



A STUDY TO ASSESS STRESS LEVELS OF SELF-FINANCIAL B. ED COLLEGE TEACHERS IN NORTH BENGAL

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Abstract

This study investigates the stress levels of self-financial B. Ed college teachers in North Bengal, focusing on the emotional and physical challenges faced in their roles. Utilizing a mixed-method approach, data were collected from 32 teachers (17 males and 15 females) through a self-designed questionnaire assessing workload, physical and emotional symptoms, work environment, and job satisfaction. The results reveal that a significant proportion of teachers experience feelings of overwhelm and physical symptoms related to stress, with no significance difference male teachers and female teachers stress level. The findings highlight critical areas for intervention, including the need for improved workload management, targeted support programs, and initiatives to enhance collegial relationships. By addressing these stressors, educational institutions can foster a healthier work environment that supports teacher well-being and ultimately enhances student outcomes.

Keywords: Stress levels, B. Ed teachers, Self-financial colleges

Introduction:

Stress for B. Ed teachers refer to the psychological and emotional strain they experience due to various challenges associated with their roles. Teaching is inherently demanding, and B. Ed teachers, who often juggle multiple responsibilities, can encounter stress from various sources. The teaching profession, particularly in self-financing B.Ed colleges, is increasingly recognized for its significant stressors, impacting educators' well-being and performance. This study aims to investigate the stress levels among self-financial B. Ed teachers in North Bengal, focusing on both the overall effects of stress and the differences in stress levels between male and female educators. The importance of this research lies in addressing the mental health challenges faced by teachers, which can ultimately affect student outcomes and institutional effectiveness.

Impacts of Stress on Teachers

Stress can significantly affect teachers, influencing their emotional well-being, physical health, job performance, and the overall educational environment. Here are some key impacts.

1. Emotional Well-Being

Anxiety and Depression: Research indicates that chronic stress among teachers is linked to higher levels of anxiety and depression, adversely affecting their mental health (Kyriacou, 2001). Prolonged exposure to stress can lead to emotional exhaustion and a sense of helplessness (Maslach & Leiter, 2016).

2. Physical Health

Physical Symptoms: Stress can manifest physically in teachers as headaches, fatigue, and sleep disturbances, which can negatively impact their overall health (Bridger et al., 2011). Long-term stress has been associated with serious health issues, such as cardiovascular disease and weakened immune response (Gonzalez-Marrero et al., 2018).

3. Job Performance

Reduced Effectiveness: High levels of stress can impair cognitive functions such as attention and decision-making, leading to decreased teaching effectiveness (Skaalvik & Skaalvik, 2014). Stressed teachers may struggle with planning lessons and managing classroom behaviour, impacting student learning.

4. Work Relationships

Conflict with Colleagues: Stressed teachers may exhibit irritability and reduced patience, leading to conflicts with colleagues (Wang et al., 2015). This can hinder collaboration and create a less supportive work environment.

5. Professional Satisfaction

Job Dissatisfaction: Research shows that elevated stress levels are correlated with decreased job satisfaction and increased turnover intentions among teachers (Aloe et al., 2014). Teachers experiencing high stress may become disengaged from their roles and responsibilities.

6. Impact on Students

Teaching Quality: Stress negatively impacts teaching quality, which in turn affects student outcomes. Studies have found that stressed teachers may deliver less effective instruction and create a less positive classroom atmosphere (Miller et al., 2013). This can lead to poorer academic performance and a decline in student motivation.

Need and Justification:

The teaching profession, especially in self-financing B. Ed colleges, is characterized by unique stressors related to job demands, emotional labour, and inadequate institutional support. Understanding these stressors is essential for improving teacher well-being and job satisfaction. By identifying and addressing the stress factors affecting teachers, this study aims to contribute to improved educational outcomes for students. Healthy, satisfied teachers are better equipped to create a positive learning environment. By improving the mental health and job satisfaction of B.Ed teachers, the study can contribute to a more stable and effective teaching workforce. This, in turn, supports better student outcomes, enhancing the overall quality of education in the region.

Objectives:

1. To study the stress level of self-financial B. Ed teachers
2. To examine difference in stress among Male and Female B. Ed teachers

Hypothesis:

Ha1: There is significant effect of stress on self-financial B. Ed teachers.

