



THE IMPACT OF WORK RELATED STRESS ON HEALTH ISSUE OF PRIVATE SCHOOL TEACHERS IN INDIA

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Abstract

Stress is the force, pressure, or strain exerted on a material, object or person which resists these forces and attempts to maintain its original state. It is the strain within the person due to the pressure, uncontrollable situation extra workload, psychological barriers, emotional factors and many other reasons. People generally come under pressure when they are not able to or are inefficient to cope with the situation. Thus, stress is situation oriented and is more likely in some people than others. It was found that women are more likely to experience psychological stress whereas men experience physical strain. Consequences of stress may be in the areas of Psychology (depression, anxiety, anger, moodiness, isolation, and irritability), Physiology (low energy, headache, insomnia, nausea, constipation, aches or pains) and Behaviour (being demotivated, aggressive, lost, and tearful). Stress is nothing but the reaction of human body, both physical and mental, towards changes, situations and events in their lives. These reactions of human body are the result of attitude and perception which they carry. This paper is investigated the impact of work related stress on health issue of private school teachers in tamilnadu. The descriptive research designs were used for this study. 300 teachers were

approached as a sample size for the research. Descriptive analysis, ANOVA test, and Post-Hoc test were applied to examine the sample, to indicate that which are the attributes those that mostly impact the teachers stress and examine the linear association between the dependent variable and independent variable. It is observed that the private school teachers work stress is mostly influenced by the factors of excessive workloads, long hours and low pays, unrealistic deadlines, meaningless tasks, unused job skills and infrequent breaks.

Keywords: Work related stress, Private school teachers, Excessive work load, Layoff fear

Introduction

Work-related stress is a growing problem around the world that affects not only the health and well-being of employees, but also the productivity of organisations. Work-related stress arises where work demands of various types and combinations exceed the person's capacity and capability to cope. Work-related stress is the second most common compensated illness/injury in Australia, after musculoskeletal disorders. Work-related stress can be caused by various events. For example, a person might feel under pressure if the demands of their job (such as hours or responsibilities) are greater than they can comfortably manage. Other sources of work-related stress include conflict with co-workers or bosses, constant change, and threats to job security, such as potential redundancy.

Teachers are having a tough time getting students to be more self-directed. They are looking for a way to ease the pressure of students by keeping them interested and making sure that lesson practices and the homework delivered is fun, accessible anywhere, targeted to improve their weaknesses and ensuring that learning takes place in a more conducive, less-tense, **less-pressured environment**.

Major challenges for teachers are to nurture children's learning and give him various experiences to face this challenging world. She molds the child to be a responsible and independent learner. Teacher is the first person from whom child learns his social skills in school. Teachers make him comfortable and guide him the early concepts and developmental skills of life. Open minded , well balanced and a planned teacher has a great power to bring a positive change in the child's development. As the child grows and develops mastery in different skills, teacher becomes a real guide in nurturing his interest and learning to make him more independent.

Stress is an unavoidable consequence of modern living. The modern society and the corporate world have become highly competition oriented and everyone is experiencing stress. The employee should either excel in or exit from the organization. With this increasing competition in the market, the occupational stress is also increasing. As a result, more and more employees are showing signs of chronic fatigue and burnout. The dissatisfaction among the employees is the main cause of work-related stress. Stress has both positive and negative impact on the individual or organization. A moderate level of stress can be a motivational factor and can be helpful in achieving a dynamic adaptability to a new situation and environment. But if stress is repeated, continuous and intense or if the individual is unable to cope stress then it can be a negative phenomenon leading to constructive conflicts, competition among colleagues, and failure in performance. It can decrease the productivity and efficiency of employees ultimately hampering the development and working environment of the

organization. Different type of stress is experienced at different organizational level. Not only this, different individuals have different capabilities to deal with the stress. The occupational stress is common now a days in the youth. This is a gift of the working scenario. The target which is to be achieved by the employee at the workplace creates a pressure on them which is quite hard for them to handle.

Research Methodology

The main aim of the paper is to investigate the impact of work related stress on health issue of private school teachers in tamilnadu. Chengalpattu District. For to know the various stress and reviews have been gone through by the researchers and also made personal interaction along with teachers opinion also been collected. Based on the information, it consider the determinants namely excessive workload, meaningless tasks, long hours and low pay, infrequent breaks, unrealistic deadlines, unused job skills and fear of layoff. Research schedule is framed in the five point scale where 5 stands for strongly agree, 4 stands for agree, 3 for neutral, 2 for disagree and 1 stands for strongly disagree. The private school teachers are chosen from areas of Chengalpattu District, Tamilnadu. Totally 300 teachers were approached. Finally 276 teachers are considered as a sample size for the study. Descriptive statistics, ANOVA, and Post- Hoc are used to describe the sample, to show that which are the factors those that highly influenced the work related stress and measure the linear association between the dependent and independent variable.

