

**WORK-RELATED STRESS AMONG HIGH SCHOOL TEACHER  
IN PUKPUI COMMUNITY**

Submitted in partial fulfillment of Bachelor of Social Work V semester

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## CERTIFICATE

This is to certify that the research in ‘**Work-related stress among high school teachers**’ submitted by Lalruatfeli for the partial fulfilment of the Bachelor of Social Work, is carried out under my guidance and incorporates the student’s bonafide research and this has not been submitted for any reward for any degree in this or any other university or institution of learning.

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# CHAPTER 1

## INTRODUCTION

### 1.1 Stress

Stress is a psychological and physiological reaction to events that distress our balance. The term "stress" is borrowed from the discipline of physics, which means pressure. The word Stress is divided into three categories, internal (origination from within), external (originating from outside), and the third type of Stress originates from the interaction of internal and external factors. Stress can be originated from external factors such as the environment in which a person lives and works (Manjula, 2012). "Stress can more appropriately be defined as a dynamic condition in which an individual is confronted with an opportunity, constraint, urgency, pressure, mental or physical tension, or demand as related to perceived outcomes, both certain and uncertain." Alternatively, "Stress has been described as an unavoidable consequence of life (Sorenson, 2007).

### 1.2 Teacher

A person who helps students to acquire knowledge, competence or virtue. For those employed, their primary role is to teach others in a formal education context, such as at a school. A teacher is a person who provides education for people, one who teaches or instructs. The role of a teacher is often formal and ongoing, carried out at a school or other place of formal education.

### 1.3 High School

A *high school* is a secondary school where teenagers are educated before college or getting jobs. Most *high schools* have four numbered grades, from ninth to twelfth.

After middle school or junior high comes high school. The term started in Scotland — the oldest high school in the world is the Royal High School, which opened in 1505, and the U.S. used it as a model for its first public high school in 1821. In some countries, students begin a more extended stint in high school around age eleven, but in the U.S., high school starts around age fourteen.

Numerous studies have been done on the 'Quality of Education in the Government Schools', 'Infrastructure of Schools', and 'Condition of government schools in India'. Nevertheless, more work is needed to determine teachers' condition in Government Schools, factors and conditions which create Stress for teachers. There are numerous studies on stress causes among teachers in the western context, but very little work is done in India. I want to conduct a study to learn about the Factors and conditions which generate Stress for teachers. My study can help to create a mechanism to eliminate these stress-creating factors or to lessen the effect of these factors and conditions. Teachers can teach the children and can perform their other duties in the finest possible way only when they are not stressed and their working conditions are good. To provide good working circumstances, it is essential to determine the causes of work-related stress primary school teachers face in government education institutions.

It has been observed that Stress is a common problem faced by every individual daily, which is being studied to understand the causes and effects it has on an individual and how it is being coped with globally. As has been mentioned, Stress occurs to any person, be it anywhere or of any kind. Various researchers have taken up initiatives to explore, evaluate and come to a conclusion for solutions to promote mental health or well-being.

#### **1.4 Statement of the Problem**

The study mainly focuses on teachers with Stress, as it is observed that mental illness is prominent among teachers today. Mental illness does not occur rapidly but starts harmlessly without causing many disturbances for the person. Different types of Stress are recognised by an individual, causing more severe mental problems in daily life. If an individual cannot cope with it positively or receive no treatment, it could affect that individual's mental health. However, with the increase in mental illness, viz., depression, anxiety, suicide-related death and substance abuse, there is a need to explore the mental health of Mizo among teachers in order to tackle some social issues. The present study aims to explore the perceived Stress of Mizo teachers and their coping style as there is a lack of focus from the academic circle. Research has not been conducted on the Mizo teacher, especially regarding perceived Stress and how it is handled. The present study examines the stress level, coping styles, and cooperation with the usual daily lifestyle.

