

A STUDY OF STRESS EXPERIENCED BY SCHOOL TEACHERS AND PROBLEMS FACED BY THEM DURING PUBLIC EXAMINATION EVALUATION

Research
Paper

ABSTRACT

The present study aims at investigating the stress experienced by school teachers in relation to the problems faced by them during public examination evaluation. The sample consists of 150 teachers of high and higher secondary schools from Thoothukudi district. A stress scale, scale to find out the problems faced by them during public examination evaluation and a personal data sheet were used for collecting the data. The survey method was used for the study. The data was analysed using percentage analysis, t-test and F-test. The results revealed that there is a significant difference in the stress level of school teachers with respect to their designation. All the other background variables show no influence.

INTRODUCTION

Our modern industrialized society sets a rapid, hectic, treadmill pace for our lives. We often live and try to work in crowded conditions, have too many demands placed on our time, worry about our uncertain futures, hold frustrating jobs, and have little time for family or fun. Everyone faces stress. Our patterns of responding to stress are a part of our evolutionary heritage, the legacy of those early humans who survived mortal dangers by responding quickly and well. Modern life is complex but much safer than it used to be for our species. The modern counterparts of primitive stressors might include losing your job or not getting a raise; failing to pay your power bill on time; or being insulted by a competitor all unpleasant and arousing, but not immediately life threatening. In fact, modern stressors are many and complex, though they may trigger many of the same responses our ancestors made.

In many ways, teachers' stress is no different from stress for anyone else. Just like anyone else, teachers get stressed when they feel they are not coping with their workload or other pressures of the job. But there are some particular features which appear to make teaching more pressured than other professions. Some predicted sources of teacher stress are long working hours, excessive workload, pressures of school inspections, providing cover for teacher shortages and absences, poor management, disruptive pupil behavior, unnecessary

bureaucracy, low self esteem, criticism by politicians and media.

NEED AND SIGNIFICANCE OF THE STUDY

The teaching profession puts a lot of strain on teachers. Apart from teaching the core subject, a teacher is also involved in many co-curricular activities. As if this is not enough, a teacher is again affected by the hidden curriculum, which includes the way he presents himself and his relationship with students, colleagues and administrators. This puts a lot of pressure on a teacher.

The work of a teacher is physically and mentally challenging. A teacher needs to use a lot of energy in his daily chores in the classroom coupled with his personal and family commitments. This trend, which is a routine for a teacher forwards a lot of strain and stress to the teacher. Another important difficulty for the teacher in this present educational scenario is the problem faced during public examination paper evaluation.

The problem of the teacher may be compounded by school culture and climate. A teacher's activities may

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be subjected to critical scrutiny by administrators, colleagues, parents and students. This also mounts a serious pressure on the teachers. Hence the teacher is facing a lot of problems in his profession.

No this study attempts to find out the stress level among teachers and their problems regarding stress and examination evaluation, which may help us to handle them to some extent.

OBJECTIVES OF THE STUDY

The objectives of the present study are the following :

1. To study the level of stress of school teachers with reference to gender and type of school.
2. To study the level of problems faced by school teachers during public examination evaluation with reference to gender and type of school.
3. To find out the significant difference, if any, in the stress of school teachers with reference to gender and type of school.
4. To find out the significant difference, if any, in the problems faced by school teachers during public examination evaluation with reference to gender and type of school.

HYPOTHESES OF THE STUDY

1. There is no significant difference between school teachers in their stress level with reference to gender and type of school.
2. There is no significant difference between school teachers in the problems faced by them during public examination evaluation with reference to gender and type of school.

METHOD USED FOR THE RESEARCH

The method adopted in the present study is normative survey method. It is the most popular method which attempts to describe and interpret conditions, practices, processes, trends, effects, attitudes, beliefs and so on.

POPULATION AND SAMPLE

The population for the present study is X and XII standard teachers who evaluate the public examination papers from various schools in Thoothukudi District of Tamil Nadu State. The sample consists of 150 teachers who evaluate X and XII standard public examination papers in both private sector and government sector. Sample is selected from the population by adopting the random sampling technique.

TOOLS

The following tools were used for collecting the data for the present study. They are

1. Stress scale prepared and validated by the investigator.
2. Scale for finding the problems faced by the school teachers during public examination evaluation prepared and validated by the investigator.

STATISTICAL TECHNIQUES USED

For analyzing the data, the investigator used the statistical techniques like percentage analysis, t-test and correlation.

ANALYSIS OF DATA

Table: 1

LEVEL OF STRESS OF SCHOOL TEACHERS WITH REFERENCE TO GENDER AND TYPE OF SCHOOL

Variable	Category	Low			Average		High	
		No	Count	%	Count	%	Count	%
Gender	Male	38	7	18.42	24	63.16	7	18.42
	female	112	20	17.86	75	66.96	17	15.18
Type of school	Government	50	8	16	34	68	8	16
	Aided	50	11	22	30	60	9	18
	Unaided	50	8	16	35	70	7	14

The above table reveals that 18.42%, 63.16% and 18.42% of male teachers and 17.86%, 66.96% and 15.19% of female teachers have low, average and high levels of stress respectively. It is inferred from the above table that 16%, 68% and 16% of government school teachers, 22%, 60% and 18% of aided school teachers and 16%, 70% and 14% of unaided school teachers have low, average and high levels of stress respectively.

