JOB DIMENSIONS OF WOMEN SCHOOL TEACHERS IN TIRUNELVELI CITY

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INTRODUCTION

The word stress is derived from the Latin word "stricta"/"strictus". It was popularly used in seventeenth century to mean hardship adversity or affliction. In eighteenth and nineteenth centuries, it was used to denote force, pressure, strain or strong efforts with reference to an object or a person. Stress is the wear and tear process our mind experiences as well as adjusts to the continually changing environment. It has physical and emotional effects on us and can create positive and negative feelings. Stress is a system produced by emotional and social relations that are going on within an organization at economical, political, social, cultural or educational levels. It is an inexpiable part of life, a natural and inevitable factor of life. It is an inexpiable part of life, a natural and inevitable factor of life. Complete freedom from stress for living individual is impossible. In relation to definitions of stress, it can be said that this is a type of acute or strong and fast change in outer environment due to which there is change in one's tolerating power which takes the form of physical or mental disorder. It is the process that occurs in response to situations or events that disrupt or threaten one's physical or psychological functioning.

Key words eustress, distress,health,neutral stressors, Stressor.

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Signification of the study

The success of any educational program depends largely upon the effective way of the teacher works. The teacher forms the most important link in the educational system. They are called nation builders as provide inspiration, direction and meaning to all the activities of the school. Hence, the place of teacher in the school system is of paramount importance. If the teacher is unable to do his part of work effectively, then the whole schooling would collapse. Due to advancements in schools, educational system is undergoing a period of drastic change. The present day scenario expects teachers have to play multiple roles an administrator, role model, friend, philosopher and counselor for the students which in turn increase the stress levels in teachers.

Statement of the problem

The efforts of stress upon a person's life can be profound. Different studies have shown that job related stress affects work satisfaction and overall happiness. Increasing stress in women teachers is becoming recognized occupational hazard in the educational profession. In a city like Tirunelveli one cannot ignore the situation in educational setting. Quality teachers are not getting remuneration and salary package as per their qualification. They feel themselves under estimated humiliated. This results in teacher's agitations, class and paper valuation, boycotts, which seems to be a common practice. There may be many causes of stress in women teachers working in private schools. To analyze the causes and the nature of stress is of vital importance for improving the quality of education. The present study will be an effort to investigate the causes of stress among the women school teachers and to get an orientation of how to explore it on a larger scale. The proposed study will investigate the causes of stress among school teachers.

Objectives of the study

Questionnaire Design

Questionnaire is prepared for collecting data from private school women teachers in Tirunelveli city. Most of the questions are based on five point scale techniques.

Collection of Data

Both primary and secondary data are collected. Primary data are collected through interview schedules. Secondary data are collected from published articles, journals, magazines, books, newspapers and websites.

A structured schedule consisting of questions pertaining to all the variables included in the study are used to collect the required data through direct personal interview. 130 respondents are chosen as sample through convenient sampling technique.

Limitations of the study

1.   The sample for study is drawn from private women school teachers of Tirunelveli city only.

2.   Researcher has focused only on stress among job dimensions of women school teachers of Tirunelveli city only.

3.   The study is limited to 130 women school teachers of Tirunelveli city.

REVIEW OF LITERATURE

Charu M. (2013) stated that higher stress is directly proportional to quality of work life for IT professionals. He outlined few factors namely fair pay structure, steady role demands, supervisory support, congenial job environment, capability fit of the job, role autonomy and stress that directly affect the quality of work life. The main reason of stress amongst the associates of IT industry is the rapid change in technology.

Swaminathan, P.S & Rajkumar S. (2013) study that focused that the levels of stress among the age group, profession, different varieties of jobs, hours of work and the influence of work environment on the degree of stress faced by employees . Stress in an employee is very individual in nature. His study indicates about an optimum level in which every individual can perform with his full capacity. He has identified three conditions responsible for work stress they are a) Role overload b) Role self distance c) Role stagnation.

Tatheer.Y (2013) claimed that they are highly stressed because of their jobs that not only affect their performance in banks but also equally affect their health and personal life. They also

declare that the organizational politics and bureaucracy are the main reasons of stress in their banks.

Opinion of Stress at workplace

Data relating to the opinion of stress at workplace wise classification of the respondents are described in the following table.

Table 1

Opinion of Stress at workplace

Sl. No.	Particulars	No. of Respondents	Percent
1	Strongly agree	6	5
2	Agree	56	43
3	Neutral	53	41
4	Disagree	15	12
	Total	**130**	**100**

Source: Primary Data

The above table, clearly shows that among the 130 respondents, 43 percent of the respondents agree with stress in teaching profession, 41 percent of the respondents neither agree nor disagree, 12 percent of the respondents disagree with the stress in teaching profession and 5 percent of the respondents strongly agree with the stress in teaching profession. Thus it is evident that the majority of the respondents agree with stress in teaching profession.