## **1.5 Chapter Scheme**

The present study is organized into five chapters:

1. Chapter I: Introduction
2. Chapter II: Review of Literature
3. Chapter III: Methodology
4. Chapter IV: Results and Discussions
5. Chapter V: Conclusion

## CHAPTER II

### REVIEW OF LITERATURE

All human beings experience stressful situations, and we all have different mechanisms for dealing with Stress. This research focuses on the stress teachers go through in MCD schools in India and the causes of Stress for these teachers. Brown & Uehara (1999) have used Kyriacou's definition of teacher Stress as "the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, resulting from aspects of work as a teacher". In recent years, steadily increasing teacher stress costs and consequences have received growing concern. To reduce Stress's adverse effects on teachers, more attention must be placed on this ever-increasing epidemic (Bachkirova, 2005).

Research done in recent times has shown that teachers, along with service members, social workers, and Linguists, are most affected by rising Stress in their respective work environments. 1 out of 3 teachers responded that teaching is very or extremely stressful, causing the Teaching Profession to have the highest annual turnover rate. Professions other than teaching have an average annual turnover rate of 11 per cent, while the annual turnover rate for teachers is 15.7% (Mrozek, n.d). Teacher stress can be caused by environmental factors as well as individual characteristics. Major environmental factors include poor working conditions, scarcity of resources, heavy workloads, and student behaviour. Individual features include gender, age, personality, and coping ability (Guglielmi & Tatrow, 1998). These factors lead to 30 per cent of all novice teachers leaving the profession within five years, and if given the opportunity, most of these teachers share that they would not choose the work of teaching again (Mrozek, n.d).

A better understanding of Stress and anxiety in Individuals With Autism Spectrum Conditions Through Sports and Exercise Models aims to present an understanding of the coping mechanisms and coping styles adopted by individuals with Autism Spectrum Conditions (ASC) and how Stress leads to the adoption of different coping styles. Stressors in



sports and performance literature are best defined as environmental demands encountered by an individual and have been categorized into three main groups; competitive, organizational and personal stressors (Fletcher, Hanton, & Mellalieu, 2006).

It is observed that nearly 9 in 10 Indians suffer from Stress. Cigna 360 Well-Being Survey- Future Assured, conducted by Cigna TTK Health Insurance, released its findings that stress levels are higher in Indian compared with other developed and emerging countries, including the United States, the United Kingdom, Germany, France, China, Brazil and Indonesia. According to money control, the survey further revealed that 95 per cent of Indian millennials between the age group of 18-34 are stressed compared to the global average of 86 per cent. Making matters worse, one in eight Indians have serious trouble dealing with Stress, and nearly 75 per cent of the Indian respondents said they do not feel comfortable talking to medical professionals about their Stress. (Business Today. on July 10, 2018)

As has been observed and known, Stress profoundly impacts one's life and affects a person in one way or another, positive or negative. Studies have not been conducted regarding perceived Stress. There has been research undertaken to understand the relationship between Perceived Stress, Anxiety, and Depression in which exploration is made to understand the relationship among the mentioned topics and through the study, it has been observed that perceived Stress among women is at a moderate level and perceived Stress and anxiety jointly predicted 50% of depression. (Ralte. R *et al.*, 2018).

The culture of many schools is characterized by tension, stress and anxiety. In order to maintain continuous reform, improvement and students' achievement, excessive control is being imposed on teachers. This tight control routinely produces stress factor that lead to educator burn out. Stress can also stimulate changes in individual productivity, increased employee absenteeism etc (Sorenson, 2007).

The role of Teachers is most important in realizing the goal of imparting quality education. There is a need to conduct massive Teacher training programs. Non-teaching government tasks should not be assigned to the teachers, a strict monitoring mechanism should be devised, infrastructural development of schools and awareness campaign for the parents of students in government schools should be conducted (Keruwala, 2013).

Teachers avoid to do job in government schools because of excessive non-teaching duties such as conducting census survey, facilitate polling during elections and various other activities which they have to compulsorily do. It creates a lot of pressure on the teachers. A substantial amount of time is wasted in non-teaching work that affects the quality of education (Keruwala, 2013).

There is a conflict between teacher's personal values and work related values that are imposed by the government. So government is responsible for increased level of stress in teachers. This may affect not only their working conditions but can also create a threat to the social identity of the teachers. (Bachkirova, 2005).

