

## Scientific Assessment of Stressors and Identification of Potential Performance Gap of Teaching Fraternity in Government & Private Segments

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### ABSTRACT

Stress and Stressors are common to any human being; it is a concern as it affects a person physically, psychologically and biologically. Stress is created at the workplace due to factors such as heavy workload, continuous working hours without proper rest, improper decision making, lack of proper leadership and above all, poor inter-relationship among all sectors. Continuous stressors result in deterioration of health affecting the health of the employee. They affect the well-being of the employees. These stressors harm the individual's productivity at the workplace which affects the development and the progress of the organization. Teaching as an occupation is perceived as a modest profession; it creates leaders, scientists, philosophers, advocates, politicians and administrators. This study attempts to highlight the stressors that affect the performance of the teachers at the workplace. The tool executed for the study was a well-structured, close-ended questionnaire which constitutes 10 vital components covering the general goal of the study. The factors are indexed on a 5-point Likert-scale ranging from the maximum of 5 points for Strongly Agree to a minimum of 1 point for Strongly Disagree. The data was obtained on a sample of 100 respondents belonging to teachers of Chennai and its outskirts of both private and government schools. The data obtained were investigated using statistical techniques such as Mean, Standard Deviation, and t-Test. The findings suggested that institutions that value their employees with due respect and work together as a team are found successful. Passion in work is the key to success and consistency in work is the way to success, both can be achieved only with passionate and lovable employees. The employees stand as the most important tool to the success of the organization and it becomes the need of the hour for every organization to ensure that it strives hard to keep its employees free from work stressors and make them happy to increase the overall productivity and the profitability of the organization.

### Keywords

Job satisfaction, Morale, acute stressors, productivity, work stress

### Introduction

Stressors in the workplace affect the quality and the output of the teachers and create discomfort in the minds of the teachers. Acute stressors such as low pay, absence of career advancement, communication chaos in the workplace, excessive and heavy workload, improper balance between family and work, poor peer relationships and financial stressors erodes the peacefulness of the teachers. Stress of the teaching fraternity disturbs the life both psychologically and mentally. It puts them in deep disorder of family and work. It is a combination and accumulation of unpleasant experiences, negative disorders and emotions such as no moral attitude towards anything, antagonism, annoyance, animosity, restlessness, angst and resentment, resulting from some aspect of their work as a teacher (Raj, T., & Lalita, 2013).

Stress at the working environment has been exposed to a bigger measure of research studies in the past but shows no development or enrichment on the outcome. Medical practitioners agree that continuous and extensive stress within a person would lead to a monotonous life cycle affecting the physical conditions of the body, which in-turn would tamper the physical health of the person leading to mental disorders and agony. The general perception is that the life of the

teacher is always a job that is free from all stressors. A myth among the community is that the teachers work not more than 3 hours a day, but in reality, it is proved that this profession is found to be the most stressful profession.

Kumari, S., & Jafri, S. (2011) in their study cited that cast amount of teachers who are involved in special education prefer to quit the profession every year, just to keep themselves safe from the stressful special school environment. Stress in the teaching profession is recognized broadly and it was established that their mental health is highly affected and found naturally and unquestionably poorer than other high stressed professions (Ganapathi, R., Malathi, S. & Kanniah. R, 2010).

### **Statement of the Problem**

A study to evaluate and investigate the most vital stressors that assume an indispensable part on the employees in the workplace becomes more necessary to resolve as it is employees who are part of the process of the productivity of the organization. Research Studies on occupational stress over the last 4-5 decades portrayed the causes of stress at the workplace and also highlighted the impact of the same especially on studies related to the teaching fraternity. (Cooper C., & Travers C, 2012).

Stressors that were commonly cited were heavy workload, poor management policies and procedures, lack of training and development of the employees, poor leadership qualities, improper chain of communication, poor peer relationship, failure to handle grievances, etc., (Moorthy, D. D. 2013). This paper aims to highlight the importance and the role of teaching fraternity in the education system, the stressors that are faced by them at the workplace, the impact of the same on the productivity of the individual and the organization and at last, a comparative analysis between the teachers of the private schools with the teachers of the government schools.

