

CAUSES OF ORGANIZATIONAL STRESS AMONG TEACHERS IN PRIVATE EDUCATIONAL INSTITUTIONS: A STUDY IN BARGARH DISTRICT

¹Swagatika Nanda, ²Dr.Muna Kalyani

¹Research Scholar, Dept. of Business Administration, Utkal University, Bhubaneswar

²Associate Professor, Dept .of Business Administration, Utkal University, Bhubaneswar

ABSTRACT

Organizational stress among teachers in recent situations is common in nature. Organizational stress occurs due to various factors. The study identified the causes of organizational stress among teachers in private educational institutions. The sample size of this study was 200.Data was collected through both primary and secondary sources. Data was analyzed by SPSS23.Descriptive statistics t-test is used for the study. Extra duties and responsibility, lack of appreciation of their work, students misbehavior, Insufficient resources, no rewards, lack of motivation, lack of coordination between management and staff, difficulties in managing work-life balance, insufficient salary, lack of freedom to decision making, lack of support from colleagues organizational stress are the common factors of all the teachers.

Keywords: *Organizational stress, Private Educational Institutions, management, motivation, teachers*

INTRODUCTION

Teaching is always marked as vital significant profession of whole world as all the professions takes their roots and nourishment from the said profession (Hanif, 2004).Organizational stress in teaching profession is common in the fast changing environment. In general; people believe that the teaching profession is stress free or less stressed. But in real sense teachers are facing many challenges in his/her profession due to many types of reasons. Teachers stress may be defined as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher (Kyriaous,2001).Stress in teaching profession is acknowledged extensively and it was found that their mental health is significantly poorer that of other high stressed professions(Travers and cooper,1991).Teaching is the profession which develops the minds.It is the driver for the growth of a country not only on the basis of economic considerations but also on the basis of improved and tolerant sociology, culture and civilization.

LITERATURE REVIEW

Kaur.S (2011) conducted a study “Comparative study of occupational stress among teachers of private and govt.schools in relation to their age, gender and teaching experience. The researcher focuses the causes of stress and effect of stress and how to manage stress. The researchers identify the stress through different methods like self-analysis, mutual analysis, organizational roles, occupational stress and the various responsibilities of teachers.

Bano.B & Jha.K.R. (2012) conducted the study on “Organizational Role stress among public and private sector employees: A comparative study”. The main objective of the study is to explore the differences in job-related stress between public and private sector employees, based on ten role stressors. Data were collected from 182 public and 120 private employees in Uttar Pradesh. The researcher found that employees in both public and private sectors face moderate levels of stress. Role erosion is the most and resource inadequacy the least role stressors. Private sector employees facing slightly more stress than those in the public sector and also socio-demographic factors on stress reveal as that educational qualifications, work experience have a significant impact on employees stress level.

Kumar.S et.al (2013) conducted a study “Causes of work stress of teachers in Engineering education”. The study aims to fill the organizational and geographical gaps by examining the sources of work stress. Data were collected from the 478 engineering faculty members of 58 self-financing engineering and technology colleges and 4 deemed universities in the Coimbatore district, Tamilnadu.The main objectives of this study were find out the significant difference and association among demographic and job profile variables of engineering teachers on causes of stress.ANOVA, t test and chi-square test were used to analyze the data. The results showed a significant association among gender, type of institution, location of the college, current working status and average number of working hours with causes of stress.

Nasser.F&Alhija.A (2015) in this study entitled “Teachers stress and coping: The Role of Personal and job characteristics”. The researcher examine the effect of teachers’ personal and job characteristics on the level of stress from various sources as well as their perception of the effectiveness of cognitive, behavioral and emotional coping strategies. Data was collected from 425 Israeli school teachers. The researcher found that the effects of gender, experience, school level and culture on levels on stress caused by some stressors categories and recommended some coping strategies.

