

A Study on Job Performance among School Women Teachers' in Thanjavur District

Nikitha .P .R

MBA, Department of Management Studies,
Bharath Institute of Science and Technology,
Selaiyur, Chennai, Tamil Nadu 600 073
Bharath Institute of Higher Education and Research

ABSTRACT

The teaching profession is one of the most stressful professions; it includes constant interaction with students, parents, colleagues, and school heads. Besides this constant interaction, the changes in the role of teachers have also influenced teachers' job stress. Stress has great importance for all organizations including schools; it can negatively affect teachers' physiological and psychological well-being, which can adversely affect schools' effectiveness. Students' learning is also negatively influenced by teachers' job stress. In Tamil Nadu educational innovations that have been implemented in recent years, have impacts on working conditions of teachers. The changes in teachers' working conditions influence their degree of job stress. Keeping in view such situation, this study was design to find out possible solutions and give possible suggestions to eliminate the hindrances, which are coming in a way of teacher's performance and make them able to impart valuable knowledge to their students. This research study will include the various dimensions of stress management.

Keywords: Teachers' Stress, Job Involvement, Job Satisfaction, Job Performance

1. INTRODUCTION

Teachers have a significant role in the development of countries, because they educate new generations. Improving the working conditions in schools may positively affect teachers' physiological and psychological well-being. That is why there has been an increasing interest in studies about working conditions and job stress of teachers. Stress has great importance for all organizations including schools; it can negatively affect teachers' physiological and psychological well-being, which can adversely affect schools' effectiveness. Students' learning is also negatively influenced by teachers' job stress. Thus, this paper is an attempt to throw light on teachers' stress, its negative outcomes and recommend various strategies to manage stress at workplace.

2. LITERATURE REVIEW

Eva Tsai, Lena Fung and Lina Chow (2012), "Sources and manifestations of stress in female kindergarten teachers", the study of teacher stress is not a new area of research. However, most of the published research studies have been strongly oriented towards primary and secondary school teachers. Given that the teaching environment of kindergarten differs greatly from primary and secondary schools, this study sets out to examine the sources and manifestations of stress of Hong Kong female kindergarten teachers. Results suggest that Time Management and Work-related stressors are more common sources of stress whereas feelings of Fatigue and Emotional related symptoms are more common manifestations of stress.

Nilufar Ahsan (2009), "A Study of Job Stress on Job Satisfaction among University Staff in Malaysia: Empirical Study", this article investigates the relationship between job stress and job satisfaction. The determinants of job stress that have been examined under this study include, management role, relationship with others, workload pressure, homework interface, role ambiguity, and performance pressure. The sample consists of a public university academician from Klang Valley area in Malaysia. The results show there is a significant relationship between four of the constructs tested. The results also show that there is significant negative relationship between job stress and job satisfaction.

Meera Sharma and R. L. Raina (2012), "Managing Work Place Stress", Job Stress is a situation when an individual is unable to cope up with the pressures in job. Job Stress widely exists in all types of work environment that obstructs the production and is responsible for ill health. It was found that 80 million working days are lost each year due to work place stress. Job Stress is affecting the cost for individual, organizations and society. Organizations at large are realizing the importance of retaining the potential workforce in an organization, which is more possible when Stress-Free Working conditions are developed at the work place.

3. STATEMENT OF THE PROBLEM

Teachers are the lifeblood of any education system. School place, books, and classrooms are useless without teachers. In India, a female teacher has the lowest representation in schools and hence the absence of female role models in educational institutions is included be one of the contributing factor to lowest participation of girls and gendered-based discrimination in education. These few above mentioned and many other factors, which are affecting the performance of female teachers.

4. OBJECTIVES OF THE STUDY

- To review the various available literature about stress and its effect on job performance.
- To examine the women teachers stress based on the age.
- To analyse the relationship of women teacher's stress with their job performance in the study area.

5. HYPOTHESIS

- There is a significant difference in respondents' opinion about the job performance Vs Stress Index based on the age.
- There is a significant difference in respondents' opinion about the job performance Vs Job Satisfaction based on the age.

6. SCOPE OF THE STUDY

In all education system, the performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. Role can be a source of stress when there is ambiguity about job responsibility and limits of authority, role set members have conflicting expectations on the way in which a role should be performed. The five aspects related to stressors intrinsic to work like, boredom, physical working conditions, time pressure and deadlines, work demands, job design and technical problems. Thus, role in terms of its

normative, interpersonal and self congruence aspect can give rise to stress. Major clusters of potential stressors identified to measure personal development stressors in the employment organization were over promotion, under promotion, role stagnation, job security, ambitions, success and gender discrimination. Many women teachers complain that their jobs, while rewarding, are getting harder because of too few resources, too much paperwork, crowded classrooms, and students with emotional problems, low pay and high-stakes standardized tests.