### **Objectives**

- To diagnose the consequences of stressors amongst the teachers of both the genders of the government and private schools.
- To assess the factors that creates stressors amongst the teachers of government and the private schools.
- To evaluate the quantum of work stress and its impact on the overall well-being among the teachers of both the genders of the government and private schools.

### **Literature Review**

Achanta, S., and Reddy, V. D. (2014) in their study highlighted factors such as excessive workload, role ambiguity, poor inter-relationship among the peers, lack of respect and poor working conditions as the stressors affecting the employees at the workplace.

Iqbal, D. A., & Akhtar, D. S. (2012) identified personality factors as the key stressor that create stress among the teachers working in high schools. Her study concluded that 70% of the teachers are drained due to long working hours and hence found to lose energy levels.

Cooper C., & Travers, C. (2012). revealed the fact that 28.5% of the teaching fraternity are found disturbed and annoyed due to various and varied levels of work carried by the teachers at the workplace.

Muthuvelayutham, C. & Mohanasundaram, H. (2012) in their study revealed that 60% of the self-financing engineering college teachers face acute stress due to excessive workload, work ambiguity, abnormal working pressure and improper scalar chain of authority and responsibility.

Mehta, D. S. (2012) in his study revealed that the women senior secondary school teachers face significant stress in the workplace due to the various stressors, compared to their counterparts.

Bindu, C.M. (2007) in her study revealed that the women teachers face chronic stress which affects their family life very badly.

### Research Methodology

The sample size, mode of data collection, Research Instrument, Sampling Techniques, Sampling frame and Statistical Techniques are shown below:

**Table 1. Research Methodology**

<b>Research Methodology</b>	<b>Description</b>
<i>Sample Size</i>	100 (Government & Private Schools in Chennai)
<i>Data Collection</i>	Primary Data, Secondary Data (Journals, websites and magazines)
<i>Research Instrument</i>	Close-ended Questionnaire
<i>Statistical Techniques</i>	Mean & Standard Deviation t-Test to compare groups
<i>Sampling Techniques</i>	Stratified Random Sampling Convenience Sampling

**Table 2. Sampling Frame (N = 100)**

<b>Parameter</b>	<b>Target Audience</b>	<b>Sample size</b>	<b>Percent</b>
<i>School</i>	Government	40	40
	Private	60	60
<i>Designation</i>	PRT	30	30
	TGT	35	35
	PGT	35	35
<i>Gender</i>	Male	55	55
	Female	45	45
<i>Age</i>	Below 30	40	40
	30-49	60	60
<i>Marital Status</i>	Married	56	56
	Unmarried	44	44

### Data Analysis and Interpretations

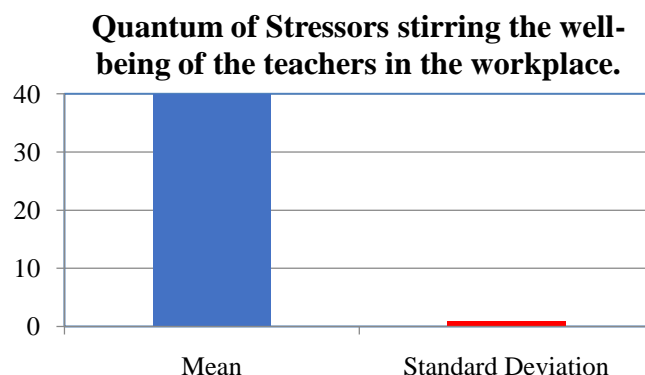
**Table 3.** Descriptive Statistical Analysis – To compute and appraise the quantum of the Work stressors stirring the well-being of the teachers in the workplace – Sample size: N=100

