Study of stress level of teachers working in ‘School for Deaf’ in Pune

Dr. Anand G. Gaikwad
Professor & Dean, MAEER’s MITCOE-CMSR, Kothrud, Maharashtra, India.

Prof. Babasaheb R. Jadhav
Asst. Professor, MAEER’s MITCOE-CMSR, Kothrud, Maharashtra, India.

ABSTRACT

Teachers working in deaf school play a vital role in shaping over all personality of deaf children. They teach them with the help of variety of techniques and equipments. While teaching to deaf students they have to face lot of challenges in making subject interesting and making it understandable. Researchers have made an attempt to identify what are the major problems are faced by these teachers. In the course of teaching what is the level of stress teacher undergoes.

The researchers have tried to conduct this study in residential schools of Pune, imparting primary and high school education to deaf children. There are presently about 10 such deaf schools in Pune city. Total number of school teachers working in these schools is near about 85. This study is carried out during the period of January to March, 2013. Questionnaires were distributed to the teachers working in these schools. Questionnaires filled in all respect were analysed and conclusions / findings drawn and suggestions given appropriately. Questionnaire consisting question pertaining to Pressure on the job, Disagreement and indecision, Communication and comfort with supervisor, Conflict related to job description, Work overload, Health issues: job related, Stress due to boredom, Time pressure, Work under-load stress, Stress related to job barrier and Problem of job security.

Findings of this study can be more useful, if taken seriously in order to make teaching learning process easy and effective for the better tomorrow. We can reduce the stress level arises due to the reasons mentioned above and make this teachers’ community life stress free.

Keywords: Stress, Deaf School, Pressure, Boredom, Job Security.

I. INTRODUCTION

As a routine practice, we at MITCOE-CMSR, Kothrud, Pune - 411038., conduct social survey on the topic of social relevance. Hence, Prof. Dr. Anand Gaikwad, took up this research activity and decided to have research on this topic. There are near about 10 schools in Pune city; which are imparting education to deaf children. Total teachers working in such schools are near about 85. Questionnaire was designed for this research. MBA – 1st year students helped in collecting questionnaire. Mr. Vyasaraj Jambagi was chief coordinator among MBA students. Based on outcomes Prof. Dr. Anand Gaikwad & Prof. Babasaheb Jadhav, (authors) have written this research paper.

II. RESEARCH METHODOLOGY:-

A. Topic of research:-
Study of stress level of teachers working in ‘school for deaf’ in Pune.

B. Aim of Research: - The aim of research is to study the stress level of teachers working in deaf schools.
C. Objectives of the study
1. To study the stress level on teachers of deaf schools.
2. To study and analyze the factors contributing to stress of teachers.

D. Hypothesis: - Teachers of deaf school, faces increased amount of stress while working in such schools.

E. Scope of Research: - The study of stress level of teachers working in deaf schools is analyzed during January to March, 2013.

F. Data Collection Methods
1. Type of Data: - Primary data has been collected through questionnaire and used for present research study.
2. Sources of Data: - Primary data was collected through questionnaire. Secondary data was collected from Deaf School Report.
3. Tools for Data Analysis: - Bar Diagram, Percentages are used for data analysis and interpretation.

G. Limitations of study: - Present research paper is based on available data of deaf schools.

H. Universe & population: - There are total 10 schools in Pune city; which are imparting education to deaf children. Total teachers working in such schools are 85.

I. Sample size: - Total sample size is 42 teachers working in deaf schools. Convenience sampling method is used for this research.

III. THEORITICAL BACKGROUND
a. Concept of Stress
1. Stress is not simply anxiety. Stress may be accompanied by anxiety. Anxiety operates in emotional and physiological sphere.
2. Stress is not simply nervous tension. Nervous tension may result from stress, but not all people exhibit their stress through nervous tension. Though under stress some people may keep it bottled up.
3. Stress is not necessarily something damaging, bad or to be avoided. There is also positive, pleasant side of stress such as promotion, increment etc. This is called eustress. Eustress is not damaging or bad and is something people should seek out rather than avoid. Stress is inevitable; distress may be prevented or can be effectively controlled.

b. Definitions
According to Spielberger, “Stress is an interaction between the coping skills of the individual and the demands of his environment.”
Fred Luthans defined Stress as “an adaptive response to an external situation that results in physical, psychological and / or behavioural deviations for organizational participants.”
According to Robbins, “Stress is dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he or she desires and for which the outcome is perceived to be both uncertain and important.”