RESEARCH DESIGN

Research design is purely and simply the framework or plan for a study that guides the collection and analysis of the data. The research design indicates the methods of research i.e. the method of gathering information and the method of sampling.

DATA COLLECTION

The study is conducted using primary data and secondary data. The primary data were collected through questionnaire. The secondary data have been collected from the national and international journals in the field of stress, referred text books in the related areas for the purpose of building a strong theoretical background including the review of literature for the study.

TOOLS FOR DATA ANALYSIS

Comparisons of tables with simple mathematical tools have been used to make the analysis more understandable one. On the basis of the answers given by the respondents a null hypotheses was framed which involves statistical tools for test hypothesis, such as Percentage analysis, Mean, S.D., F-test, Coefficient of variation, Multiple Regression, Correlations, Fitness index, Analysis of Variance, Fitness test and Factor analysis.

DISTRIBUTION OF THE RESPONDENTS BY THEIR AGE

AGE	FREQUENCY	PERCENTAGE
Below 25 years	17	11.3
26 – 35 years	27	17.9
36 – 45 years	60	39.7
46 – 55 years	17	11.3
Above 55 years	30	19.8
Total	151	100

Source: Primary data

TABLE NO 1

RELATION OF STRESS FACTORS WITH AGE

FACTOR	CORRELATION VALUE, R	SIGNIFICANT LEVEL, P	NUMBER OF RESPONDENT, N
Workloads	0.202	0.000	151
Interpersonal relationship	0.093	0.062	151
Student disciplinary problem	0.082	0.100	151
School rules	-0.065	0.190	151

Source: Output generated from SPSS 19

TABLE NO 2

Table shows the relation of stress factors with age. For finding the relation, significant level, $\alpha = 5$ percent or 0.05 are chosen. On workloads aspect, it is found that the value of correlation coefficient, R for workloads factor on age = 0.202. It shows a strong relation. It is also found that P value = zero. As a conclusion, there is significant relation between workloads aspect with age.

CORRELATIONS BETWEEN WORK-RELATED STRESS LEVEL AND SOCIO ECONOMIC VARIABLES

VARIABLE	N	R	P
Age	151	.216**	.001
Marital status	151	.073	.262
Qualification	151	.085	.192

Source: Output generated from SPSS 19

** Correlation is significant at 0.001 level (2-tailed)

TABLE NO 3

H_a: There is no significant relationship between work-related stress and age among school women teachers.

The results showed that there was a significant relationship between work-related stress and age among school women teachers ($r = .216^{**}$, $p = .001$). Therefore, the null hypothesis was rejected. This was a moderate and positive relationship indicating that stress levels increased with the increasing age of the respondents.

MEAN, S.D., F-VALUE OF RESPONDENTS' OPINION ABOUT THE JOB PERFORMANCE VS JOB INVOLVEMENT BASED ON THE AGE

AGE	N	MEAN	SD	F-VALUE	LEVEL OF SIGNIFICANCE
Below 25	17	32.42	10.32	8.46	0.01
26 – 35 years	27	42.93	8.15		
36 – 45 years	60	55.21	7.32		
46 – 55 years	17	38.66	4.83		
Above 55 years	30	58.41	9.36		
Total	151	57.32	11.34		

Source: Collected from primary data and output generated from SPSS 19

TABLE NO 4

H_a: There is a significant difference in respondents' opinion about the job performance Vs Job involvement based on the age.

The above table – 1.4 exhibits the Mean and SD of respondents' opinion about the job performance Vs Job involvement based on the age. Result proves that above 55 years of age groups respondents are high mean value than the other age groups. This difference is confirmed

by the calculated F-value (8.46) is significant at 0.01 level. Hence, the given hypothesis is accepted.

MEAN, S.D., F-VALUE OF RESPONDENTS' OPINION ABOUT THE JOB PERFORMANCE VS STRESS INDEX BASED ON AGE

AGE	N	MEAN	SD	F-VALUE	LEVEL OF SIGNIFICANCE
Below 25	17	245.32	9.22	12.85	0.01
26 – 35 years	27	282.14	8.18		
36 – 45 years	60	232.21	6.19		
46 – 55 years	17	229.42	4.67		
Above 55 years	30	266.24	8.42		
Total	151	284.09	10.34		

Source: Collected from primary data and output generated from SPSS 19

TABLE NO 5

H_a: There is a significant difference in respondents' opinion about the job performance Vs Stress Index based on the age.