H02: There is no significant difference in stress among self-financial B. Ed teachers with respect to gender

Method and Procedure:

Design: The researcher employed a mix method approach for this study, utilizing a descriptive methodology. The survey method was specifically chosen as the research technique.

Population and Sample:

All the self-financial B. Ed college teachers from North Bengal were taken as population of the study. Thirty-two teachers (17 Male and 15 Female teachers) from four B. Ed colleges in Darjeeling District of North Bengal were taken as samples of the study.

Sampling Method:

The samples were selected from the four self-finical B. Ed colleges of Darjeeling district by using simple random sampling technique.

Data collection and analysis:

The researcher used a self-made questionnaire for data collection. The questioner consists of 4 dimensions such as 1. Workload in time management. 2. Physical and emotional symptoms. 3. Work Environment and symptoms. 4. Job security and Satisfaction. The questionnaire consists of total 18 questions in five-point rating scale such as Strongly Disagree, Disagree, Neutral, Agree and Strongly agree. For positive statements, the five points are scored as 0,1,2,3,4,5 and for negative statements, the five points are scored as 5,4,3,2,1.

The researcher used MS Excel for data tabulation and analysis. Both descriptive and inferential statistics were employed for data analysis and hypothesis testing, including percentage. Bar graph, standard deviation and t-test.

Data analysis and Discussion:

Ha1: There is significant effect of stress on self-financial B. Ed teachers.

Workload and Time managements	Strangely Disagree	S.D %	Disagree	D%	Neutral	N%	Agree	A%	Strongly Agree	S.A%
Overwhelmed	1	3	3	9	10	31	14	44	4	13
Difficult to manage time	0	0	8	25	12	37	8	25	4	13
Workload reasonable and manageable	1	3	2	6	7	22	17	53	5	16

