

A Study on Stress Level of School Teachers With Reference To Government Higher Secondary School In Tirupur

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Abstract- Teaching is a challenging job that often exposes teachers to high levels of stress, which affects their health and work efficiency. Considering an emphasis on important factors and demographic differences, this study attempts to investigate the stress levels of government higher secondary school teachers in Tirupur. The workload, administrative duties, student behaviour, and a lack of institutional support are among the primary causes of teacher stress, according to the report. It also looks at the differences in stress levels according to years of experience, gender, and age. The study also looks into the relationship between teacher stress and academic performance, as well as the efficacy of modern stress-reduction strategies. By evaluating these aspects, the study provides insight into the issues that teachers experience and suggests practical ways for improving their work-life balance. The findings add to the larger discussion about teacher well-being, suggesting recommendations to policymakers and school administrators for creating a more friendly and accommodating working environment.

I. INTRODUCTION

Teaching is one of the most challenging occupations, with teachers having to balance many tasks such as lesson planning, student involvement, administrative chores, and extracurricular activities. As a result, school teachers frequently suffer high levels of stress, which can have an influence on their general health and job performance. The purpose of this study is to examine the stress levels of teachers at Government Higher Secondary Schools in Tirupur, a district noted for its industrial and educational significance.

Excessive workload, time limits, student conduct, a lack of administrative assistance, and social expectations are all potential sources of stress for teachers. Excessive tension not only impacts teachers' physical and mental health, but it also has a direct influence on the learning environment and academic performance of students. Identifying important stressors and their impacts is critical for developing methods to promote teacher well-being and educational quality.

The current research study will collect data from teachers in selected Tirupur government schools using a mixed-method approach that will include questionnaires and interviews. The findings will aid in understanding the underlying causes of stress and its implications for teaching efficacy. Furthermore, the study will look at potential interventions and coping techniques that may be used to reduce stress and create a more supportive work environment.

By addressing this issue, the research hopes to make policy suggestions that improve teacher welfare and, as a result, increase the whole educational framework in government schools.

STATEMENT OF THE PROBLEM:

Teaching is a challenging career in which teachers have to balance teaching responsibilities, administrative duties, and student management while adjusting to changing educational policy. Tirupur's government higher secondary school teachers encounter specific challenges, including high student-teacher ratios, syllabus pressure, infrastructure limits, and societal expectations. These pressures can have a significant influence on their mental and physical health, work happiness, and ability to teach effectively.

OBJECTIVES:

- To identify the key factors contributing to stress among government secondary school teachers in tirupur.
- To compare stress levels among teachers based on demographics such as age, gender, and years of experience.
- To analyse the impact of administrative responsibilities on the stress levels of teachers.
- To examine the relationship between stress levels and teacher performance in the classroom.
- To evaluate the role of support systems provided by the school administration in alleviating stress.

- To suggest practical strategies to reduce stress and enhance work-life balance for teachers.

SCOPE OF THE STUDY:

This study investigates the primary stressors influencing government higher secondary school teachers in Tirupur, assessing their influence according to age, gender, and experience. It investigates the effects of administrative responsibilities on stress levels and their relationship to classroom performance. The study also assesses the impact of school-based support programs in reducing stress. By identifying major strains and evaluating ways to deal with it, the study aims to provide practical ways for reducing stress and increasing teachers' overall well-being and work-life balance.

NEED FOR THE STUDY:

Teaching is a profession that has a significant impact on the advancement of society. However, it is also a demanding and challenging career. Teachers at Tirupur's Government Higher Secondary School encounter a variety of pressures, including excessive workloads, big class numbers, curricular demands, student behaviour difficulties, and administrative obligations. Over time, these pressures can have a severe influence on their physical and mental health, resulting in burnout, job discontent, and lower teaching efficiency. Understanding the stress levels of school teachers is critical since high stress can damage not just educators but also the quality of education provided to the students. A stressed teacher may struggle to create a productive classroom climate, which affects student learning outcomes. Furthermore, continuous pressure can cause absenteeism, low morale, and even teacher turnover, all of which undermine the educational system.

Despite the importance of this issue, a brief investigation has been done to identify the specific stressors impacting government school teachers in Tirupur. This study will be useful to educational institutions, government officials, and administrators since it will identify the key sources of stress and its influence on teachers' professional and personal lives. The findings can aid in the creation of effective stress management techniques, such as improved workplace policies, mental health assistance, and professional development programs. Thus, this study is critical for creating a healthy work environment for teachers, which will lead to increased teaching quality and student results in government upper secondary schools.