Teachers avoid to do job in government schools because of excessive non-teaching duties such as conducting census survey, facilitate polling during elections and various other activities which they have to compulsorily do. It creates a lot of pressure on the teachers. A substantial amount of time is wasted in non-teaching work that affects the quality of education (Keruwala, 2013).

The Government schools are over-crowded. The teacher-student ratio is higher as compared to private schools which is also one of the reasons of poor quality of education. Teacher also gets frustrated as s/he has no other option than handling a large number of students. According to a survey conducted by The Times of India (TOI) maximum number of primary schools have the teacher-student ratio of 50:1. Teacher plays multiple 10 roles.(text deleted from here) Issues like these add to low attendance and high drop-out rates from the Government schools and when teachers do multiple task their performance gets affected which can also create a tension in their mind that they are not doing their task of teaching properly(Kaur,2014).

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Field Setting**

Name of the community : Pukpui

Year of establishment : 1900

Population : 1800

No.of Households : 450

Main occupation : Farming, Business, Government Service.

Community Based Organizations : YMA,MUP,MHIP

Health Centre : Sub Centre

Educational Institutions: Pukpui Government High School, Pukpui Middle School,

Eklavya Model Residential School ,Higher and Technical Institute, Mizoram

Church : BCM,PCI,UPC NEI, UPC M,Seventh Day Advantist.

#### **3.2 Methodology**

##### **3.2.1 Research Design**

The study will be explanatory in design. It will be based on primary data collected through qualitative and quantitative methods. A field survey was conducted with an interview schedule to collect quantitative and qualitative data.

##### **3.2.2 Sampling Design**

Stratified sampling will be used to determine samples.

##### **3.2.3 Data Collection**

An interview schedule was applied for the collection of primary data, while articles and journals were collected for the collection of secondary data.

##### **3.2.4 Data Processing and Analysis**

The collected data from the respondents will be processed and analysed with the help of MS Excel and SPSS.

#### **3.3 Objectives of the study**

1. To assess the different types of stress that teachers are experiencing
2. To know about social support received and given by teachers
3. To understand different types of work done by the high school teachers
4. To understand the relationship between Stress and academic activities done by teachers

## CHAPTER IV

### RESULTS AND DISCUSSIONS

In this chapter, an attempt has been made to discuss the results of the analysis of work-related stress among high school teachers in the Pukpui community. This chapter is presented in five major sections. The first and second section presents the results of the analysis of the structural background of the teachers. The third section is devoted to discussing the causes of work-related stress. In the fourth section, the consequences are discussed, while in the last section, how the teachers deal with their work-related stress is discussed.

#### 4.1 Demographic Background

The demographic characteristics of the teachers, such as gender, age group, marital status, educational status, types and forms of families, are described as under.

**4.1.1 Gender:** The gender of the respondent in the present study is categorized into male and female. The majority of the gender belongs to females comprising (55%) followed by males (45%).

**4.1.2 Age:** The age group of the respondents in the present study is categorized into four groups which are 20-30, 31-40, 41-50, 51-60 years. The age group of 20-30 years constitute the highest respondent (55%), followed by 31-40 years (20%), and after that, 41-50 years (15%), while the age group of 51-60 years constitute the lowest respondent and the mean age is 34 years.

**4.1.3 Marital Status:** The respondent's marital status is classified into married and unmarried. In the present study, it shows that the majority of the respondent is available (55%), followed by married (45%).

**4.1.4 Education:** The respondent's education is classified into graduation and post-graduation. Post-graduation constitutes a higher respondent (75%), while graduates constitute the lower respondent (25%).

**4.1.5 Type of Family:** The type of family in the present study is categorized into Joint and Nuclear. Among the respondent, joint families constitute a higher respondent, i.e. (70%), while nuclear families form lower respondents (30%).

**4.1.6 Form of Family:** The form of family is divided into stable and reconstituted. The stable form respondent has a higher respondent (90%), followed by the reconstituted respondent (10%).

**4.1.7 Size of Family:** The size of the family in the present study is categorized into two groups, i.e. (1-5) and (6-10). Among the respondent, the size of the family 6-10 constituted a higher respondent (55%), while 1-5 constituted (45%).