Analysis, Interpretation and Result

Table-1: Opinion towards work stress of school teachers based on age

Work stress factors	Age	Mean	S.D	ANOVA Result		Post-hog test
				F-value	P-value	
Excessive workload	Below 20	2.86	1.24	32.957	0.001*	1 vs 2,3,4
	20-30	3.06	1.10			
	30-40	3.86	0.70			
	Above 40	3.81	0.88			
Meaningless tasks	Below 20	2.89	1.15	25.816	0.001*	1 vs 2,3,4
	20-30	3.09	1.30			
	30-40	3.89	0.82			
	Above 40	3.67	0.86			
Long hours and low pay	Below 20	2.92	1.24	24.983	0.001*	1 vs 2,3,4
	20-30	3.16	1.28			
	30-40	3.83	0.72			
	Above 40	3.88	0.87			
Infrequent breaks	Below 20	2.87	1.36	32.311	0.001*	1 vs 2,3,4
	20-30	3.10	1.21			
	30-40	3.87	0.86			
	Above 40	4.12	1.06			
Unrealistic deadlines	Below 20	2.94	1.33	19.325	0.001*	1 vs 2,3,4
	20-30	3.08	1.27			
	30-40	3.53	0.84			
	Above 40	4.02	0.90			
Unused job skills	Below 20	2.91	1.51	22.577	0.001*	1 vs 2,3,4
	20-30	3.00	1.32			
	30-40	3.76	0.95			
	Above 40	3.98	1.01			
Fear of layoff	Below 20	3.02	1.31	12.723	0.001*	1, 2 vs 3,4
	20-30	3.03	1.46			
	30-40	3.52	0.78			
	Above 40	3.85	0.89			

Source: Primary data computed; * Significant @ 1% level.

In the case of excessive workload, 30-40 years age group private school teachers secured the mean value of 3.86, above 40 years age groups private school teachers secured the

mean value of 3.81, followed by 20-30 years age group private school teachers secured 3.06 and below 20 years age group private school teachers secured 2.86. It is noted that there is a difference of opinion towards excessive workload of private school teachers. The calculated F-value is 32.957 and the P-value is 0.001, which is significant at one percent level. Hence there is a significant difference of opinion towards excessive workload of private school teachers based on the age. It is found that the age group between 30-40 years private school teachers having the higher level of excessive workload than other age group private school teachers. Followed by below 20 years age group private school teachers have the low level of excessive workload than other age group private school teachers.

With regard to meaningless tasks, the 30-40 years age group school teachers secured the mean score of 3.89, followed by the above 40 years age group school teachers had the mean score of 3.67. The 20-30 age group school teachers had the mean score 3.09 and below 20 years age group private school teachers had the mean score of 2.89. It is noted that age group have the difference of opinion towards meaningless tasks of private school teachers. The calculated F-value is 25.816 and the P-value is 0.001, which is significant at one percent level. Hence there is significant difference of opinion towards meaningless tasks of private school teachers based on the age group. It is noted that 30-40 years age group private school teachers have the higher level of meaningless tasks in the shop. Followed by below 20 years age group private school teachers have low level of meaningless tasks.

Regarding long hours and low pay, above 40 years age group private school teachers secured the mean value of 3.88. Followed by 30-40 years age group private school teachers secured 3.83, 20-30 years age group school teachers secured 3.16 and below 20 years age group school teachers secured 2.92. It is noted that the age group have difference of opinion towards long hours and low pay of private school teachers. The calculated F-value is 24.983 and P-value of 0.001 which is significant at one percent level. Hence there is a significant difference of opinion towards long hours and low pay based on the age group. It is found that above 40 years age group private school teachers have the higher level of long hours and low pay followed by below 20 years age group private school teachers have low level of long hours and low pay than other age group private school teachers.

In case of infrequent breaks, above 40 years age group private school teachers had the mean score 4.12, followed by 30-40 age group private school teachers scored 3.87, 20-30 age group private school teachers scored 3.10 and below 20 age group school teachers scored 2.87, It is noted that the age group have difference of opinion towards infrequent breaks of private school teachers. The calculated F-value is 32.311 and P-value is 0.001 which is significant at one percent level. Hence there is a significant difference of opinion towards infrequent breaks based on the age group. It is found that above 40 years age group private school teachers have the higher level of infrequent breaks, but, below 20 years age group private school teachers have low level infrequent breaks than other age groups.

For unrealistic deadlines, above 40 years age group private school teachers secured the mean value of 4.02 followed by 30-40 age group school teachers secured 3.53, 20-30 age group school teachers secured 3.08 and below 20 age group school teachers secured 2.94. It is observed that the age group has difference of opinion towards unrealistic deadlines of private school teachers. The calculated F-value is 19.325 and P-value is 0.001 which is significant at one percent level. Hence there is a significant difference of opinion towards unrealistic

deadlines based on the age group. It is noted that above 40 years age group private school teachers have the higher level of unrealistic deadlines. However below 20 years age group private school teachers have low level of unrealistic deadlines than other age group private school teachers.

