

# Job Performance and job Stress among Primary School Teachers

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**Abstract - In order to enhance the quality of life for the majority of people, education is the most important factor. It is crucial for the country's rapid growth to cultivate all of its available human resources. All people are valuable assets that contribute to the well-being of the nation. To be nurtured and cared for with kindness and care accompanied by dynamism. Today's culture has required women to fill a variety of positions, and they've done just that. They continue to take care of the household and their loved ones while also working outside the home and pursuing their own hobbies and passions. Teacher has the option of seeing these roles as challenges or threats. A sense of powerlessness and lack of control can lead to stress and exhaustion for teachers who have to fulfill these duties. Stress occurs when people believe they are unable to handle the demands placed on them or dangers to their well-being. Hans Seley, the "father" of stress research, was the first to define stress. Stress, according to him, is the body's nonspecific reaction to a demand. Basically, he's saying that your body responds in a specific way to any stressors that come your way.**

**Keywords - Job performance, job stress, teachers**

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## INTRODUCTION

A teacher's importance in the educational process is beyond question. He is the ultimate agent in the field of education or in a specific teaching learning situation, providing knowledge, framing the time schedule, selecting reading materials, playing the role of the subject specialist, and evaluating learning outcomes and helping pupils overcome their difficulties and personal issues.

Effectiveness of teachers is important because "every teacher's effectiveness is the life of every educational institution" (Rao and Kumar 2004) since teachers educate the country's most valued assets, that is, students.

Stress as we all know it has become an important part of our daily lives. Stress research has produced a large number of conferences, books, and papers over the past few decades but given the popularity of "stress" as a research subject, experts still disagree with a standard definition of this basic but contentious term (Rees and Redfern 2000). Stress is now commonly described as a feeling of physical or emotional strain, and a sense of being unable to cope with anxiety and discomfort, especially in response to change (Vijayashree and Mund 2011). This may be because of personal (occupational) reasons to do so. It was found that this is not only a concern for industrialized knowledge societies but also for developing countries, and is omnipresent in all

professions. Each occupation causes a particular degree of stress. Research indicates that there is hardly any profession left today with rapid advances and improvements, representatives of which are not suffering from tension and burnout in jobs.

However, the fact remains that although stress or work-related stress is not good for health, it is an accepted fact that people take stress through research. There's hardly any stress-free profession; whether it's the corporate sector or an academic-like environment. Concentrating now only on academics, it was found that academic responsibilities have increased through numerous studies, and now faculty members are expected to play several other roles beyond their conventional teaching and research roles (Abbas et al. 2012).

## REVIEW OF LITERATURE

**Nadeem, et.al (2011)** Social and economic variables, such as poor salaries, a lack of facilities, standing in society, teachers' mental health, stress of work, and relationships with staff and head teachers, all have an impact on the effectiveness of female teachers. Teachers are less motivated when the school is located in an area with a low social and economic climate. It was shown that the effectiveness of female instructors is linked to these variables of motivation.

**Alam, and Farid, (2011)** instructors said that they were paid less than their talents, expertise, and experience warranted. In this sense, teachers should be treated with respect, given the opportunity to improve their performance, and have their pay scaled to reflect their talents, experience, and skills in relation to their profession.

**Mustafa and Othman (2010)** Teachers' perspectives of the impact of motivation on their job performance were explored. Teachers' job performance is positively correlated with their degree of motivation, which means that the more motivated a teacher is, the better their job performance were be. Employees are more inclined to work when they are motivated, which is one of the key advantages of having them on board. It gives employees a sense of accomplishment and helps the business meet its goals on schedule. As a result, productivity rises and costs fall.

**Skaalvik and Skaalvik (2009)** teacher burnout (emotional tiredness, depersonalization, and lower personal performance) and teacher work satisfaction were evaluated in connection to teachers' perceptions of the school setting (supervisory support, time pressure, parental relationships, and autonomy). Emotional weariness and decreased personal success were found to be directly linked to teachers' job satisfaction. Teacher-parent connections were most significantly associated with emotional tiredness and lower personal success.

**Anhorn (2008)** First-year instructors in central and western North Dakota were interviewed in order to identify topics of concern and give ideas for reducing the attrition rate of new teachers. Time spent on extracurricular activities, committee work, and meetings left little time in the school day for planning and grading, according to interview participants. Thus, new teachers said they were generally the last ones out of the school building at the end of each day and regularly carried work home to do on their own time.