**Table 4.1 Demographic Background**

<b>Demographic</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		<b>n = 20</b>	
<b>Gender</b>	Male	9	45
	Female	11	55
<b>Age</b>	20 - 30	11	55
	31 - 40	4	20
	41 - 50	3	15
	51 - 60	2	10
	Mean age		34
<b>Marital Status</b>	Married	9	45
	Unmarried	11	55
<b>Education</b>	Graduation	5	25
	Post-Graduation	15	75
<b>Type of family</b>	Joint	14	70
	Nuclear	6	30
<b>Form of family</b>	Stable	18	90
	Reconstitute	2	10
<b>size of family</b>	1 - 5	9	45
	6 - 10	11	55

**Source: Computed**

## 4.2 Social Background

The social structural bases of the teachers, such as ethnicity, religion, denomination, source of income and socioeconomic category, are discussed below.

**4.2.1 Ethnicity:** The ethnicity in the present study constitutes (100%) Mizo.

**4.2.2 Religion:** The religion of the respondent in the present study constitutes 100% Christian.

**4.2.3 Denomination:** The denomination in the present study of the respondent is classified into BCM, PCI, UPC (NEI), and UPC (M). Among them, BCM constitutes the highest (70%), followed by PCI (15%), and after that, UPC NEI (10%) and UPC M (5%) constitute the lowest.

**4.2.4 Source of Income:** The source of income in the present study constitutes 100% of Government service.

**4.2.5 Socio-Economic Category:** Socio-Economic Category in the present study constitute 100% of APL.

*Table 4.2 Social Background*

<b>Social</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		<b>n = 20</b>	
<b>Ethnicity</b>	Mizo	20	100
<b>Religion</b>	Christianity	20	100
<b>Denomination</b>	BCM	14	70
	PCI	3	15
	UPC NEI	2	10
	UPC Mz	1	5
<b>Source of Income</b>	Government Service	20	100
<b>Socioeconomic category</b>	APL	20	100

**Source: Computed**

**Table 4.3 Causes of work-related stress**

<b>Causes of Work-Related Stress</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		<b>n = 20</b>	
<b>Work with unmotivated students.</b>	Sometimes	17	85
	Always	3	15
	Never	0	0
<b>Teach in noisy condition</b>	Sometimes	7	35
	Always	0	0
	Never	13	65
<b>Having extra learners because of absent teachers</b>	Sometimes	13	65
	Always	1	5
	Never	6	30
<b>I speed too much time on office work</b>	Sometimes	12	60
	Always	3	15
	Never	5	25
<b>Work has increased</b>	Sometimes	13	65
	Always	3	15
	Never	4	20

**Source: Computed**

Table 1.3 indicates the causes of work related stress. There are types of Working with the unmotivated student. They are sometimes, always, never. Sometimes constitute 85% and always constitute 15% and never 0%. Teaching in noisy condition observed in the context they are sometimes, always, never. Sometimes (35%), always (0%), never (65%). The teachers face having extra learners because of absent teachers. It constitute sometimes (65%), always (5%), never (30%). The teachers also speed too much work with office work. It constitute Sometimes (60%), always (15%), never (25%). Their work increase and it constitute sometimes (65%), always (15%), never (20%).

**Table 4.4 Consequence of work-related stress**

<b>Consequences of work-related stress</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		<b>n = 20</b>	
<b>When upset at work, I still think clearly</b>	Sometimes	6	30
	Always	7	35
	Never	7	35
<b>I fail to keep calm in a difficult situation at work</b>	Sometimes	13	65
	Always	3	15
	Never	4	20
<b>Pay equal attention to each student.</b>	Sometimes	5	25
	Always	13	65
	Never	2	10
<b>Panic about too much work to do</b>	Sometimes	6	30
	Always	7	35
	Never	7	35
<b>I cannot make an autonomous decision.</b>	Sometimes	10	50
	Always	4	20
	Never	6	30
<b>My work is stressful.</b>	Sometimes	6	30
	Always	7	35
	Never	7	35
<b>I cause my mood</b>	Sometimes	12	60
	Always	7	35
	Never	1	5

Source: Computed



Consequence of work related stress include in the table shows that the respondent face when upset at work,they still think clearly,sometimes constitute(30%),always (35%),never (35%).Fail to keep calm in difficult situation constitute , sometimes(65%),always(15%),never(20%).Pay equal attention to each student constitute , sometimes(25%),always (65%),never(10%).Panic about too much work to do constitute , sometimes(30%),always (35%),never(35%).Cannot make autonomous decision constitute ,sometimes (50%),always(20%),never (30%).Causing their own mood constitute sometimes (60%).