Table1: Workload and Time managements of B. Ed teachers

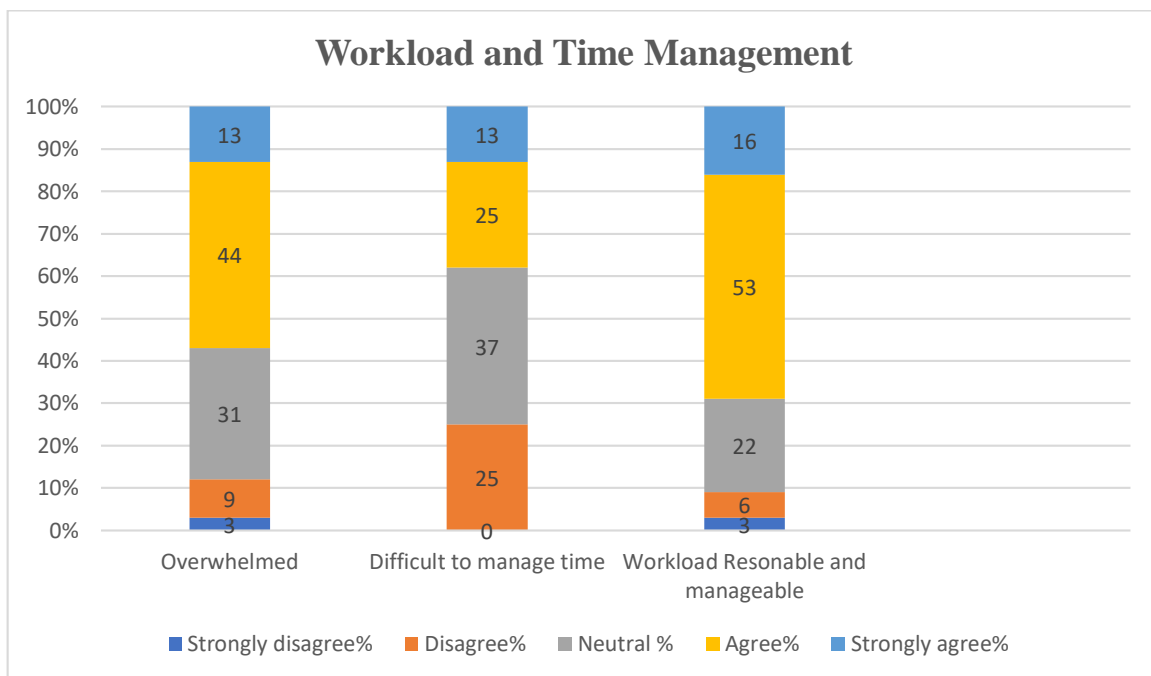


Fig 1: Workload and Time managements of B. Ed teachers

Table 1 and fig 1 showed that A significant portion (44%) of teachers agree they feel overwhelmed, and 31% are neutral. Only a small fraction disagrees (12% combined for S.D and D). This suggests that a majority of teachers experience feelings of being overwhelmed by their workload. Here, the data shows that 25% disagree, while 37% remain neutral. Only 38% of teachers agree that managing time is difficult (25% agree, 13% strongly agree). The lack of strong disagreement may suggest some teachers feel equipped to manage their time despite challenges. A majority (53%) agree that their workload is reasonable and manageable, with 16% strongly agreeing. Only 9% of respondents indicate disagreement. This suggests a general satisfaction with the workload.

Table 2: Physical and emotional symptoms of B. Ed Teachers

Physical and emotional symptoms	Strangely Disagree	S.D %	Disagree	D%	Neutral	N%	Agree	A%	Strongly Agree	S.A%
Experience physical symptoms	1	3	8	25	8	25	12	38	3	9
Feels emotional drained	3	9	11	34	6	19	9	28	3	9
Stress	1	3	16	50	5	16	8	25	1	3

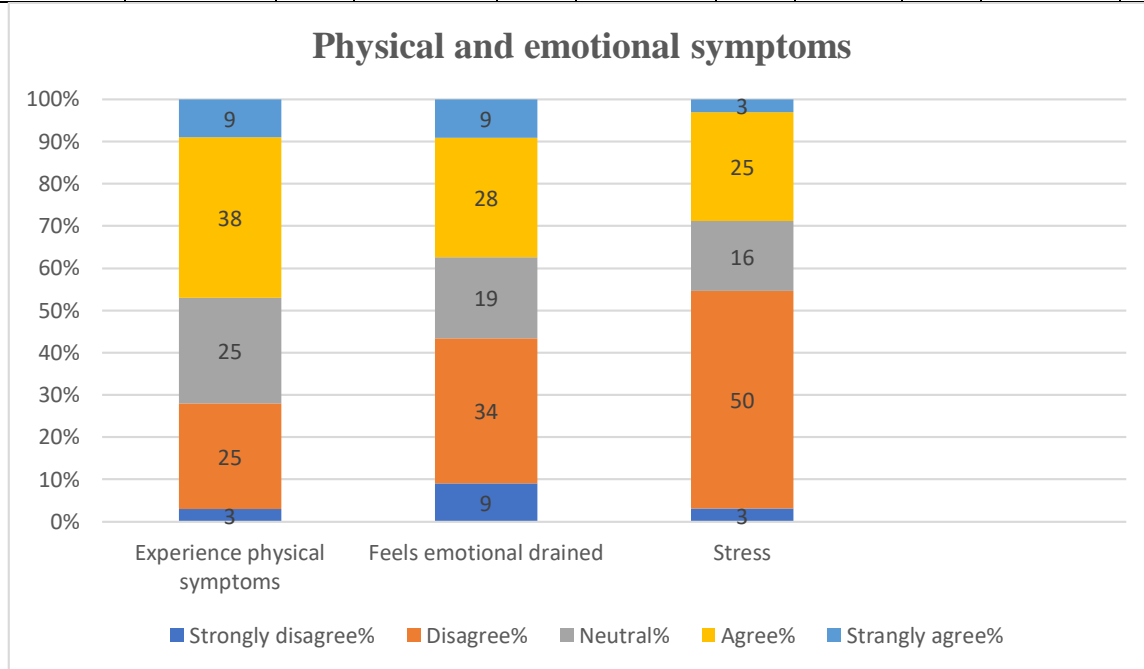


Fig 2: Physical and emotional symptoms of B. Ed Teachers

Table 2 showed that a total of 38% teachers agree they experience physical symptoms, while only 28% (combined S.D and D) disagree. The neutral response is 25%. This suggests that a significant portion of teachers do report physical symptoms related to their work. The presence of physical symptoms may indicate stress or workload issues that need addressing. Here, 28% of teachers agree they feel emotionally drained, while 43% (combined S.D and D) disagree. The neutral responses are at 19%. This indicates a notable proportion of teachers do feel emotional exhaustion, although a significant number do not feel this way. The low percentages for strong agreement and high percentage of disagreement suggest varied experiences with stress among teachers.