Bhuin.K.P (2017) conducted a study on “A study on work-related stress among the teachers and administrators of privately managed business schools in West Bengal”. The main aim of this is to explore the nature of work-related stress prevalent among the teachers and academic administrators of privately managed business schools and to find out the difference of work-related stress-experience with respect to demographics and job attributes among the teachers and administrators. Data was analyzed through ANOVA.The results show that age, experience and area of residence are most powerful endogenous factor in differentiating work-groups in respect to stress. Research findings will help the policy maker examining pattern of work stress and its likely implications in designing institutional human resource policy and practices.

Tslugiouras.S (2019) conducted a study on “Stress in teaching: A study of occupational stress among school teachers”. The main aim of this study is to examine the demographic characteristics with job stress.205 primary school teachers are considering for this study. The researcher found that age and teaching experience are factors that differentiate overall work anxiety but also their three dimensional stress.

RESEARCH QUESTION

What are the factors that are causing stress among school teachers in Bargarh district?

OBJECTIVE OF THE STUDY

To study the causes for organizational stress among teachers in private educational institutions.

HYPOTHESES

1. There is no significant difference between male and female employees with respect to the dimensions of organizational stress factors.
2. There is no significant difference between married and unmarried employees with respect to the dimensions of organizational stress factors.

ORGANIZATIONAL STRESS

Organizational stress is the important challenge for every worker. The few factors that are responsible for stresses among employees are workload, overtime, work environment.

Organizational stress is careful to be a person psychological state which has to do with the person’s perception of the work environment and the moving practice it.

STRESS AMONG SCHOOL TEACHERS

Teaching has become most challenging profession in the world. Stress among teachers is caused by environmental as well as individual characteristics. Major environmental factors include poor work, job security, poor pay scales and student behavior. Whereas individual characteristics include gender, age, personality etc.

Stress among school teachers can be divided in to three categories given by Sutton,1984

- Role demands
- Instructional problems
- Interpersonal relationships.

Role demands-It involves work overload, role ambiguity, conflict with colleagues, on-participation, organizational characteristics like policies, structure and processes.

Instructional problems-It is also called as task stress. Identifies problems associated with a number of specific tasks like student indiscipline, time-to-time instruction from administration, inappropriate procedures, grading system etc.

Interpersonal relationship-It occurs conflict with colleagues, lack of support and motivation from supervisors and coworkers.

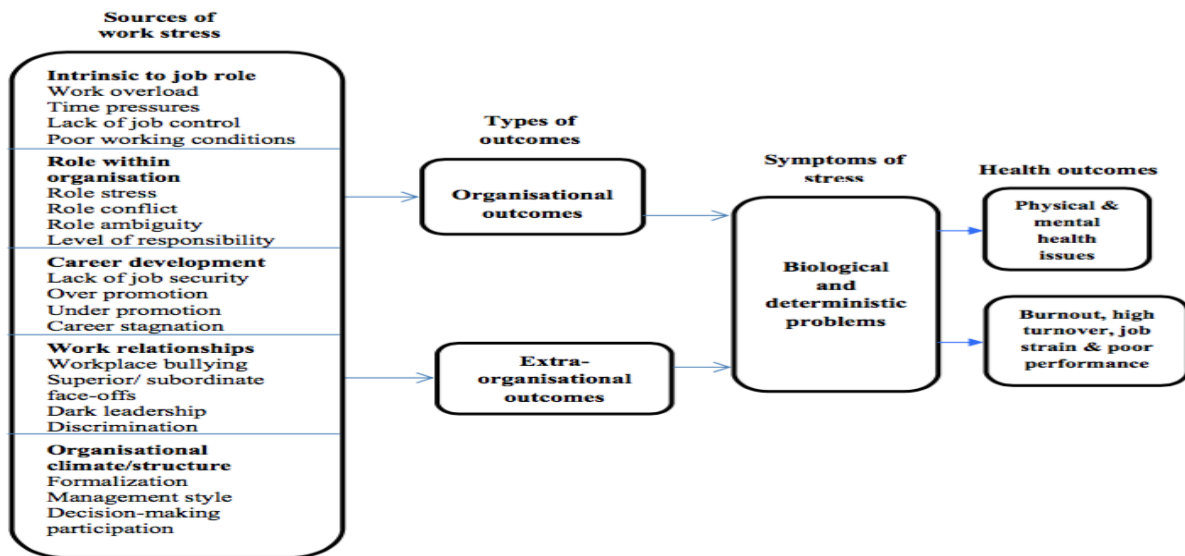
Stress factors among school teachers are further divided into two types:-