**Table No 4.5 Dealing with work-related stress**

<b>Dealing with work-related stress</b>			
<b>Sl.No</b>		<b>Freq.</b>	<b>%</b>
		<b>n = 20</b>	
<b>I take medicine to help me relax or sleep better</b>	Sometimes	6	30
	Always	2	10
	Never	12	60
<b>I pray, meditate, or enhance my spiritual life</b>	Sometimes	6	30
	Always	7	35
	Never	7	35
<b>if work gets difficult, my colleagues will help me</b>	Sometimes	13	65
	Always	5	25
	Never	2	10
			0
<b>I effectively deal with things that annoy me at work</b>	Sometimes	13	65
	Always	6	30
	Never	1	5
<b>I avoid things that I cannot do well</b>	Sometimes	11	55
	Always	4	20
	Never	5	25

<b>I ignore the problem and hope it will go away</b>	Sometimes	11	55
	Always	5	25
	Never	4	20
<b>I avoid facing my problem.</b>	Sometimes	11	55
	Always	3	15
	Never	6	30

**Source: Computed**

The above table shows the different characteristics of dealing with work-related stress to balance daily work. From the table, it could be seen that a more significant number of the respondents (60 %) do not take medicine to help themselves relax or sleep better. In contrast, 30 % sometimes takes medicine to help themselves relax or sleep better, and the rest 10% always takes medication to help themselves relax or sleep better. Living with work-related stress can hamper the daily grind and the environment, not only for the person living with stress-related but also for the individuals they are working with and the individuals they are working for. Therefore, understanding how to deal with work-related stress is crucial for the researcher to help them cope with their daily living.

## **CHAPTER V**

### **CONCLUSION**

The present study attempts to highlight the causes of work-related stress for high school teachers in the Pukpui community, Lunglei district Mizoram.

This chapter is solely devoted to conclusions. The chapter is presented in three major sections. The first section represents a summary of its findings while the second section represents the conclusion of the present study. In the last section, the implication for social work practice in school settings in the Pukpui community is presented.

#### **5.1. Major Findings**

##### **5.1.1 Structural Bases**

The demographic background of the teachers indicates that female participation is much higher than male participation in Pukpui high school teachers with an average age of 34 years of age. Almost all of the teachers are unmarried. The educational qualification of the teachers is in the standard of Post-graduation. The family structural bases of the teachers are joint in the type of family and stable in form with an average of 6-10 members in size.

The ethnicity of the respondents belongs to Mizo. All the respondents are Christianity in religion belonging to the Baptist Church of Mizoram, Presbyterian Church of India, United Pentecostal Church of North East India and United Pentecostal Church of Mizoram in the denomination. As a sample is selected among the high school teachers, their main source of income is government service and are belonging to Above Poverty Line (APL) in the socioeconomic category.

##### **5.1.2 Causes of work-related stress**

The researcher came to identify that working with the unmotivated student is one of the major causes of work-related stress for the high school teacher. The high school teachers are sometimes facing problems in terms of giving an extra hour for the students because of absent teachers. Another factor that causes stress to the teachers is speedy office work apart from the main classroom teaching.

### **5.1.3 Consequences of work-related stress**

When a teacher is irritated at work, they are unable to think rationally. In stressful situations at work, the teacher may struggle to remain calm. The teacher is often worried about having too much work to accomplish. Sometimes the teacher is unable to make independent decisions which creates tension in the workplace.