Table 3: Work Environment and Symptoms of B. Ed teachers

Work Environment and Symptoms	Strongly disagree.	SD%	Disagree.	D%	Neutral.	N%	Agree.	A%	Strongly agree.	SA%
Work Environment makes. Tension.	0	0	13	41	5	16	9	28	5	16
Supported by colleagues.	0	0	3	9	6	19	20	63	3	9
Feel pressure.	0	0	14	44	8	25	5	16	4	13

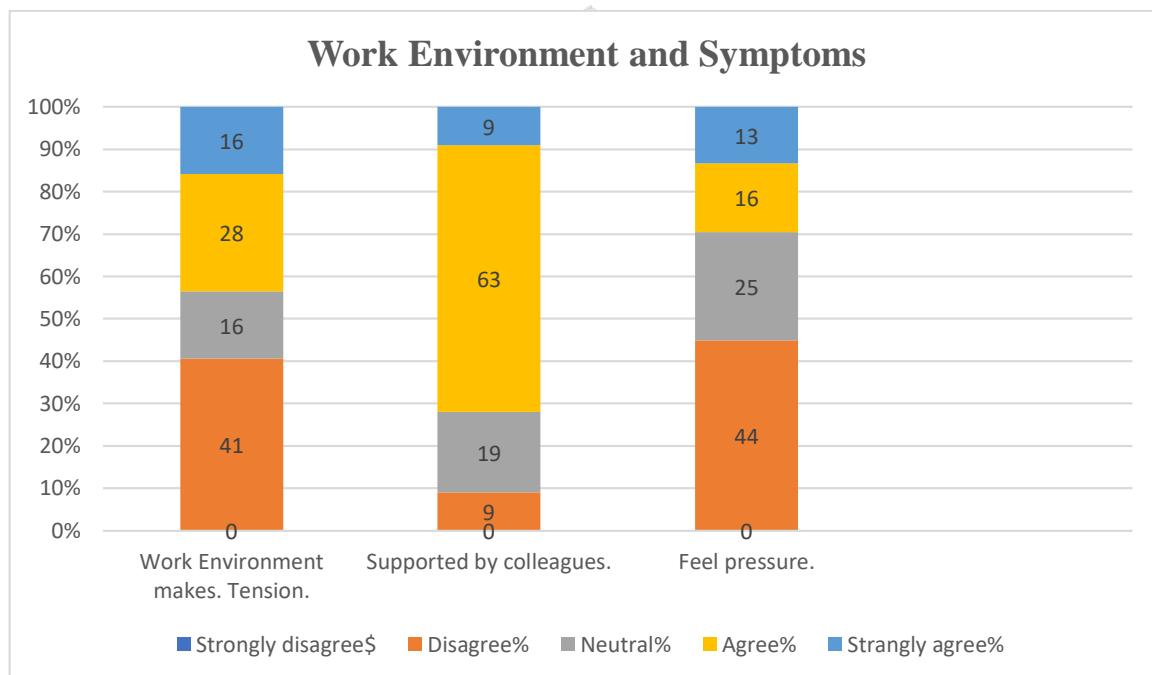


Fig 3: Work Environment and Symptoms of B. Ed teachers

Table 3 showed that a significant portion (41%) of teachers disagree that the work environment creates tension, while 28% agree with the statement and 16% are neutral. This indicates that a notable number of teachers do not feel that their work environment is a source of tension, but a considerable minority does. An overwhelming majority (63%) of teachers feel supported by their colleagues, with only 9% disagreeing. The neutral response is 19%. This indicates a positive perception of collegial support within the work environment. Here, 44% of teachers disagree that they feel pressure, while 29% (combined A and SA) agree with the statement. The 25% neutral responses indicate some uncertainty. This indicates a general sense of lower pressure among the majority, but a significant minority does feel pressured.

