



Occupational stress with emotional and Behavioural disorders among private school teacher's in Tamil Nadu

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Abstract: Teachers are a special blessing from God to us. They are the ones who build a good nation and make the world a better place. A teacher teaches us the importance of a pen over that of a sword. They are much esteemed in society as they elevate the living standards of people. They are like the building blocks of society who educate people and make them beings. The study examined the Occupational stress with emotional and behavioural disorders among private school teacher's in Tamil Nadu. The participants were 22 teachers from different districts of the state Tamil Nadu. The research is of descriptive method and incorporates the use of survey technique. Data is subjected to analysis using SPSS version 21. The findings show that the availability of emotional disturbance, Job sustainability, work overload and lack of physical and mental training for reducing stress are the major causes of occupational stress with emotions and behavioural disorders among private school teachers in Tamil Nadu.

Key words: Stress, Emotions & Behaviour Disorders

I. INTRODUCTION:

People experience stress in private life and at work place. People have to work effectively against time and within the parameter of various rules and regulations. It is not always possible to create an organizational climate conducive to work. Various departments, groups and external environment factors affect individual behaviour. Minimal level of stress is required for organizations to operate effectively. Excessive stress is harmful for the individual as it causes mental and physical disequilibrium and subsequently leads to physical and mental disturbance. People suffer from high blood pressure, heart attack when stress is beyond control of the human beings. It is therefore necessary to identify causes of stress and modify behaviour so that the individual energy is directed towards organizational productivity and healthy organization climate is created.

Occupational stress

Occupational stress is a term used to define ongoing stress that is related to the workplace. The stress may have to do with the responsibilities associated with the work itself, or be caused by conditions that are based in the corporate culture or personality conflicts. As with other forms of tension, occupation stress can eventually affect both physical and emotional well being if not managed effectively.

The terms 'work-related stress' or 'work stress' mean the same as occupational stress.

Lack of perceived support can raise stress levels. Occupational stress increases if the employee has little or no control over work processes.

Occupational stress with emotions and Behavioural disorders:

As you will see in the sections below, stress is a given factor in our lives. We may not be able to avoid stress completely, but we can change how we respond to stress, which is a major benefit. Our ability to recognize, manage, and maximize our response to stress can turn an emotional or physical problem into a resource.

"Emotional and Behavioural Disorder" is an umbrella term under which several distinct diagnoses (such as Anxiety Disorder, Manic-Depressive Disorder, Oppositional-Defiant Disorder, and more) fall. These disorders are also termed "emotional disturbance" and "emotionally challenged." According to the Individuals with Disabilities Education Act (IDEA), children with emotional and behavioural disorders exhibit one or more of these five characteristics:

The most common behavioural disorders are:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behaviour or feelings under normal circumstances.
- A general pervasive mood of unhappiness or depression.
- A tendency to develop physical symptoms or fears associated with personal or school problems.

Digital Divide

It's not surprising the term "digital divide" has entered more of our vocabularies in recent months.

The definition of the digital divide has evolved throughout the last 30 years.

Initially, high costs of computers created a natural barrier between those who could and could not afford one – and all the advantages that came with owning one. But as the cost of computers has dropped and more people are gaining basic access to technology devices, the digital divide has evolved to take on an added meaning.

In 2006, Jakob Nielsen, Ph.D. notably categorized the digital divide into three stages:

Economic Divide

Usability Divide

Empowerment Divide

This laid the groundwork to the more holistic definition of the digital divide that we use today.

According to Taking IT Global, the digital divide now encompasses the ability, both technical and financial, to make full use of the technology available, taking into consideration access, or lack of access, to the internet.

The focus of the digital divide has shifted from access to computers and smartphones to inequity between those who have more or less bandwidth and more or less skills, also known as digital literacy.

II. REVIEW OF LITERATURE

Lee and Ashforth(1996) stated that the stress and job burnout also related to specific demands of work include overload, variations in workload ,role of conflict ,and role ambiguity. workers who of perceive a high-level stress and resulting job burnout have poor coping responses and lack of job satisfaction, which often erode obligation to the organization and lead higher turnover.

Herbert (1979) researched on the influence of meditation-relaxation technique on group problem-solving effectiveness exposed that meditations teams improved more from pre-test to protest than control teams in solving the group problem faster with fewer transactions, also members of meditations teams felt less tense and showed more effective team work than member of control teams.

Pettegrew and Wolfie (1982) investigated on validation measures of faculty stress explain that the assessment further researches suggest that the survey questionnaire made no attempt to measure account for an knowledge the effects stressor from sources beyond the environment

Gardner .Sallie (2015) studied on stress among prospective teachers on students-teacher distress has the potential to impact on the individuals who are to become teachers, the profession and the education system. This review examines what is known of psychological distress among university student, teachers and student-teachers, the demand associated with their practical experiences and the known and impact of psychological distress. A brief overview of contemporary stress management approaches is also presented. The reviewer consents that the potential problem for prospective teachers requires a holistic approaches, beginning through understanding contemporary strategy available to individual university students, and preventative stress management programs provided within territory education, which may be made available to future student-teacher

III. RESEARCH METHODOLOGY:

OBJECTIVES OF THE STUDY

- The present study in trends to have prime issue as, to find out the Occupational stress with emotional and behavioural disorders among private school teachers in Tamil Nadu.
- To find whether gender, locality of School, locality of teachers, types of school, medium of instruction, qualification, monthly salary, types of family, teaching experience of private schoolteachers associate with their occupational stress.