### **5.1.4 Dealing with work-related stress**

In terms of dealing with work-related stress, the majority of the teachers do not use medicine to help them relax or sleep better, while some take medicine occasionally and few constantly take medicine to help them relax or sleep better. Apart from that, the high school teachers pray, meditate and seek to improve their spiritual lives regularly, with some doing so just occasionally. When work becomes difficult, the majority of the teachers occasionally assist one another, while some always put their hands together. The high school teachers sometimes avoid the work they would not be able to accomplish and sometimes ignore the problem hoping it will go away.

## **5.2 Conclusion**

Understanding what exactly is stress in work, its causes, consequences and dealing with work-related stress is vital in our day-to-day activities. The present studies show the situation of the teachers struggling to cope with their activities and their working environment. It is also critical to learn more about teachers' working conditions, occupational stress, and job satisfaction-knowledge that may be used to reduce occupational stress and promote job satisfaction. Although the teachers experienced stress in their daily lives in the form of low self-esteem, poor work performance, and an inability to complete all of the tasks that were assigned to them, they are confident in their capacity to deal with their difficulties in stressful situations.

### **5.3 Limitation**

Since the researcher was only able to interact with a very small portion of the population, people exhibiting severe symptoms may have quit their jobs or been gone for a considerable amount of time. As only a subset of teachers was used in the data collection, findings may not apply to the entire profession.

### **5.4 Suggestions**

The researcher felt the need to suggest the following points from the finding that have been conducted on the research hoping that this will help the teacher create a healthy workingenvironment:

- i. Physical activity
- ii. Proper nutrition intake.
- iii. Group activities with the students.

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## WORK- RELATED STRESS AMONG HIGH SCHOOL TEACHERS IN PUKPUI COMMUNITY

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### *Interview Schedule*

*(Confidential and for Research Purposes only)*

#### A. Demographic Profile

1	Name	
2	Gender	1. Male 2.Female
3	Age	
4	Marital Status	1.Unmarried 2.Married 3.Divorced/Seperated 4.Widowed
5	Education	
6	Type of family	1. Joint 2.Nuclear
7	Form of family	1.Stable 2.Broken 3.Reconstituted
8	Size of family	

#### B. Social Background

1	Ethnicity	1.Mizo 2.Non-Mizo
2	Religion	1.Christianity 2.Hinduism 3. Buddhism 4. Islam
3	Denomination	BCM, PCI, UPC NEI, UPC M, SA, IKK, others, N/A
4	Primary income	Agricultural Labour, Government Service, Skilled Labour, Business, Livestock farming, Others.
5	Socio-Economic Category	1.AAY 2.BPL 3.APL



### C. Causes of work-related stress

1	Work with unmotivated student	1.Sometimes 2.Always 3.Never
2	Teach in noisy condition	1.Sometimes 2.Always 3.Never
3	Having extra learners because of absent teachers	1.Sometimes 2.Always 3.Never
4	I spend too much time with office work	1.Sometimes 2.Always 3.Never
5	Work has increased	1.Sometimes 2.Always 3.Never

### D. Consequences of work-related stress

1	When upset at work, I still think clearly	1.Sometimes 2.Always 3.Never
2	I fail to keep calm in difficult situation at work	1.Sometimes 2.Always 3.Never
3	Pay equal attention to each student	1.Sometimes 2.Always 3.Never
4	Panic about too much work to do	1.Sometimes 2.Always 3.Never
5	I cannot make autonomous decision	1.Sometimes 2.Always 3.Never
6	My work is stressful	1.Sometimes 2.Always 3.Never
7	I cause my own mood	1.Sometimes 2.Always 3.Never

### E. Dealing with work-related stress

1	I take medicine to help me relax or sleep better	1. Sometimes 2. Always 3. Never
2	I pray, meditate or enhance my spiritual life	1. Sometimes 2. Always 3. Never
3	If work gets difficult, my colleagues will help me	1. Sometimes 2. Always 3. Never
4	I effectively deal with things that annoy me at work	1. Sometimes 2. Always 3. Never
5	I avoid things that I cannot do well	1. Sometimes 2. Always 3. Never
6	I just ignore the problem and hope it will go away	1. Sometimes 2. Always 3. Never
7	I avoid facing my problem	1. Sometimes 2. Always 3. Never