Organisation

		Frequency	Percent
Type pf Organisati on	Public	53	3.2
	Private	102	65.8
	Total	155	82.9

Figure 4: Type of Organisation

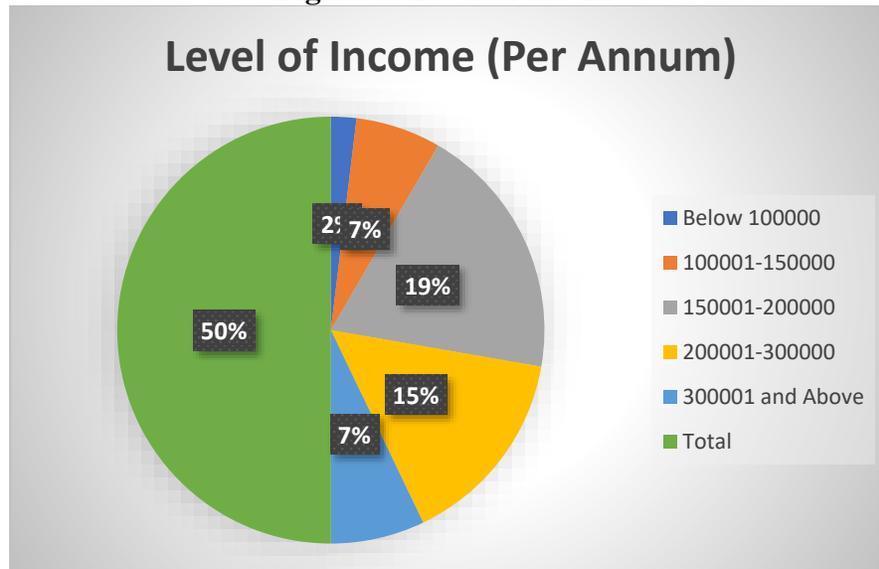


As per the demographic analysis of the study, majority of the school teachers at Ambikapur are working in Private schools as employer. Therefore, dominance of private teachers found in existing research.

Table 5: Level of Income (Per Annum)

		Frequency	Percent
Level of Income	Below 10000	6	3.2
	100001-150000	20	10.7
	150001-200000	60	32.1
	200001-300000	47	25.1
	300001 and Above	22	11.8
	Total	155	82.9

Figure 5: Level of Income



The income status of the school teachers at Ambikapur stated that most of the school teachers chosen as sample are having level of income less than Rs. 150001-200000 (P.A.) around 60 (32.1%). Thus, majority of the school teachers having very low status concerning to annual income.

Correlation Analysis:

Table 5: Correlation Analysis

		Correlations						
		Student's Behaviour	Peer Relationship	Family issues	Discipline	Teaching patterns	Curriculum Structure	Assessment
Student's Behaviour	Pearson Correlation	1	.370**	.276**	.209**	.310**	.090	.443**
	Sig. (2-tailed)		.000	.001	.009	.000	.264	.000
	N	155	155	155	155	155	155	155
Peer Relationship	Pearson Correlation	.370**	1	.381**	.226**	.144	.004	.316**
	Sig. (2-tailed)	.000		.000	.005	.074	.965	.000
	N	155	155	155	155	155	155	155
Family issues	Pearson Correlation	.276**	.381**	1	.310**	-.289**	.018	.339**
	Sig. (2-tailed)	.001	.000		.000	.000	.825	.000
	N	155	155	155	155	155	155	155
Disciplines	Pearson Correlation	.209**	.226**	.310**	1	.288**	-.183*	.358**

	Sig. (2-tailed)	.009	.005	.000		.000	.022	.000
	N	155	155	155	155	155	155	155
Teaching patterns	Pearson Correlation	.310**	.144	-.289**	.288**	1	.288**	.361**
	Sig. (2-tailed)	.000	.074	.000	.000		.000	.000
	N	155	155	155	155	155	155	155
	Pearson Correlation	.090	.004	.018	-.183*	.288**	1	.456**
Curriculum Structure	Sig. (2-tailed)	.264	.965	.825	.022	.000		.000
	N	155	155	155	155	155	155	155
	Pearson Correlation	.443**	.316**	.339**	.358**	.361**	.456**	1
Assessment	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	155	155	155	155	155	155	155
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

Table 5 indicated that after analysis of Correlation, the study documented that Peer Relationship and Family issues, Discipline and Teaching patterns are significantly correlated with student's behaviour dimension of perceived stressors of school teachers. Student's Behaviour, Family issues, Discipline and Assessment are positively correlated with Peer Relationship objective of perceived stressors of school teachers. The dimension of perceived stressors of school teachers of Family issues significantly correlated with Student's Behaviour, Peer Relationship, Discipline, Teaching patterns and Assessment. The parameter of Disciplines in perceived stressors of school teachers significantly influenced, namely, Peer Relationship, Discipline Teaching patterns, Curriculum Structure and Assessment dimension. Besides peer relationship all other parameters significantly influence teaching patterns of perceived stressors of school teachers. The determinant of curriculum pattern positively influenced by teaching pattern and assessment perceived stressors of school teachers. All the stressors, Namely, students' behaviour, peer relationship, family issues, discipline, teaching patterns, curriculum structure and assessment significantly influence the perceived stressor of school teachers at Ambikapur.

Regression Analysis:

Table 6: Regression Analysis

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.652 ^a	.425	.402	.806
a. Predictors: (Constant), Assessment, Peer Relationship, Teaching patterns, Curriculum Structure, Student's Behaviour, Family issues				

In table 6, the linear regression model on stressor of discipline assessed with constraints of perceived stressors of school teachers recognized that estimated R- squared 0.425 and adjusted R- squares 0.402. The model estimated only 42.5 % of total sum of squares elucidated by the considered analysis of perceived stressors of school teachers.

ANOVA Analysis:

Table 7: ANOVA Analysis

ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	71.226	6	11.871	18.252	.000 ^b
	Residual	96.258	148	.650		
	Total	167.484	154			
a. Dependent Variable: Discipline						
b. Predictors: (Constant), Assessment, Peer Relationship, Teaching patterns, Curriculum Structure, Student's Behaviour, Family issues						

In table 7 The estimated F-test 18.252 and 154 considered value of degrees of freedom described the analysis is positive associated as estimated value was less than significance value of <0.05,

therefore we can undertake that there is positive association between the sources of stress influencing the perception and the behaviour of school teachers.

Conclusion

The present study made an attempt to identify the sources of stress influencing the perception and behaviour of the school teachers in Ambikapur at Chhattisgarh. The study conducted demographic study as well to gain an insight over the distinct stressors that impact the school teachers. The findings of the study documented that students' behaviour, peer relationship, family issues, discipline, teaching patterns, curriculum structure and assessment significantly influence the perceived stressor of school teachers at Ambikapur. The study also identified that discipline is one of the prime stressors that influence the behavioural manifestation of school teachers at Ambikapur. The present study also wants to provide important recommendations that academic regulators, Principals of the schools need to give some motivational programmes, seminars to motivate schools' teachers to lessen their stress levels. Moreover, curriculum pattern needs to be reframed to meet the requirements of school teachers. This will reduce the work load of school teachers and thereby lessen the stress. School teachers are torch bearers especially in India. If they we will be with strong and healthy mind only then they can guide or direct our potential students, who treated as future of the country.

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