**Reig, Paquette, and Chen (2007)** Teachers in their first year of teaching elementary school reported parent contacts as a major stressor. School open houses and phone calls from parents left teachers with little time for class planning and preparation, according to teachers. Establishing a good relationship between school and family can be difficult, but disregarding it might lead to bigger strains.

**Westergard (2007)** Teachers' impressions of complaints from parents and their stress levels were examined in a study done by the University of Texas at Austin. Twenty schools in nine different towns in nine different states polled teachers and parents of kids aged 9 to 16. Parents were asked about their dissatisfaction with schools, while instructors were asked to fill a survey on how they see parents' complaints. According to Westergard, instructors and parents have different viewpoints and priorities, which can lead to unproductive partnerships. Parents

advocate for their children and may appear to instructors as though they are just interested in getting their child the finest education possible. Teachers must balance the requirements of all students, prioritizing teaching in order to guarantee the optimal educational outcome for the class as a whole. When a teacher and a parent's priorities don't line up, it may lead to tension and stress for everyone involved.

**Latha and Panchanatham (2007)** discovered the job pressures and their impact on 40 software professionals' job performance by conducting an investigation. The results indicated that software workers are under a lot of pressure because of their heavy workloads. Psychological anguish is linked to long work hours in an indirect manner.

**Bhattacharya and Guha (2006)** studied the stress and coping mechanisms of Kolkata's female criminal defense attorneys. The study was conducted on a group of 34 female criminal defense attorneys. Workplace stress is exacerbated by a variety of variables, including a hectic work schedule, irregular shifts, poor communication, the inclination of supervisors to take charge, and a lack of positive interpersonal relationships among coworkers.

**Barmby (2006)** More than two-thirds of teachers said excessive workload and stress were two of the top four reasons they were considering quitting the profession in the next 10 years, when asked whether they were planning to retire from the field. The instructors who participated in the survey were also asked to indicate aspects that might aid in the retention of teachers. In the top four of 21 replies, a reduction in workload was mentioned the most. In spite of the fact that a reduced workload would assist alleviate feelings of stress, teachers are unlikely to see a reduction in the volume of work they are expected to do. Teacher stress is natural, and teachers may need to find coping mechanisms rather than simply wishing it away.

**Austin, Shah, and Muncer (2005)** studied the factors that contribute to high school teachers' stress at work, as well as the coping mechanisms they employ to alleviate their stress. Overwork, planning, and working long hours outside of school were among the most common reasons of stress among the 50 students who completed the poll. Despite the fact that deliberate problem solving was recognized as a common coping method, the results of the study were unable to determine if this actually reduced stress. Avoidance, admitting responsibility, and violent acts such as throwing items were utilized by more stressed instructors, but none of these methods seemed to significantly alleviate their stress. Teachers in special education suffer added stress because they serve kids who get a wide range of services to address a wide range of educational requirements; all while being monitored by local and federal government authorities.

**Smethem and Adey (2005)** Teachers who took part in a research study said that their personal lives were negatively affected by their inability to experiment with differentiating instruction to improve the quality of their teaching approaches. All of the instructors surveyed planned to carry work home each night, and most worked one day of the weekend every month or so. One instructor claimed to have spent eight hours on Christmas Day assessing papers in an exceptional example. Teachers were concerned about building close relationships with their students and being able to manage their classrooms efficiently.

**Vashishtha and Mishra (2004)** the results showed that social support and occupational stress had a substantial impact on the level of organizational commitment of supervisors (n=200).

**Billingsley, Carlson, and Klein (2004)** Early-career special education teachers' working circumstances and induction support were examined in this study. About 1150 early career special education instructors throughout the country completed a survey, which found that stress was caused by a lack of access to key resources and unnecessary paperwork.

**Rastogi and Kashyap (2003)** investigated "occupational stress and job adjustment among working women" for their research. Nurses, clerks, and instructors were all included in the sample. According to the findings, nurses have the highest levels of occupational stress when compared to the other two categories. Nurses have one of the most difficult jobs in the world. Teachers had the lowest level of occupational stress compared to the other two categories, because their work environment is the best.