Criterion	Mean	Standard Deviation
<i>Satisfaction in work</i>	4.47	0.59
<i>Developing the self-confidence and positivity in work</i>	4.43	0.692
<i>Creating work passion among the employees</i>	4.31	0.873
<i>Working atmosphere and environment</i>	4.21	0.980
<i>Training and Growth of the employee</i>	3.94	0.881
<i>Fair and Correct Promotion policy &amp; Rewards</i>	3.84	1.016
<i>Creating scope for self development</i>	3.9	1.021
<i>Effective system for handling of Grievances</i>	3.23	1.33
<i>Good equity in relationship between employer and employee.</i>	3.81	1.02
<i>Creating sincere and an healthy relationship among peers</i>	3.84	0.922
<b>Total</b>	<b>39.98</b>	<b>0.922</b>

#### Interpretation of Results from Table 3

The Overall Mean Value of the Stressors stirring the well-being of the teachers in the workplace is 39.98, which is 79.96% ( $39.98 / 50 \times 100$ ). This illustrates that 80% of the employees are dissatisfied with their work at the workplace.

Two variables, viz., ‘Work Satisfaction’ and ‘Developing the self-confidence and positivity in work’ have higher mean values (4.47 & 4.43 respectively) and similarly the mean value is lesser for the variable, ‘Effective system for handling of Grievances’. This cites that the Quantum of the Work stressors stirring the well-being of the teachers in the workplace is above the average since the mean values of most of the variables are above 4 (80%) out of 5.



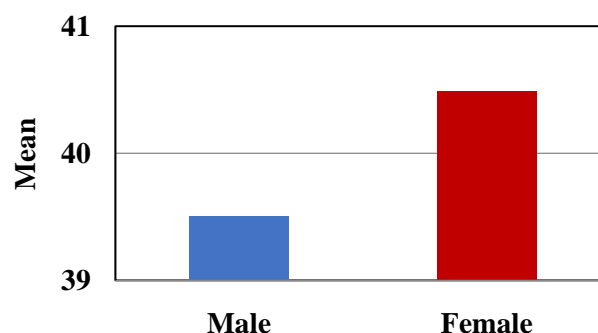
**Figure 1.** Mean and Standard Deviation of the Stressors stirring the well-being of the teachers at the work place

**Table 4.** Independent Sample t-Test to test for significant difference between the Genders and the stressors stirring the well-being of the teachers in the workplace.

Criterion	Male (N=55)		Female (N=45)		t – value	p – value
	Mean	S.D	Mean	S.D		
<i>Satisfaction in work</i>	4.45	0.57	4.54	0.636	0.245	0.891
<i>Developing the self-confidence and positivity in work</i>	4.39	0.65	4.51	0.761	0.61	0.026*
<i>Creating work passion among the employees</i>	4.22	0.76	4.47	0.929	0.32	0.042*
<i>Working atmosphere and environment</i>	4.13	0.82	4.21	1.08	0.751	0.020*
<i>Training and Growth of the employee</i>	3.91	0.91	4.1	0.798	0.432	0.040*
<i>Fair and Correct Promotion policy &amp; Rewards</i>	3.83	0.9	3.77	1.13	0.89	0.000**
<i>Creating scope for self development</i>	3.9	0.84	3.66	1.19	0.29	0.000**
<i>Effective system for handling of Grievances</i>	3.27	1.32	3.23	1.326	0.77	0.041*
<i>Good equity in relationship between employer and employee.</i>	3.76	1.2	3.89	0.786	0.51	0.046*
<i>Creating sincere and an healthy relationship among peers</i>	3.65	0.91	4.11	0.929	0.07	0.044*
<b>Total</b>	<b>39.51</b>		<b>40.49</b>			

#### Interpretation of Results from Table 4

From the above table, it is observed that the mean score of the female respondents is 40.49 against 39.51 for the male respondents. This infers that the quantum of stressors stirring the well-being of the teachers at the workplace is more for the Female respondents than the Male respondents. It is also seen that the P value is lower than the Significant Value (0.01 and 0.05) in all the 9 cases except for one variable. As the overall mean score (0.000) is also less than the significant value, Null Hypothesis is rejected. Two variables, viz., ‘Work Satisfaction’ and ‘Developing the self-confidence and positivity in work’ whose mean values are 4.45 & 4.39 respectively for male respondents and 4.54 and 4.51 respectively for the female respondents are the top two stressors stirring the well-being of the teachers of both the genders.