c. Classification of stress
i. According to effect
  • Positive Stress – Eustress
  • Negative Stress – Distress
  • Indifference to Stress – Neustress
ii. According to Availability
  • Avoidable Stress – ex. Responsibility
  • Non- avoidable stree – ex. Accident
iii. According to intensity
  • Life Threatening Stress- ex. Death
  • Non-life threatening Stress- ex. Examination
iv. According to levels
Extrinsic Stress – at the organizational level
Intrinsic Stress – at the individual level

According to emergence – Source of stress

Adjustment Stress
Adaptability Stress
Confusion Stress
Conviction Stress
Ego Stress
Situational Stress
Frustration Stress

Sources of Stress

According to some psychologists there are three kinds of stressors.

Physical Stressors- External factors including chemical, pollutants, drugs, poisonous environment, radiation, excessive cold-heat temperature, noise, variation, humidity etc.

Social Stressors- Result from the interaction of the individual with his environment. Ex. Giving speech, disharmony between parents or other family members. Many social stressors are unavoidable. For eg. loss of job, change in residence, retirement. Pleasant events such as birth of child, new employment, engagement.

Psychological Stressors- Most damaging ones because of their recurrent nature. These stressors include negative and intense emotions like frustration; guilt, worry, inferiority feelings, emotions exhaust our energy and make us susceptible to illness. Internal dialogue or self-talk is a crucial psychological stressor. Our inner voice has a tendency to put ourselves down. Negative thinking leads to poor health, it also leads to depression.

e. Ill effects of Stress on Humans

1. Physiological Symptoms- Researchers from medical sciences found out that stress could create changes in metabolism, increase heart and breathing rates, increase blood pressure bring headaches and induce heart attacks. High level of stress is also accompanied by insomnia, sleeping trouble, sour eyes, sweaty palms, shaky hands and muscular problems. There is also link between stress and ulcer, cancer, arthritis. There may be rapid gain or loss of weight.

2. Psychological Symptoms- Mental health affected due to stress. High level of stress may be accompanied by anger, anxiety, nervousness, depression, irritability, tension and boredom. Due to these changes in mood employees self esteem goes lowered, his performance on jobs may be affected. There is inability to concentrate and take decisions. Stress can cause job related dissatisfaction.

3. Behavioral Symptoms- These symptoms include changes in productivity, absence and turnover. It also includes changes in eating habits, increased smoking or consumption of alcohol, rapid speech and sleep disorders. In the next chapter we will see the analysis and findings based on questionnaire.

IV. DATA ANALYSIS: - There were total 12 questions in the questionnaire used for this research, out of which 11 questions were ‘close end’ type and 1 question was of ‘open end’ type. Total 42 respondents have filled up the questionnaire. Data collected is studied and analyzed. Presented findings, here which are amounting to increased level of stress.

1. Pressure on the job: It is found that,

- 52% of the respondents opined that there is too much supervision.
- 48% of the respondents rush to complete work.
- 45% of the respondents think that there is too much red tape.
- 36% of the respondents opined that they are overloaded with work and unable to complete their tasks during the day.
2. **Disagreement and indecision:** It is found that,

- 38% of the respondents think that sometimes their job responsibilities go against their better judgement.
- 40% respondents opined that they are facing problems in refusing overtime.

3. **Communication and comfort with supervisor:** It is found that,

- 48% of the respondents think that sometimes their ideas differ from their supervisor.
- 50% of the respondents are unable to predict their supervisor’s reactions.
- 48% of the respondents expressed an opinion that their boss does not give any feedback about their work.
- 55% of the respondents think, their boss always criticizes them.

a) Too much supervision.
b) Job requirements are affecting your private life.
c) Rushed to complete work or short of time.
d) Too much of red tape.
e) Overloaded at work, unable to complete tasks during a day

a) Not sure of co-workers’ expectation
b) Unfriendly attitude in co-workers
c) Job responsibilities go against your better judgement
d) Unable to satisfy conflicting demands from the superiors
e) Problem in refusing overtime

a) Trouble talking to Boss
b) Your ideas differ from your supervisor
c) Inability to predict supervisors' reactions
d) Boss does not give total feedback about your work
e) Boss criticizes you always
4. **Conflict related to job description:** It is found that, there is not any particular conflict related to job description.