- Environmental stressors
- Individual stressors

Environmental stressors-It occurs due to working conditions of the organizations, organizational issues, and lack of support, lack of freedom in decision-making etc.

Individual stressors-It occurs due to health problems, family problems, lack of time management

FIG-1



[A schematic framework of factors associated with work-related stress & outcomes Source: Murphy (1995) & Michie (2002)]

RESEARCH METHODOLOGY

Study design

This study design is descriptive in nature. This study design will be adopted for find out prevalence of the outcomes. It also helps to identify dependent and independent variables.

Study setting

This study will conduct among teachers of private educational institutions in Bargarh district.

Sample size

Study population comprised of teachers working in private educational institutions. Sample size is 200.

Sampling technique

The population consists of the various schools and colleges of Bargarh district. Sample respondents would be selected using random sampling method.

Data collection procedure

Both primary and secondary would be collected for this study.

Primary data

Primary data has been collected through well-defined questionnaire. The questionnaire will be based on certain factor that causes the organizational stress.

Secondary data

Secondary data has been collected through various research papers, articles, books and various websites. to 200 teachers working in different private schools and colleges in Bargarh district.

Statistical tools-The research will be conducted based on both qualitative and quantitative. Emphasis more on quantitative research technique. Analysis of data will be done using spss-23. Descriptive statistics-test can be used for the testing of hypothesis.

DATA ANALYSIS AND INTERPRETATION

DEMOGRAPHIC INFORMATION

TABLE.1 GENDER

GENDER	FREQUENCY	PERCENTAGE
MALE	100	50
FEMALE	100	50
TOTAL	200	200

This table shows that 50% respondents are the male employees and 50% are the female employees. It is clear that the private educational institution consists of both male and female employees.

TABLE.2 EXPERIENCE

NO OF YEARS	FREQUENCY	PERCENTAGE
0-5YEARS	40	20.0
6-10 YEARS	120	60.0
11-20YEARS	24	12.0
ABOVE 20 YEARS	16	8.0
TOTAL	200	200

This table shows that 20.0% employees are 0-5years of experience,60% employees are 6-10 years of experience,12% employees are 11-20 years of experience and8% employees are above 20 years of experience. Most of the employees are 6-10 years of experience and least employees are above 20 years of experience.

TABLE.3 AGE

AGE GROUPS	FREQUENCY	PERCENTAGE
UNDER 25	10	5
26-35	100	50
36-45	50	25
46-55	30	15
ABOVE 55	10	5
TOTAL	200	200

This table shows that 5% employees are under 25 years of age,50% employees are 26-35 years,25% employees are36-45 years of age,15% employees are46-55 years of age and 5% employees are above 55 years of age. It is clear that majority of the employees are under26-35 years of age groups and least employees are under the above 55 years of age group.

TABLE.4 DESIGNATION

DESIGNATION	FREQUENCY	PERCENTAGE
PRINCIPAL	2	1.0

LECTURERS	61	30.5
SECONDARY TEACHERS	68	33.5
PRIMARY TEACHERS	69	34.0
TOTAL	200	200

This table shows that 1% employees are in principal position, 30.5% employee's in lecturers, 33.5% employees are in secondary teachers, 34.0% employees are in primary teachers. Most of the employees are the primary teachers and least numbers of employees are in principal category.