RESEARCH METHODOLOGY:

The research methodology adopted for this study involves a mixed-method approach that includes both primary and secondary data collection. Primary data will be gathered through structured questionnaires distributed to teachers in selected government higher secondary schools in Tirupur. Additionally, personal interviews and focus group discussions may be conducted to gain deeper insights into teachers' stress-related concerns. Secondary data will be collected from academic journals, government reports, and previous research studies on teacher stress. The data collected will be analyzed using statistical tools to identify key stress factors and their impact on teachers.

LIMITATIONS OF THE STUDY:

- The research focuses solely on government higher secondary schools in Tirupur. Teachers at private schools, as well as those in different districts or states, may not find the findings completely applicable.
- Due to time and budget constraints, the study will only involve a subset of instructors. A greater sample size may have given more extensive insights into the problem.
- The study is based on surveys and interviews with teachers, who record their own experiences. There is a risk of bias since respondents may overestimate or underestimate their stress levels.

II. REVIEW OF LITERATURE:

R. MANIKANDAN (2021)¹:“Occupational stress with emotional and Behavioural disorders among private school teachers in Tamil Nadu”.According to a study on occupational stress in Tamil Nadu's private school teachers, the main contributing factors include emotional disturbance, job sustainability, work overload, and a lack of stress-reduction training.

DR. ASHOK B. JATIA (2021)²:“An empirical study on the stressors of teachers and its impact on occupational stress and job satisfaction of teachers in government & private sectors”. According to research comparing government and private educators, teachers' mental and physical health suffers as a result of high levels of stress brought on by long hours, excessive workloads, low morale, and a lack of authority.

DR. BRINDHADEVI CHINNASWAMY (2021)³:“A Study on Problems of Female Assistant Professor in Work Life Balance with Special Reference to TIRUPUR District”.Managing relationships at work and with family, studying, adjusting to new teaching methods and technology,

and providing for family care are among the issues faced by female assistant professors.

V. SUMATHI, DR. R. VELMURUGAN (2020)⁴:“The impact of stress and work life balance on job satisfaction among female faculty at select arts and science colleges in Coimbatore district”. Despite having an equal workload, the study shows that stress and work-life balance have a major influence on women's job happiness in a machine-driven environment.

JOJO KURIAN, DR. ROSHNA VARGHESE (2020)⁵:“A Study on the Impact of Occupational Stress on the Performance of School Teachers in the State of Kerala”. The study shows that stress at work has negative impacts on 308 school teachers' performance in Kerala, underscoring the need for greater knowledge of working circumstances, job expectations, and occupational stressors.

STRESS AND STRESS LEVEL:

Stress is the physiological and psychological response to demands or pressures from the outside world that are greater than an individual's ability for managing. Multiple factors, including workload, restricted time, and emotional difficulties, may cause it started. Stress levels refer to the intensity of stress experienced by an individual, which can range from low to severe, affecting both mental and physical well-being.

STRESS FACED BY GOVERNMENT SCHOOL TEACHERS:

Teachers in Tirupur's government higher secondary schools deal with a variety of pressures, such as excessive workloads, problems with student behaviour, administrative duties, a lack of resources, and pressure to achieve academic performance goals. Teachers also frequently suffer from stress as a result of job insecurity, long hours, and low pay in relation to their duties. These elements lead to anxiety, burnout, and a decline in job satisfaction.

MANAGING STRESS AND WORK-LIFE BALANCE:

Government teachers use a variety of ways to deal, including self-care, peer support, and time management, to deal with stress. Some teachers engage in meditation, exercise, or relationships to reduce stress. Maintaining a healthy work-life balance is still difficult, though, because administrative tasks and a heavy burden frequently conflict with personal time and family obligations.

GOVERNMENT INITIATIVES FOR STRESS MANAGEMENT:

Understanding the effects of stress on teachers, the government has implemented a number of measures to support their well-being, including professional development programs, counselling services, and policies for workload distribution. Welfare programs, financial incentives, and mental health awareness initiatives are also in place to improve teachers' job satisfaction and general well-being, but ongoing improvements are still required to guarantee a stress-free work environment for teachers.

OVERVIEW OF THE STUDY:

This study investigates the stress levels of government higher secondary school teachers in Tirupur, with an emphasis on major factors such as workload, student behaviour, and administrative responsibilities. It investigates changes in stress levels based on demographic factors such as age, gender, and experience. The research also looks into how administrative duties affect teachers' stress levels and classroom effectiveness. Additionally, the study assesses the efficacy of school-provided support systems in stress reduction. The findings indicate practical techniques for teachers to reduce stress and create a better work-life balance.

III. RESEARCH FINDINGS:

SIMPLE PERCENTAGE ANALYSIS

The simple percentage analysis is one of the basis statistical tools which is Widely used. It is one of the simple forms of analysis which is very easy for everyone to understand the outcome of the research. It is normally used by the commercial research Organization and pictorially presented with different diagrams.