Table 4: Job Security and satisfaction of B. Ed teachers

Job Security and satisfaction	Strongly disagree	SD %	Disagree	D %	Neutral	N %	Agree	A %	Strongly agree.	S A %
Job security.	6	19	11	34	4	13	9	28	2	6
Contribution appreciated.	5	16	4	13	7	22	12	38	4	13
Carrier growth opportunity provided.	4	13	7	22	5	16	14	44	2	6
Satisfied with salary and benefit.	14	44	9	28	4	13	2	6	3	9

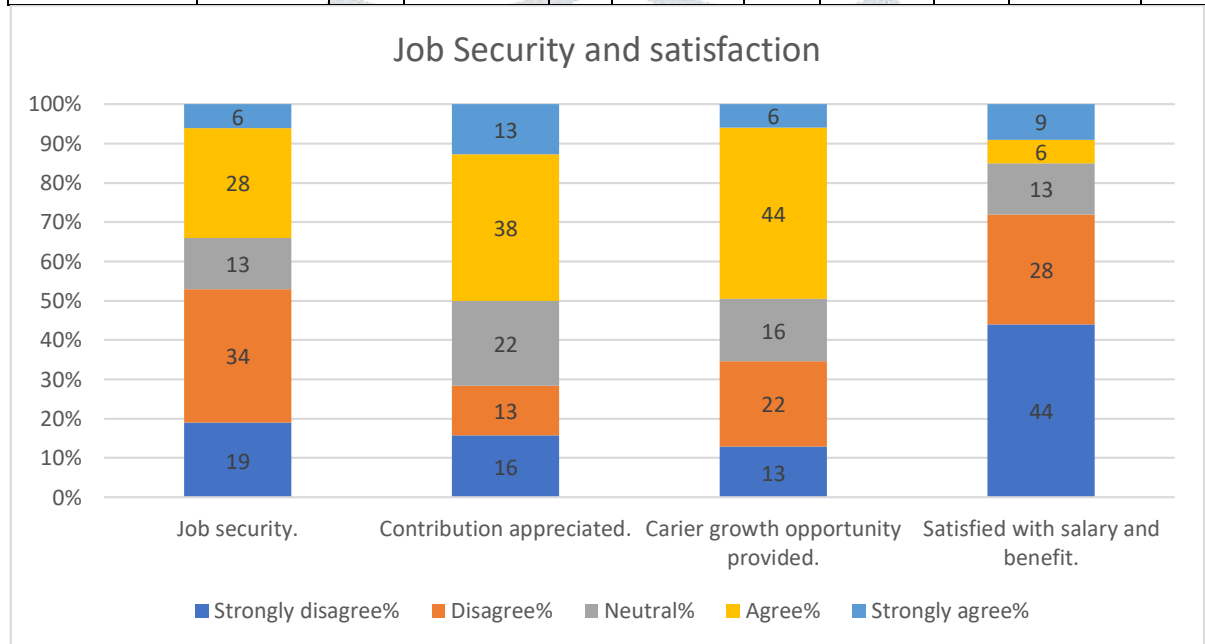


Fig 4: Job Security and satisfaction of B. Ed teachers

A combined 53% of teachers express concern about job security (19% strongly disagree and 34% disagree). Only 34% feel secure (28% agree and 6% strongly agree). This indicates a significant level of insecurity regarding their positions. Here, 51% of teachers feel that their contributions are appreciated (38% agree and 13% strongly agree). However, a total of 29% (16% strongly disagree and 13% disagree) feel that their contributions are not recognized, while 22% remain neutral. A strong 44% of teachers agree they have opportunities for career growth, with only 35% (13% strongly disagree and 22% disagree) indicating otherwise. The neutral response is 16%. This suggests that a majority see potential for professional development. Career growth opportunities can enhance job satisfaction, suggesting that positive aspects of the workplace are perceived favourably. A total of 72% unsatisfied with salary and benefit, 13% have neutral responds and few portions i.e 15% satisfied with their salary and benefits.

H02: There is no significant difference in stress among self-financial B. Ed teachers with respect to gender

Table 5: Difference in stress among male and female B. Ed teachers

Variable	N	Mean	Standard deviation	Degree of freedom	t-Value	p-value
Female	15	54	5.41	30	0.018714	1.70
Male	17	59	7.15			

Table 5 data showed that the tabular value of t at 30 degree of freedom and 0.05 level of significance and for two test is 1.70 which is greater than the calculated value of t ($t=0.018714$). Hence the null hypothesis is accepted i.e there is no significance difference between stress level of male and female teachers of self-financial B.Ed college.