TABLE.5 MARITAL STATUS

MARITAL STATUS	FREQUENCY	PERCENTAGE
MARRIED	75	37.5
UNMARRIED	125	62.5
TOTAL	200	200

This table shows that 37.5% employees are married and 62.5% employees are unmarried. Most of the employees are unmarried.

TABLE-6

t test for significance of difference between male and female employees with respect to the dimensions of organizational stress factors.

Organizational stress factors	gender	mean	SD	t value	P value
political interference	male	101	1.1881	-1.596	.112
	female	99	1.3131		
workload	male	101	1.3168	2.323	.021
	female	99	1.1313		
extra duties and responsibility	male	101	1.2772	2.829	.005
	female	99	1.0707		
lack of appreciation of their work	male	101	1.4851	.598	.551
	female	99	1.4343		
students	male	101	1.2772	1.032	.303

misbehaviour	female	99	1.1919		
Insufficient resources	male	101	1.2970	-1.044	.298
	female	99	1.3838		
no rewards	male	101	1.1782	1.023	.307
	female	99	1.1111		
lack of motivation	male	101	1.3267	-.935	.351
	female	99	1.2424		
lack of coordination between management and staff	male	101	1.3267	-3.983	.000
	female	99	1.2424		
classroom size is large	male	101	1.3960	-1.884	.061
	female	99	1.6364		
difficulties in managing work-life balance	male	101	1.2574	-.700	.484
	female	99	1.3131		
insufficient salary	male	101	1.2277	-.881	.380
	female	99	1.2929		
lack of freedom to decision making	male	101	1.3069	1.198	.232
	female	99	1.2121		
lack of support from colleagues	male	101	1.3168	3.030	.003
	female	99	1.1111		
organizational stress	male	101	1.6139	-3.507	.001
	female	99	1.9495		

This table reveals that p value is greater than 0.05 for political interference, workload, lack of appreciation, student misbehavior, insufficient resources, no rewards, lack of motivation, classroom size, difficulties in managing work life balance, insufficient salary, lack of freedom to decision making. Since p value is greater than 0.05, the null hypotheses is accepted at 5% level of significance. Hence it is concluded that there is no significant difference between for political interference, workload, lack of appreciation, student misbehavior, insufficient resources, no rewards, lack of motivation, classroom size, difficulties in managing work life balance, insufficient salary, lack of freedom to decision making. Since p value is less than 0.01, the null hypotheses is rejected at 1% level of significance with regard to lack of coordination between management and staff. Hence there is significant difference between

male and female employees with respect to lack of coordination between management and staff dimensions of organizational stress.

TABLE-7 t test for significance of difference between married and unmarried employees with respect to the dimensions of organizational stress factors.

Organizational stress factors	Marital status	mean	SD	t value	P value
political interference	married	75	1.4133	3.269	.001
	unmarried	124	1.1532		
workload	married	75	1.3733	2.874	.005
	unmarried	124	1.1371		
extra duties and responsibility	married	75	1.2400	1.339	.182
	unmarried	124	1.1371		
lack of appreciation of their work	married	75	1.5600	1.794	.074
	unmarried	124	1.4032		
students misbehaviour	married	75	1.2000	-.677	.494
	unmarried	124	1.2581		
Insufficient resources	married	75	1.3867	.836	.404
	unmarried	124	1.3145		
no rewards	married	75	1.2000	1.283	.201
	unmarried	124	1.1129		
lack of motivation	married	75	1.2800	-.110	.912
	unmarried	124	1.2903		
lack of coordination between management and staff	married	75	1.0800	-2.165	.032
	unmarried	124	1.2500		
classroom size is large	married	75	1.2800	-2.856	.005
	unmarried	124	1.6532		
difficulties in managing work-life balance	married	75	1.1600	-2.350	.020
	unmarried	124	1.3468		
insufficient salary	married	75	1.2667	.331	.741
	unmarried	124	1.2419		

lack of freedom to decision making	married	75	1.2267	-.491	.624
	unmarried	124	1.2661		
lack of support from colleagues	married	75	1.2933	1.735	.084
	unmarried	124	1.1694		
organizational stress	married	75	1.7067	-1.137	.257
	unmarried	124	1.8226		