**Figure 2.** Comparison of Mean values between both the genders on the well-being of the employees

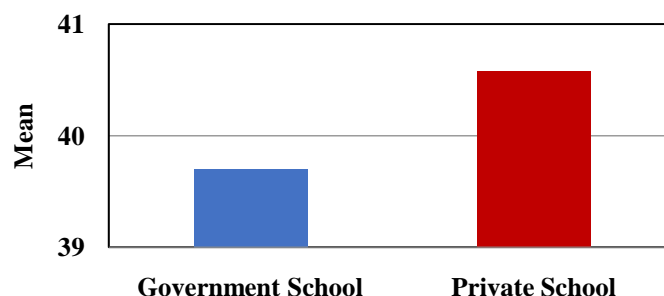
**Table 5.** Independent Sample t-Test to test for significant differences in the workplace on the stressors stirring the well-being of the teachers of Government and Private Schools.

Criterion	Government (N=40)		Private (N=60)		t – value	p – value
	Mean	S.D	Mean	S.D		
<i>Satisfaction in work</i>	4.51	0.567	4.5	0.65	0.891	0.891
<i>Developing the self-confidence and positivity in work</i>	4.54	0.571	4.31	0.77	0.119	0.026*
<i>Creating work passion among the employees</i>	4.32	0.89	4.34	0.87	0.824	0.042*
<i>Working atmosphere and environment</i>	4.2	0.952	4.21	1.11	1.01	0.020*
<i>Training and Growth of the employee</i>	3.99	0.841	3.97	1.01	1.05	0.040*
<i>Fair and Correct Promotion policy &amp; Rewards</i>	3.71	0.929	3.91	1.05	0.321	0.000**
<i>Creating scope for self development</i>	3.82	0.87	3.77	1.12	0.712	0.000**
<i>Effective system for handling of Grievances</i>	3.46	1.29	3.17	1.25	0.239	0.041*
<i>Good equity in</i>	3.51	1.10	4.29	0.8	0.004	0.046*

<b><i>relationship between employer and employee.</i></b>						
<b><i>Creating sincere and an healthy relationship among peers</i></b>	3.64	0.9	4.11	0.966	0.054	0.044*
<b>Total</b>	<b>39.7</b>		<b>40.58</b>			

### Interpretation of Results from Table 5

From the above table, it is observed that the mean score of the respondents belonging to the private schools is 40.58 against 39.7 for the respondents belonging to the government schools. This infers that the quantum of stressors stirring the well-being of the teachers at the workplace is more for the Private school respondents than the Government school respondents. It is also seen that the *P* value is lower than the Significant Value (0.01 and 0.05) in all the 9 cases except for one variable. As the overall mean score (0.000) is also less than the significant value, Null Hypothesis is rejected. Two variables, viz., ‘Work Satisfaction’ and ‘Developing the self-confidence and positivity in work’ whose mean values are 4.50 & 4.31 respectively for private school respondents and 4.51 and 4.54 respectively for the Government school respondents are the top two stressors stirring the well-being of the teachers of both the genders



**Figure 3.** Comparison of Mean values between Government and Private schools with respect to the stressors stirring the well-being of the employees

### Conclusion

The results of the study show that the stressors exhilarating the well-being of the teaching fraternity at the workplace have a direct influence on their prosperity. An organization that aims to succeed in its ambition and intention in the long run for the development and the profitability of the organization should ensure that they create a positive work atmosphere for the teaching fraternity to carry out their vision successfully. The study also exhibits the fact that the teachers belonging to the private segments are more stressed than the government school teachers. Occupational work stress is more for the private school teachers compared to the government school teachers. The study also highlights the fact that female teachers are more exposed to stressors than male teachers. A good working atmosphere will create a passion for the employees in the workplace which will support the organization in reduced absenteeism and reduced

turnover ratio. A good employer-employee relationship will increase the morale of the employees and also add value to the organization's growth and profitability.

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