Major Findings:

Ha1: There is significant effect of stress on self-financial B. Ed teachers.

- **Overwhelm Among Teachers:** A significant number of teachers report feeling overwhelmed by their workload, with many expressing neutralities. Only a small fraction disagrees, highlighting considerable stress among educators.
- **Time Management Challenges:** Many teachers find time management difficult. However, the lack of strong disagreement suggests that a good number feel reasonably equipped to handle their time.
- **Physical Symptoms:** A significant portion of teachers report experiencing physical symptoms related to their work. This suggests potential stress or workload issues that may need to be addressed.
- **Emotional Drain:** While some teachers feel emotionally drained, a notable number do not. The varied responses indicate different experiences with emotional exhaustion among educators, highlighting the need for targeted support.
- **Work Environment Tension:** A significant number of teachers do not perceive their work environment as tense, although a considerable minority does feel tension.
- **Collegial Support:** The majority of teachers feel supported by their colleagues, indicating a positive perception of collegial relationships within the workplace.
- **Pressure Levels:** Most teachers report feeling lower pressure, but a notable minority does experience pressure, highlighting varied experiences among educators.
- **Job Security Concerns:** A significant portion of teachers express concern about job security, indicating a notable level of insecurity regarding their positions.
- **Career Growth Opportunities:** A majority of teachers believe there are opportunities for career growth, suggesting a positive outlook on professional development that could enhance job satisfaction.

H02: There is no significant difference in stress among self-financial B. Ed teachers with respect to gender

- There is no significant difference in stress levels between male and female teachers

- Despite the lack of significant difference, male teachers exhibit a higher average stress level compared to female teachers in the self-financial B.Ed college.

Educational Implications:

1. **Addressing Overwhelm:** Schools should implement strategies to reduce workload and provide support systems that help teachers manage stress effectively. This could include professional development focused on workload management and mental health resources.
2. **Improving Time Management:** Offering workshops or training on time management techniques can empower teachers to enhance their efficiency and confidence in managing their responsibilities.
3. **Workload Assessment:** Regular assessments of workload expectations can help ensure that they remain manageable, fostering a supportive environment where teachers feel satisfied with their roles.
4. **Encouraging Open Dialogue:** Fostering a culture of open communication about stress and workload can help identify issues early and create a more supportive work environment.
5. **Enhancing Work Environment:** Efforts to improve workplace dynamics, such as team-building activities and conflict resolution training, can help reduce perceived tension in the work environment.
6. **Strengthening Collegial Support:** Promoting collaborative practices and mentoring programs can enhance collegial relationships, contributing to a supportive work culture.
7. **Job Security Programs:** Institutions should provide clear communication regarding job security and career pathways, helping to alleviate concerns and improve teacher morale.
8. **Promoting Career Growth:** Schools should actively promote available career development opportunities, ensuring that teachers feel empowered and supported in their professional growth, which can enhance job satisfaction and retention.
9. **Awareness and Training:** Professional development workshops could focus on stress reduction techniques and mental health awareness, tailored to the needs of all teachers, with special attention to the higher stress levels reported by male teachers.
10. **Support Systems:** Establishing support networks, such as mentoring or peer support groups, can help create a more inclusive environment where male teachers feel comfortable discussing their stress and seeking help.
11. **Regular Assessments:** Conducting regular assessments of stress levels among teachers can help identify trends and inform interventions, ensuring that all educators receive appropriate support.
12. **Encouraging Open Communication:** Fostering a culture of open dialogue about stress and well-being can help reduce stigma and encourage both male and female teachers to share their experiences and seek support when needed.

Conclusion:

This study aimed to assess the stress levels of self-financial B.Ed college teachers in North Bengal, highlighting significant findings regarding their emotional and physical well-being, job performance, and overall satisfaction in the workplace. The data revealed that a considerable number of teachers experience feelings of overwhelm, with many reporting physical symptoms related to their work, such as headaches and fatigue. Emotional exhaustion was also prevalent, indicating that stress significantly impacts their mental health. The research further illuminated no differences in stress levels between male and female teachers.

Educational implications drawn from the findings emphasize the necessity for institutions to implement strategies aimed at reducing workload, enhancing time management skills, and providing health and well-being initiatives. Fostering a supportive work environment through collegial relationships and recognition programs is crucial to improving job satisfaction and reducing stress.

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