5. **Work overload:** It is found that, there is appropriate work load for every individual employee.

6. **Health issues:** It is found that, there are not much specific issues related to health or job.
7. **Stress due to boredom**: It is found that, 38% of the respondents opined that they have a repetitive or a highly specialized routine.

- **Possible causes**
  - a) No learning opportunities for new things
  - b) Unable to see final outcome of your efforts
  - c) Repetitive or highly specialised routine
  - d) Job is too easy
  - e) Day dreaming frequently

8. **Time pressure**: It is found that,
- 64% of the respondents are of the opinion that there is rigidity in starting and ending times.
- 48% of the respondents feel that the working pace is fast.

- **Possible causes**
  - a) Constant reminders that “Time Is Money”
  - b) Rigidity in starting and ending times
  - c) Monotonous pace of work
  - d) No enough time for break or meal
  - e) Work pace is very fast

9. **Work under-load stress**: It is found that, Respondents do not feel any stress related to work under-load stress.

- **Possible causes**
  - a) Little chance for growth exists
  - b) Trying to "Look" busy on job
  - c) Feeling de-motivated
  - d) Very little responsibility at work
  - e) Over qualified for your job
10. Stress related to job barrier: It is found that,
- 36% of the respondents think that there is limited scope for advancement
- 71% of the respondents think that the stress is not related to the job behaviour.

11. Problem of job security: It is found that,
- Respondents are not worried about their job security.

V. RESEARCH FINDINGS: In this chapter major research findings are presented and suggestions given at the end.
- There is too much supervision which amounts to stress among teachers.
- Teachers are facing problems in refusing overtime.
- There is a mismatch between superior’s expectations and actual performance of the teacher.
- There is absence of conflict related to job description.
- As far as work-load is concern, it is appropriate.
- There are not much specific issues related to health or job.
- There is a repetition or highly specialized routine.
- There is rigidity in starting and ending times and the working pace is also fast.
- There is no stress related to work – under load.
- There is limited scope for advancement and there is no stress related to job barrier.
- Teachers are not worried about job security.

VI. SUGGESTIONS
Part A
1. Management of schools should circulate control sheets to be for data to be collected on work completed and pending, will be useful for follow up and further course of actions.
2. Management should organize work schedule in such a manner that there is no need for work for extra hours.
3. A training program on leadership and team building should be organized in order to improve understanding and co-ordination between leader and team member regarding ideas, expectations and
reaction. Performance appraisal process is to be carried out on regular basis and adequate and timely feedback is to be given to subordinates.

4. The management is handling the work delegation process well and assigning right and appropriate jobs to people well suited for the job. Such practice should be continued in future.

5. Teaching job can be made easy by adopting easier teaching methods such as songs, quizzes & other easier teaching & care-taking methods.

6. In order to minimize rigidity in starting and ending times, which affects employees and causes dissatisfaction and rush to complete job, management should take corrective measures such as flexible time and appropriate job responsibility to individual.

7. With reference to scope for advancement is concerned, there is need to improve learning and employability programs.

8. Respondents trust their higher authority hence, motivated to work hence management should continue this practice.

Part B
Responses and suggestions with reference to open ended questions provided in following table.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Feeling expressed by the responded</th>
<th>Management Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Satisfied when working with special students at deaf school.</td>
<td>Such kind of motivating environment should be maintained at school level.</td>
</tr>
<tr>
<td>2</td>
<td>Happy feeling when we get appreciation from students through the sign language.</td>
<td>Provide adequate learning equipment’s in the schools. Conduct awareness programmes for parents &amp; society. Technical education required for employability. Government should concern and take some collaborative steps.</td>
</tr>
<tr>
<td>3</td>
<td>Working with the school since last 23 years and school management hasn’t scolded any of the teachers.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students study the same syllabus which is taught in normal schools and thus they lag behind because of lack of learning aids.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Parents are illiterate so unable to understand value of education.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Rehabilitation of students are not taken seriously. Not fair treatment in industries and society.</td>
<td>Budget approval, allocating funds and sanctioning expenses should be a routine practice at school level &amp; at higher authorities.</td>
</tr>
<tr>
<td>7</td>
<td>Management is good, but Zila Parishad under which we work provide funds, but expenses are more comparatively and are not sanctioned and is not admissible.</td>
<td></td>
</tr>
</tbody>
</table>

VII. REFERENCES:-