The above table – 1.5 exhibits the Mean and SD of respondents' opinion about the job performance Vs Stress Index based on the age. Result proves that 26-35 years of age groups respondents are high mean value than the other age groups. This difference is confirmed by the calculated F-value (12.85) is significant at 0.01 level. Hence, the given hypothesis is accepted.

MEAN, S.D., F-VALUE OF RESPONDENTS' OPINION ABOUT THE JOB PERFORMANCE VS JOB SATISFACTION BASED ON AGE

AGE	N	MEAN	SD	F-VALUE	LEVEL OF SIGNIFICANCE
Below 25	17	42.24	8.08	13.42	0.01
26 – 35 years	27	55.09	6.42		
36 – 45 years	60	58.42	5.08		
46 – 55 years	17	50.15	4.24		
Above 55 years	30	55.42	7.21		
Total	151	54.18	9.24		

Source: Collected from primary data and output generated from SPSS 19

TABLE NO 6

H_a: There is a significant difference in respondents' opinion about the job performance Vs Job Satisfaction based on the age.

The above table – 1.6 exhibits the Mean and SD of respondents' opinion about the job performance Vs Job Satisfaction based on the age. Result proves that 36-45 years of age groups

respondents are high mean value than the other age groups. This difference is confirmed by the calculated F-value (13.42) is significant at 0.01 level. Hence, the given hypothesis is accepted.

7. FINDINGS

- The findings of this study may trickle the thinking of the policy level people and can thus improve the school women teachers' job performance level as well as reduce the level of stress.
- Among the total 151 respondents, majority of the respondents, 11.3 per cent of them below 25 years, 17.9 per cent of them 26-35 years, 39.7 per cent of them 36-45 years, 11.3 per cent of them 46-55 years and 19.8 per cent of them having above 55 years of age. Hence, majority of respondents belongs to 36-45 years of age groups.
- On workloads aspect, it is found that the value of correlation coefficient, R for workloads factor on age = 0.202. It shows a strong relation.
- On interpersonal relationship aspect, it is found that the value of correlation coefficient, R for interpersonal relationship factor on age = 0.093. It shows a very weak relation.
- On student disciplinary problem aspect, it is found that the value of correlation coefficient, R for student disciplinary problem factor on age = 0.082. It shows a very weak relation.
- There was a significant relationship between work-related stress and age among school women teachers ($r = .216^{**}$, $p = .001$). Therefore, the null hypothesis was rejected. This was a moderate and positive relationship indicating that stress levels increased with the increasing age of the respondents.
- There is strong negative correlation between job description conflicts with all the dimensions of performance. It has been found that Job description conflict has strong negative correlation with knowledge (-0.63), skills (-0.48), Attitude (-0.51) and overall job performance (-0.63) and this correlation is significant at the significant level of 0.01 respectively using two tailed test.
- Occupational stress was negatively associated with six job satisfaction facets. It was seen that a high level of occupational stress would reduce job satisfaction. Reducing occupational stress such as workload, conflict and unreasonable group and other pressures may lead to high satisfaction about work, pay, co-workers, promotion, supervision, and job in general.

8. SUGGESTIONS

- Every educational institution should implement higher standards of conduct for all students and staff. In addition, redesign the entire approach to discipline, teaching and learning.
- Effort should also be made to provide the necessary infrastructure in these institutions.
- Furthermore, each school should establish its own stress-reduction programmes for staff regardless of sex, age, experience, and status.
- For example, provision of confidential counseling services to students, staff and teachers to prevent and/or cope with personal and work related stressors should be encouraged.
- In addition, staff development programmes such as seminars, conferences and workshops on awareness and recognition of stressors and attendant health problems,

anger management, stress reduction procedures and relaxation techniques should be encouraged and strengthened as organizational resources for stress management.

9. CONCLUSION

Effects of job stress need to be monitored, because they influence not only the teachers, but also indirectly affect students and schools. Improvements in the working conditions, understanding the needs, and feelings of teachers could possibly lead to improved student achievement, productivity at schools, and quality in education. The reduction of stress will induce the teachers to provide efficient and effective service to the society. For the betterment of the educational institutions, the stress among the school women teachers should be reduced. Therefore, we need to be concerned about our teachers' condition. We have to take the necessary step to make them satisfied with their job. It will energize the teachers and their effort will be in full swing to build up the nation.

10. REFERENCES

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