## METHODOLOGY

### Sample size

In order to ensure the validity of a study, data gathering and analysis must be carried out in an organized fashion. For this investigation, both primary and secondary data was utilized. Approx 250 people from Bhopal district were participate in the main data collection. Stratified random sampling were be used to acquire first-hand information from the instructors.

### Tools for data collection

Interview schedule is the main tool used to collect the pertinent data from the selected sample respondents. For this purpose, a well structured schedule was framed.

### Procedure for data collection

The District Elementary Education Officer has given his or her consent for the data to be collected. Direct face-to-face interviewing were be used to get this information from the participants. Giving an overview of the study's goals, the necessity of their cooperation,

and the sincerity of their replies were help develop a good connection with instructors prior to conducting an interview schedule. They were also made aware of the absolute secrecy of the material. They'll have plenty of time to respond to all of the assertions that are posed to them.

Factors that were be examined in this study include the following:

- Personal traits are a factor here.
- Characteristics of the school and the classroom.

## Variables

The dependent variables are job satisfaction and performance, whereas the independent variables are demographics and work characteristics. An independent and a dependent variable are found in the sources of stresses.

• **Independent variables:** All of the above factors (as well as gender and marital status) are considered independent variables in the study of stress in the classroom.

• **Dependent variables:** The dependent variables include stresses, work satisfaction, job performance, and coping techniques.

## Data Analysis

The collected data were analyzed by using the following statistical tools and techniques. All the tests were carried out using SPSS 14.0 versions.

- Percentage analysis
- Chi square Analysis
- Correlation analysis
- Regression analysis
- Factor Analysis and Principal Component Analysis (FA and PCA)

## ANALYSIS AND INTERPRETATION

### Age and Work Stress

According to age group, it revealed that there is no significant relationship between age of the respondents and work stress as the calculated value is 0.901, which is lesser than the table value. Hence, the null hypothesis is accepted. 30.7 percent of the 36 – 40 age group respondents feel high work stress. Out of 22.8 percent of the 41 to 45 age group respondents, 21.3 percent feel high stress and 1.5 percent feel moderate stress.

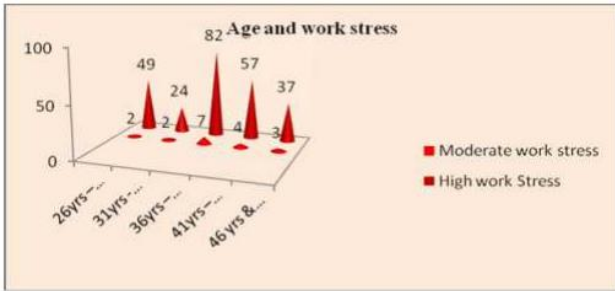


Figure 1: Age and Work Stress

**Marital Status and Work Stress**

In relation with marital status, there is no relationship between marital status and work stress as the calculated value is 0.414, which is lesser than the table value. Hence, the null hypothesis is accepted. Among 202 married respondents, 70.4 percent feel high work stress, 5.2 percent feel moderate stress.

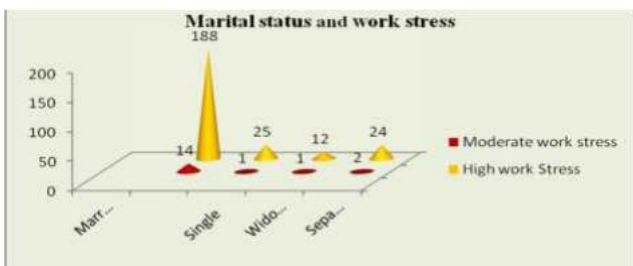


Figure 2: Marital Status and Work Stress

**Teaching Methods and Work Stress**

The figure shows that there is no relationship between teaching methods and work stress as the calculated value is 0.771, which is lesser than the table value. Hence, the null hypothesis is accepted. Out of 167 ABL teaching methods followers, 57.7 percent of the ABL teaching method followers feel high work stress and 4.9 percent feel moderate stress.