This table reveals that p value is greater than 0.05 for extra duties and responsibility, lack of appreciation of their work, students misbehavior, Insufficient resources, no rewards, lack of motivation, lack of coordination between management and staff, difficulties in managing work-life balance, insufficient salary, lack of freedom to decision making, lack of support from colleagues organizational stress. Since p value is greater than 0.05, the null hypotheses is accepted at 5% level of significance. Hence it is concluded that there is no significant difference between for extra duties and responsibility, lack of appreciation of their work, students misbehavior, Insufficient resources, no rewards, lack of motivation, lack of coordination between management and staff, difficulties in managing work-life balance, insufficient salary, lack of freedom to decision making, lack of support from colleagues organizational stress. Since p value is less than 0.05, the null hypotheses is rejected at 5% level of significance with regard to political interference workload, classroom size is large. Hence there is significant difference between male and female employees with respect to political interference workload, classroom size is large.

MAJOR FINDINGS

- Most of the employees are male teachers.
- 61% of the employees have 6-10 years of experienced holder.
- Most of the employees are under 36-45 years of age.
- Most of the teachers are unmarried.
- Most of the employees are primary teachers.
- Extra duties and responsibility, lack of appreciation of their work, students misbehavior, Insufficient resources, no rewards, lack of motivation, lack of coordination between management and staff, difficulties in managing work-life balance, insufficient salary, lack of freedom to decision making, lack of support from colleagues organizational stress are the common factors of all the teachers.

SUGGESTIONS

- Extra duties and responsibility should be minimized.
- Teachers should be appreciated by the work.
- Proper care for student's behavior.
- Creates healthy relationship between management and staff.

- Recreational facilities should be provided to the teachers.
- Salary structure should be properly maintained.

CONCLUSION

The study reveals that organizational stress level of the private educational institutions is high as every level. Demographic factors like gender, age, experience, designation and marital status also major causes of organizational stress and Most common organizational stress factors are extra duties and responsibility, lack of appreciation of their work, students misbehavior, insufficient resources, no rewards, lack of motivation, lack of coordination between management and staff, difficulties in managing work-life balance, insufficient salary, lack of freedom to decision making, lack of support from colleagues organizational stress.

REFERENCES

1. Kaur.S, Comparative study of occupational stress among teachers, *International journal of educational planning and administration*, Vol.1, Number.2, 2011, pp.151-160.
2. Bano.B & Jha.K.R Organizational role stress among public and private sector employees: A comparative study, *The Lahore journal of business*, 1:1, 2012, pp.23-36.
3. Naseer.F&Alhija,A Teacher stress and coping: The role of personal and job characteristics, *Procedia-social and Behavioral sciences*, 185, 2015,374-380.
4. Ganapa.P, Sreedevi.A, A comparative study of work related stress among government and private school teachers of Kurnool town, *International Journal of Public Mental Health and Neuroscience*, Vol.2, Issue.1, 2015.
5. Bhupin.K.P,A study on work-related stress among the teachers and administrations of privately managed business schools in West Bengal,*Bhatter college journal of multidisciplinary studies*,Vol.VII,Number.2, 2017.
6. Tslugiouras.S, Bellas.D, M.Aspridis&Mantas.C, Stress in teaching: study of occupational stress among school teachers, *Researchgate*. 2019
7. Aftab.M&Khatoon.T, Demographic differences and occupational stress of secondary school teachers, *European Scientific Journal*, Vol.8, No.5, 2012.