Factors that reduce Teachers Stress

Data relating to the factors that reduce teachers stress rank wise classification of the respondents are described in the following table.

Table 2

Factors that reduce Teachers Stress

Sl. No.	Particulars	Weighted Score allotted for the factors								Total Score	Rank
		1st	2nd	3rd	4th	5th	6th	7th	8th		
1	Reduction of	96	196	0	60	44	132	24	11	563	V

	workload									
2	Non diversion towards other works	0	105	150	85	36	18	8	54	456	VII
3	Fixing correct salary proportionate to the qualification and experience	0	0	66	85	0	0	118	43	312	VIII
4	Improving working conditions	104	0	378	0	84	33	38	3	640	III
5	Avoiding frequent change of education policy	48	63	0	140	176	102	10	4	543	VI
6	Increasing Teaching resources	72	112	36	235	148	18	0	9	630	IV
7	Conducting workshops/orientation programmes	424	126	108	15	12	66	26	0	777	I
8	Restricting activities in excess of the teaching	296	308	42	30	20	21	36	6	759	II

Source: Primary Data

The above table 4.12, thus it is evident that the majority of the respondents feel that conducting workshops/orientation programmes would best reduce the teachers' stress.

Job Satisfaction

Data relating to the job satisfaction wise classification of the respondents are described in the following table.

Table 3

Job Satisfaction

Sl. No.	Particulars	No. of Respondents	Percent
1	Very high	24	18
2	High	97	75
3	Neutral	3	2
4	Low	4	3
5	Very low	2	2
	Total	**130**	**100**

Source: Primary Data

The above table clearly shows that among the 130 respondents, 75 percent of the respondents have high job satisfaction, 18 percent of the respondents have very high job satisfaction, 3 percent of the respondents' job satisfaction is low. Thus it is evident that the majority of the respondents' job satisfaction is high.

Level of Stress

Data relating to the level of stress wise classification of the respondents are described in the following table.

Table 4

Level of Stress

Sl. No.	Particulars	No. of respondents	Percent
1	Very High	44	34
2	High	80	62
3	Neutral	3	2
4	Low	3	2
5	Very low	0	0
	Total	**130**	**100**

Source: Primary Data

The above table, clearly shows that among the 130 respondents, 62 percent of the respondents feels the level of stress to be high, 34 percent of the respondents feels the stress to be very high, 2 percent of the respondents feels the level of stress to be low. Thus it is evident that the majority of the respondents agree with high level of stress in the teaching profession.

Level of School and Level of Stress:

Data relating to the level of schools and level of stress are described in the following table.

NULL HYPOTHESIS -1

$H0_1$ _ There is no significant difference between the teacher's level of school teaching and their level of stress in the class room.

Table No: 5

Level of Schools and Level of Stress

	Value	df	P value
Pearson Chi-Square	28.070[a]	4	0.000
Likelihood Ratio	36.289	4	0.000
Linear-by-Linear Association	0.203	1	0.653
N of Valid Cases	130		

At five percent level of significance the 'P' Values are less than 0.05 in case of level of Schools and level of stress. So the null hypotheses are rejected and it is concluded that there is a significant difference between the level of schools and the level of stress.

Experience of School Teachers and Level of Stress:

Data relating to the experience of school teachers and level of stress are described in the following table.

NULL HYPOTHESIS - 2

$H0_2$ _ There is no significant difference between the experience of the school teachers and their level of stress in the class room.

Table No: 6

Experience and Level of Stress

	Value	df	P value
Pearson Chi-Square	13.091[a]	12	0.159
Likelihood Ratio	16.007	12	0.067
Linear-by-Linear Association	.226	1	0.634
N of Valid Cases	130		

Since the 'P' Values are greater than 0.05 at five percent level of significance, the null hypothesis is accepted. It can be concluded that there is no significant difference between the experience of the respondents and their level of stress.

Conclusion

The teaching profession is a stressful occupation. Most of the teachers would agree that daily interactions with students, parents, colleagues and the constant demands of teaching often lead to overwhelming pressure and challenges, which ultimately elevates to stress. The participants recognized several causes of stress viz.., Work–overload, personal management, interpersonal development, interpersonal relations and organizational climate. However the women school teachers felt that their stress negatively affects their job performance but adopting coping strategy such as social support can serve to reduce the stress. Stress management techniques should be targeted at creating conducive or friendly working environment.