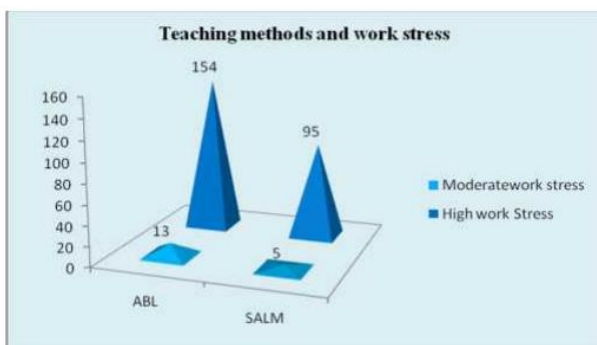


Figure 3: Teaching Methods and Work Stress

**Religion and Psychological Stress**

Religious status and psychological stress indicates that there is a strong relationship between religion of the respondents and psychological stress as the

calculated value is 32.780, which is greater than the table value. Hence, the null hypothesis is rejected. Out of 139 Hindu respondents 23.2 percent of the respondents feel moderate psychological stress, and 28.8 percent of the respondents feel high psychological stress.

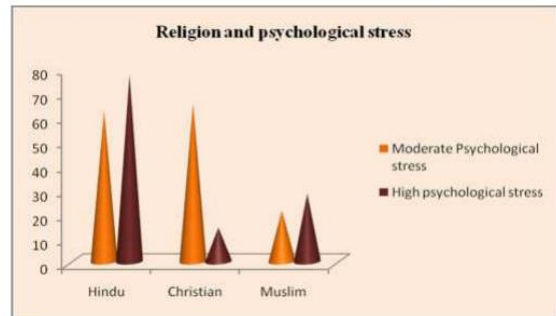


Figure 4: Religion and Psychological Stress

**Designation and Psychological Stress**

The above table shows that there is a relationship between designation of the respondents and psychological stress as the calculated value is 15.568, which is greater than the table value. Hence, the null hypothesis is rejected. Out of 208 Secondary Grade Teachers respondents, 38.2 percent of the respondents feel moderate psychological stress, and 39.7 percent of the respondents feel high psychological stress.

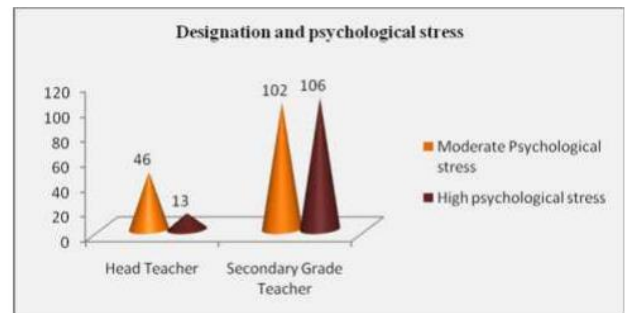
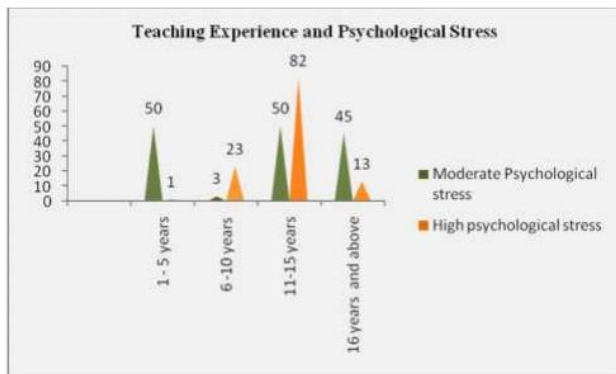


Figure 5: Designation and Psychological Stress

**Teaching Experience and Psychological Stress**

According to the teaching experience of the respondents, there is a strong relationship between teaching experience of the respondents and psychological stress as the calculated value is 85.737, which is greater than the table value. Hence, the null hypothesis is rejected. Out of 132 (11 – 15 years experienced) respondents 18.7 percent of the respondents feel moderate psychological stress, and 30.7 percent of the respondents feel high psychological stress.



**Figure 5: Teaching Experience and Psychological Stress**

## CONCLUSION

The foundation of a country is education. To put it another way, a nation's future depends on how pleased and content the instructors of that backbone are with their professions. As a result, we should be worried about the health of our instructors. As a result, it is our responsibility to ensure that they like their work. Teacher efforts to improve the nation can benefit from this newfound energy. As a result, it is hoped that the findings of this study will have a significant impact on the quality of primary school instructors. Society wants primary school teachers to be able to provide input that will make them both happy and pleased. This happiness will then be passed on to the children, and eventually to the entire country. Providing social support to teachers in all circumstances is the fundamental responsibility of society. This strengthens the nation by making teachers happy and content.

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