With regard to unused job skills, above 40 years age group school teachers had the mean score of 3.98. Followed by 30-40 years age group school teachers secured 3.76, 20-30 age group private school teachers scored a mean value of 3.00. Below 20 years age group school teachers scored a mean value of 2.91, It is noted that the age group have difference of opinion towards unused job skills of private school teachers. The calculated F-value is 22.577 and P-value of 0.001 which is significant at one percent level. Hence there is a significant difference of opinion towards unused job skills based on the age group of private school teachers. It is found that above 40 years age group private school teachers have the higher level of unused job skills, but, below 20 years age group private school teachers having the low level of unused job skills than other age group private school teachers.

For fear of layoff, above 40 years age group school teachers secured the mean value of 3.85. Followed by 30-40 age group school teachers secured 3.52, 20-30 age group school teachers secured 3.03 and below 20 age group school teachers secured a mean value of 3.02. It is noted that the age group have difference of opinion towards fear of layoff of private school teachers. The calculated F-value is 12.723 and P-value of 0.001 which is significant at one percent level. Hence there is a significant difference of opinion towards fear of layoff based on the age group. It is found that above 40 years age group private school teachers have the higher level of fear of layoff followed by below 20 years age group private school teachers having the low level of fear of layoff than other age group private school teachers.

While gone through the P-values it is found to be significant at one percent level. Hence there is significant difference of opinion towards work stress based on age. Further Bonferroni post hog test is applied to find out the difference between age group and the challenges faced by the private school teachers. From the post hog test result it is found that below 20 years age group of the private school teachers are differed with other age group of private school teachers towards the challenges regards excessive workloads, long hours and low pays, unrealistic deadliness, meaningless tasks, unused job skills and infrequent breaks. Whereas below 20 and 20 to 30 age group of private school teachers differ from age group of 30 to 40 and above 40 towards the work stress of fear of layoff.

Table-2: Work stress of school teachers based on marital status

Work stress	Marital Status	Mean	S.D	t-test result	
				t-value	P-value
Excessive workload	Married	3.37	1.02	27.340	0.001*
	Unmarried	3.30	1.27		
Meaningless tasks	Married	3.39	1.12	7.346	0.007**
	Unmarried	3.27	1.22		
Long hours and low pay	Married	3.42	1.11	7.654	0.006**
	Unmarried	3.33	1.24		
Infrequent breaks	Married	3.36	1.13	34.013	0.001*
	Unmarried	3.51	1.46		
Customer problem	Married	3.41	1.18	0.176	0.67 (NS)
	Unmarried	3.09	1.19		
Unused job skills	Married	3.45	1.20	54.538	0.001*
	Unmarried	3.09	1.51		
Fear of layoff	Married	3.39	1.23	1.235	0.267 (NS)
	Unmarried	3.06	1.17		

Source: Primary data computed; * Significant @ 1% level; **Significant @ 5% level; NS: Non- Significant.

Table-2 displays the school teachers’ work stress based on marital status. excessive workload, meaningless tasks, long hours and low pay, infrequent breaks, customer problem, unused job skills and fear of layoff are consider as work stress factors. Mean and standard deviation values are calculated for each group. It is noted that those who got married have high level of excessive workload, meaningless tasks, long hours and low pay, unrealistic deadlines, unused job skills and fear of layoff. However the unmarried private school teachers have high level of infrequent breaks.

H₀: The private school teachers’ opinions do not differ towards work stress based on marital status.

In order to test the above stated hypothesis, t-test is examined. From the t-test result, it is observed that excessive workload, meaningless tasks, long hours and low pay, infrequent breaks and unused job skills are significantly varied based on marital status of private school teachers. Hence the stated hypothesis is rejected. The other challenges such as unrealistic deadlines and fear of layoff are non significant based on marital status of private school teachers. Hence alternative hypothesis is accepted. It is found that those who got married have high level of excessive workload, meaningless tasks, long hours and low pay, unrealistic deadlines, unused job skills and fear of layoff. The unmarried private school teachers have the high level of infrequent breaks stress in their work place.

Conclusion

For every organization, it’s important to manage and decrease the stress among the employees as the occupational stress hampers the growth of the organization directly or indirectly. Occupational stress decreases the efficiency and capability of the employee. This

decreased capability affects the growth of the organization directly or indirectly. Stress is both, negative and positive. If stress is at moderate level, then it is positive stress and it makes the employee more productive and constructive. On the other hand, if stress is intense and continuous then it is negative and it makes the employee mentally and physically ill and can lead to depression, anxiety, increased turnover rate and increased absenteeism. Organization should take steps for combating stress like job clarification, distributing job responsibilities, maintaining healthy and good working environment, giving recreation hours, etc. The individual should also try meditation, yoga and breathing exercises to cope with stress at their level. Managing stress is important for both organization and individual for their growth and development. Motivating and guiding the employee in the right direction is very important as this will help them avoid the stress and maintain a work related stress.

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Charts: Opinion towards work stress of school teachers based on age