FORMULA

Number of respondent

$$\text{Percentage} = \frac{\text{Number of respondent}}{100 \text{ Total no. of respondents}} \times 100$$

INTEROGATI ONS	RESPONSE	FREQUE NCY	PERCENT AGE
WHAT IS YOUR AGE Goup	20-30	29	24.2
	30-40	38	31.7
	40-50	38	31.7
	50-60	15	12.5
	TOTAL	120	100

WHAT IS YOUR GENDER?	MALE	46	38.3	PERFORMANCE DUE TO YOUR STRESS LEVELS?	NO NOT AT ALL	34	28.3
	FEMALE	74	61.7		TOTAL	120	100
	TOTAL	120	100		HOW OFTEN DO YOU FIND IT DIFFICULT TO MANAGE YOUR CLASSROOM BECAUSE OF STRESS?	ALWAYS	15
HOW MANY YEARS OF TEACHING EXPERIENCE DO YOU HAVE?	0-5	25	20.8	OFTEN	37	30.8	
	6-10	38	31.7	SOMETIMES	59	49.2	
	11-15	47	39.2	NEVER	9	7.5	
	16 OR MORE	10	8.3	TOTAL	120	100	
	TOTAL	120	100	DO YOU FEEL SUPPORTED BY THE SCHOOL ADMINISTRATION IN MANAGING YOUR ADMINISTRATIVE WORKLOAD?	YES, FULLY SUPPORTED	61	50.8
WHAT IS YOUR DESIGNATION IN THE SCHOOL?	CLASS TEACHER	87	72.5	SOMEWHAT SUPPORTED	50	41.7	
	ASST. HEAD MASTER	10	8.3	NOT SUPPORTED AT ALL	9	7.5	
	HEAD MASTER	3	2.5	TOTAL	120	100	
	SUBJECT TEACHER	20	16.7	DOES YOUR SCHOOL PROVIDE TRAINING TO HELP MANAGE ADMINISTRATIVE WORK EFFICIENTLY ?	YES	80	66.7
HOW OFTEN DO YOU FEEL STRESSED DUE TO YOUR ADMINISTRATIVE RESPONSIBILITIES?	ALWAYS	17	14.2	NO	20	16.7	
	OFTEN	42	35	OCCASIONALLY	20	16.7	
	SOMETIMES	58	48.3	TOTAL	120	100	
	NEVER	3	2.5	HOW EFFECTIVE DO YOU THINK THE SUPPORT SYSTEM (PEER ASSISTANCE, ADMINISTRATIVE STAFF) IS IN REDUCING YOUR STRESS?	VERY EFFECTIVE	54	45
DOES THE AMOUNT OF ADMINISTRATIVE WORK INTERFERE WITH YOUR TEACHING PERFORMANCE?	YES, SIGNIFICANTLY	45	37.5	SOMEWHAT EFFECTIVE	57	47.5	
	YES, A LITTLE	72	60	NOT EFFECTIVE AT ALL	6	5	
	NO, NOT AT ALL	3	2.5	THERE IS NO SUPPORT SYSTEM	3	2.5	
	TOTAL	120	100	TOTAL	120	100	
DO YOU FEEL THAT STRESS AFFECTS YOUR CLASSROOM PERFORMANCE?	YES, SIGNIFICANTLY	28	23.3	DO YOU THINK THAT HAVING MORE STAFF	YES, DEFINITELY	62	51.7
	YES, A SLIGHTLY	76	63.3	NO, NOT	37	30.8	
	NO	16	13.3				
	TOTAL	120	100				
HAVE YOU NOTICED A DECREASE IN STUDENT ENGAGEMENT OR	YES, SIGNIFICANTLY	28	23.3				
	YES, TO SOME EXTENT	58	48.3				

OR RESOURCES WOULD HELP IN REDUCING YOUR ADMINISTRATIVE STRESS?	NECESSARY		
	MAYBE	21	17.5
	TOTAL	120	100

RESEARCH SUGGESTIONS:

To reduce stress levels among teachers in Tirupur's Government Higher Secondary Schools, the study can look into measures including mindfulness training, task management, and support systems. Examining the effectiveness of counselling services, peer support groups, and relaxation techniques can provide useful information. The study can also determine the effectiveness of flexible scheduling and professional development programs in reducing stress. A comparison of stress levels depending on experience, workload, and school environment might assist identify important stressors and remedies.

IV. CONCLUSION

The study on the stress levels of school teachers in Government Higher Secondary Schools in Tirupur identifies several major contributors to occupational stress, including workload, administrative pressure, and student behaviour. The findings indicate that ongoing pressure has a negative influence on teachers' well-being and job satisfaction, potentially affecting educational quality. Implementing stress management programs, providing enough resources, and creating a supportive work atmosphere are critical for reducing stress. The study highlights the need for policy initiatives to improve teachers' mental health and productivity.