HYPOTHESIS:

H1: there is association with year of birth and health factors of teachers.

H2: There is significance relationship between the occupational stress and emotional disturbance.

Area of the study

The research has done in various districts of Tamil Nadu.

Source of data

The research is descriptive study based on survey method both primary and secondary data have been used this study.

Primary data

Primary data has been collected from private school teachers of various districts of Tamil Nadu.

Secondary data

Secondary data has been collected from the books, article from newspaper, published papers and websites.

Sampling Design & Population:

Random sampling is adopted for the present study. The researcher selected 22 respondents from various districts of Tamil Nadu.

IV. DATA ANALYSIS AND INTERPRETATIONS

Stress among due to year of birth and health factors of teachers

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Year of birth	3.18	1.006	22
Health factors of teachers	2.09	1.377	22

Correlations

		Year of birth	Ability to operate system
Year of birth	Pearson Correlation	1	.022

	Sig. (2-tailed)		.923
	N	22	22
	Pearson Correlation	.022	1
Health factors of teachers	Sig. (2-tailed)	.923	
	N	22	22

Source: Primary Data

Inference:

The pearson correlation coefficient for year of birth and health factors of teachers is 0.022. The two variables are positively correlated which means these two variables tend to year of birth associated with ability to operate system.

Stress among teachers due to Behavioural Disorders

Test of Homogeneity of Variances

Emotional disturbance.

Levene Statistic	df1	df2	Sig.
4.081	2	19	.034

Multiple Comparisons

Dependent Variable: **Emotional disturbance.**

Tukey HSD

(I) Area of locality	(J) Area of locality	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	2.850*	.609	.000	1.30	4.40
	4	2.404*	.519	.001	1.09	3.72
2	1	-2.850*	.609	.000	-4.40	-1.30
	4	-.446	.477	.626	-1.66	.77
4	1	-2.404*	.519	.001	-3.72	-1.09
	2	.446	.477	.626	-.77	1.66

*. The mean difference is significant at the 0.05 level.

Emotional disturbance.

Tukey HSD

Area of Locality	N	Subset for alpha = 0.05	
		1	2
2	5	1.40	
4	13	1.85	
1	4		4.25
Sig.		.690	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 5.693.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

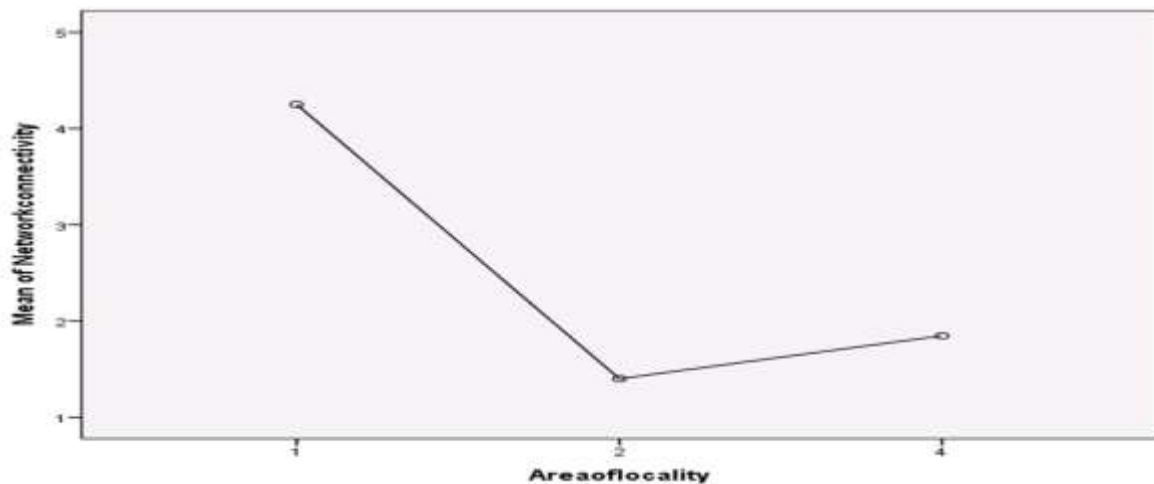
ANOVA

Emotional disturbance.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	21.630	2	10.815	13.137	.000
Within Groups	15.642	19	.823		
Total	37.273	21			

Source: Primary Data

MeansPlot



Inference:

There is significance relationship between the groups as demonstrated by one way ANOVA $F(2,19) = 13.137$ ($p = 0.01$ which is less than $p = 0.05$)

A Tukey Post hoc test showed that the occupational stress significantly related with emotional disturbance ($p = 0.626$ which is greater than $P = 0.05$). There is significance relationship between occupational stress and emotional disturbance.

V. CONCLUSION:

Stress has most common cause of employees in all sector and important aspects of all sector. The stress issue has become contemporary. This study implies that the Occupational stress with emotional and Behavioural disorders among private school teacher's in Tamil Nadu. As per the study of correlation, there is positive correlation between year of birth and health factors of teachers. It is also a great factor that causes stress among the teachers. So, there should be taken necessary steps to reduce occupational stress and emotional disturbance in order to provide physical and mental exercises which will reduce the stress greatly among the teachers.

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