Table: 2
LEVEL OF PROBLEMS FACED BY SCHOOL TEACHERS DURING PUBLIC EXAMINATION EVALUATION WITH REFERENCE TO GENDER AND TYPE OF SCHOOL

Variable	Category	No.	Low		Average		High	
			count	%	Count	%	Count	%
Gender	Male	38	3	7.89	30	78.95	5	13.16
	Female	112	16	14.29	81	72.32	15	13.39
Type of school	Government	50	8	16	36	72	6	12
	Aided	50	4	8	41	82	5	10
	Unaided	50	7	14	34	68	9	18

The above table reveals that 7.89%, 78.95% and 13.16% of male teachers and 14.29%, 72.32% and 13.39% of female teachers have low, average and high levels of problems faced during public examination evaluation.

It is inferred from the above table that 16%, 72% and 12% of government school teachers, 8%, 82% and 10% of aided school teachers and 14%, 68% and 18% of unaided school teachers have low, average and high levels of problems faced during public examination evaluation.

Table: 3
DIFFERENCE IN SCHOOL TEACHERS' STRESS WITH REFERENCE TO GENDER

Gender	Mean	SD	N	df	Calculated t - value	Table value	Remark
Male	64.32	14	38	60	0.112	1.96	NS
Female	64.02	13	112				

It is inferred from the above table that the calculated t-value (0.112) is less than the table value (1.96) at 5% level of significance. Therefore the hypothesis is accepted. It shows that there is no significant difference between male and female teachers in their stress.

Table: 4
DIFFERENCE IN SCHOOL TEACHERS' STRESS WITH REFERENCE TO TYPE OF SCHOOL

Sources of Variation	Sum of Squares	df	Variance Estimate	Calculated F-value	Table value	Remark
Between	64.253	2	32.127	0.17	3.057	NS
Within	27766.44	147	188.887			

It is inferred from the above table, the calculated F-value (0.17) is less than the table value (3.057) at 5% level of significance. Therefore the hypothesis is accepted. It shows that, there is no significant difference among government, aided and unaided school teachers in their stress.

Table: 5
DIFFERENCE IN SCHOOL TEACHERS' PROBLEMS FACED DURING PUBLIC EXAMINATION EVALUATION WITH REFERENCE TO GENDER

Gender	Mean	SD	N	df	Calculated t - value	Table value	Remark
Male	50.974	11	38	61	0.137	1.96	NS
Female	51.25	10	112				

It is inferred from the above table that the calculated t-value (0.137) is less than the table value (1.96) at 5% level of significance. Therefore the hypothesis is accepted. It shows that there is no significant difference between male and female teachers in the problems faced by them during public examination evaluation.

Table: 6
DIFFERENCE IN SCHOOL TEACHERS' PROBLEMS FACED DURING PUBLIC EXAMINATION EVALUATION WITH REFERENCE TO TYPE OF SCHOOL

Sources of Variation	Sum of Squares	df	Variance Estimate	Calculated F-value	Table value	Remark
Between	49.48	2	27.74	0.229	3.058	NS
Within	15908.1	147	107.882			

It is inferred from the above table that the calculated F-value (0.229) is less than the table value (3.058) at 5% level of significance. Therefore the hypothesis is accepted. It shows that there is no significant difference among government, aided and unaided school teachers in the problems faced by them during public examination evaluation.

FINDINGS

1. The level of stress of school teachers with reference to gender and type of school is average.

2. The level of problems faced by school teachers during public examination evaluation with reference to gender and type of school is average.
3. There is no significant difference in the stress level of school teachers with reference to gender and type of school.
4. There is no significant difference in the problems faced by school teachers during public examination evaluation with reference to gender and type of school.

4. Each individual teacher may know the stress related problems and can become alert to these problems.

SUGGESTIONS FOR FURTHER RESEARCH

1. The present study deals with stress level of school teachers and problems faced by them during public examination evaluation. The study can be extended to the educators of university education.
2. The study can be repeated utilizing a wider sample including teachers of other districts.
3. The present study can be conducted for other professionals also. Even though there are many limitations in the present investigation it is the investigator's earnest hope that the study shall serve as a guideline for future investigation.

INTERPRETATION

The study reveals that there is no significant difference in stress level with respect to variables such as male and female and government, aided and unaided school teachers. This shows that gender and type of school does not have any influence on their stress. Nowadays, teachers of both genders are employed more or less in equal ratio such that their workload is mostly equal in all circumstances. Therefore their stress level is also almost proportionate.

The study reveals that there is no significant difference in the problems faced during public examination evaluation with respect to variables such as male and female and government, aided and unaided school teachers. As all the teachers of government, aided and unaided school are going to the evaluation center, they all may face same similar problems.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. Teachers can be made aware of the causes of stress in the areas such as teaching, co-curricular activities, extra-curricular activities, and public examination evaluation.
2. Teachers and higher authorities may come to know about the different problems in paper evaluation.
3. Knowing the stress related problems among teachers can lead to providing various strategies such as counseling personality development camps, stress handling strategies.

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