Abstract

Stress has been identified as a serious disabling phenomenon that adversely affects the health and life-style of individuals and work production. Since stress cannot be avoided, identification of effective coping strategies may be a good solution. With this aim in mind, the researcher undertook this short study. Results of the study can provide teachers in the field of education some help to reduce the impact of stress in the work environment and minimize the effects of stress on the performance of their teaching tasks. The objective of this study is to identify the stress areas of a selected group of women college teachers.

I. INTRODUCTION

The modern world of scientific advancement, innovations, economic progress and achievements, has resulted unfortunately in increased levels of psychological stress. One finds stress everywhere, whether it be within the family, communities, societies, business organizations, enterprises or any other social and economic activities. So stress is experienced right from the moment of birth till the last breath. Hence, an individual is invariably exposed to various stressful situations. Thus, stress is not only inevitable and essential but also normal part of human life. One of the most stressful settings in the workforce is the educational environment, which includes college teachers who have lots of responsibilities and commitments at the Institution as well as personal level. Herewith I am presenting a short study on stress areas of a selected group of married women teachers which was conducted at St. Joseph’s College, Bangalore, India. When we focus on teachers, on the one hand most teachers find their work rewarding and satisfying but on the other hand their stress conditions have been recognised as a serious occupational hazard. According to one study the research teachers have the highest stress levels compared to the workers in all other human services and white-collar jobs (Kalimo & Hakanen, 2000).
There are various factors which cause stress to College teachers: such as the work climate in the college, expectations from the management, the students’ problems, their salary, standards of performance. Moreover, the married teachers have additional family responsibility as they are overburdened with struggle to integrate both academic and domestic duties. They have to long hours in the College and then at home care for their children, husband and in-laws. The stresses of teachers affect not only themselves, but also their family members whom they care for. As a result teachers who suffer from much stress are angry, anxious, depressed, cynical, and emotionally and physically depleted. What Lazarus and Folkman have said that stress reactions could be physical, psychological, and behavioural is realised in this case very well. More research is needed to help the married women teachers with children to cope with their stressors. In order to design the interventions to help these women to cope with the stress and need to learn more about their experience and coping strategies. This study was designed to identify the Stress areas of a selected group of women college teachers so that the researcher could help them with relaxation techniques, counselling, group therapies and the like.

1.1 Theoretical Framework:

In establishing the foundation for this research, the researcher utilized the theories pioneered by Walter and Hans Selye, Richard Lazarus and Susan Folkman respectively.

1.2 Objectives:
The objectives of this study were to identify the Stress areas of a selected group of women college teachers.

1.3 Instrument and Data Collection:
The researcher utilized the stress scale of the Depression Anxiety Stress Scale (DASS) as a standardized tool of identifying women college teachers with stress problems.

II. METHODS: DESIGN, SETTING AND SAMPLE

Descriptive design was used to assess the Stress areas of a selected group of women college teachers. The total respondents of this study were only 32 married teachers in the college. Along with question interviews were taken in order to know what type of stress they face in day today life. The study was conducted at St. Joseph’s College (autonomous) Bangalore India.

III. RESULTS AND ANALYSIS

As shown in the chart, the stress level of the teachers as measured by the Depression Anxiety Stress Scale indicates that married teachers tend to have more stress level than unmarried. The reason is very evident. The married teachers have additional responsibilities of family members. The academic environment in the college itself can cause stress. There are multiple factors for this, such as disruptive unmotivated students, broken family background of students, burden of paper works, association work, file work, meetings, research project work, demands from the management etc. Besides, some teachers are
unsatisfied with salaries because the amount of work they put up and the salary they receive are not commensurate.

Figure 1: Stress category

Figure 2: Civil Status

Again this chart too clearly shows that the married teachers have more stress than unmarried, because married teachers have their family to look after. They have the tension of integrating teaching work with responsibility of family life. They have to look after the formation and education of their children, face the challenges of family problems, financial problems, relationship with in-laws etc. etc.
You can notice here in the chart the interrelation between the stress level and the salary. Some of the teachers are not satisfied with salary as they declare that they find difficult to make both ends meet due to insufficient salary, the meagre increments in salary do not correspond with the rise in prices of commodities.

The above table indicates that when the teachers’ number of children increases their level of stress would tend to increase. Because expenses increase, financial problems multiply, more children more attention and adjustments towards the children, housing problems etc. Burden the teachers more and more.
Once again, as we see here in this result of the study, the married teachers are more affected by the stress. This is because of several reasons. Time pressure and work overload, an increasing number of work assignments, have been found. According, the characteristics of the kind of relationship between the teacher and the working environment and adjusting with family life increases the risk of burning out. Working continuously overtime and being chronically unable to recover from work results invariably in severe stress.

IV. FINDINGS AND DISCUSSION

Stress has been identified as a serious disabling phenomenon that adversely affects the health and style of life of individuals and work production. Since stress cannot be avoided, identification of effective coping strategies may be a good solution to help the teachers to manage the teaching as well as family life.

V. CONCLUSIONS

Results of the study shows that majority of the teachers are affected by stress due to high expectations of the college managements, coupled with family problems financial problems, lack of time and the like. The teachers are burdened with many things and are unable to cope with situation. Every individual experiences psychological hurdles such as anxiety, tension and fear when confronted with stressful situations, So this study could help the teachers in the field of education and it can be used to reduce the impact of stress in the work environment and minimize the effects of stress on the performance of their teaching tasks. More research is needed to help the married women teachers with children to cope
with their stressors which can provide incentives to design the interventions to help these women to cope with the stress. We need to learn more about their experience and coping strategies.

VI. RECOMMENDATIONS FOR FURTHER RESEARCH

A study can be carried out in the community settings to find any difference in the area of stress level. This study however is just an initial research which will be continued further with more respondents and at different environmental backgrounds.

VII. REFERENCES


TO CITE THIS PAPER