

A SYSTEMATIC LITERATURE REVIEW OF ORGANIZATIONAL STRESS AMONG TEACHERS

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ABSTRACT

The purpose of this study was to review the research already carried out by various researcher on the area of organizational stress among teachers working in the various levels of teacher like primary, secondary, college and Universities of different countries. This paper is descriptive in nature and based on secondary data collected from various journals and articles. This paper identifies the various factors that create stress among teachers. Working in both private and government educational Institutions. The findings of this study reveal that major organizational stressors and the coping strategies to reduce the stress. This paper also helps to understand the conceptual ideas about organizational stress, causes and coping methods.

Keywords: Organizational stress, Teacher, Primary, Secondary, College, Universities, literatures, coping strategies

INTRODUCTION

In the first moving society stress is a common term in every sphere of life. Organizational stress occurs in every workplace. In every organization there is a time limit to meet the expectation as per the demand. Now a day the teaching profession is also a very stressful profession due to some extra additional duties and responsibilities. According to WHO, Occupational or work related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenges their ability to cope.

This study focuses the causes of organizational stress among teachers in different countries and different levels of teachers by reviewing research papers.

SIGNIFICANCE OF THE STUDY

This study identifies the various factors that causes stress among teachers in different countries and different levels of teachers and also adopt various coping strategies methods.

RESEARCH METHODOLOGY

This study based on secondary data. Journal and research papers were collected from various international and national journal. The paper related to organizational stress among teachers were reviewed and classified.

RESULTS AND DISCUSSION

In this review paper research papers are considered for review. This paper consists of both quantitative and qualitative papers. Research papers are based on descriptive, empirical, conceptual and cross sectional study. Research papers were represented in tabular format.

TABLE-1 LITERATURE REVIEW ON OCCUPATIONAL STRESS

SL.N O.	YEAR	AUTHORS	AUTHORS PROFILE	COUNTR Y	METHODOLOGY	RESEARC H UNIT
1	2010	Yazhuan.L,et al.	Academic	China	Descriptive	High school teachers
2	2011	Majeed.S.S.,et al.	Academic	Pakistan	Empirical	Public and private school teachers
3	2011	Kaur.S	Academic	India	Conceptual	Public and private school teachers

4	2011	Kerr.A.R.,et al.	Academic	Ireland	Descriptive	Secondary school teachers
5	2011	Leila.G.,et al.	Academic	Tehran	Descriptive	Elementary, secondary and high schools
6	2012	Vijayadurai.J.,et al	Academic	India	Exploratory	College teachers
7	2012	Reddy.L.G., et al.	Academic	India	Descriptive	University teachers
8	2012	Afta.M.,et al.	Academic	India	Descriptive	Secondary school teachers
9	2012	Rani.A.,et al.	Academic	India	Exploratory	Primary school teachers
10	2012	Chadha.M.,et al.	Academic	India	Descriptive	School teachers
11	2012	Simbula.S.,et al.	Academic	Italy	Descriptive	Secondary schools
12	2013	Sapna,et al.	Academic	India	Conceptual	Engineering teachers
13	2013	Jeyaraj.S.S	Academic	India	Descriptive	Higher secondary schools
14	2013	Anbazhagan.A.,et al.	Academic	India	Descriptive	Various organizations
15	2013	Kataoka.M.,et al.	Academic	Japan	Descriptive	University teachers
16	2013	Kauts.A.,Kumar.V	Academic	India	Descriptive	Secondary school teachers
17	2014	Barabanshchikova ,V.V, et al.	Academic	Russia	Empirical	School teachers
18	2014	Chaly.E.P,et al.	Academic	India	Cross-sectional	Software professional and school teachers
19	2014	Hasan.A	Academic	India	Empirical	Government and private primary school teachers
20	2014	Mohammadpour.S., et al.	Academic	Zahedan	Descriptive	High school teachers
21	2014	Rathee.I.	Academic	India	Descriptive	Residential and Non-residential school teachers
22	2014	Kumar.A.,et al.	Academic	India	Descriptive	Government

						and private school teachers
23	2015	Sabherwal.N,et al.	Academic	India	Descriptive	Faculty of higher educational institutions
24	2015	Shkemi.F,et al.	Academic	Europe	Empirical	Teachers
25	2015	Gebrekirstos.A.H.	Academic	Ethiopia	Cross-sectional	Secondary school teachers
26	2015	Gannapa.P.et al.	Academic	India	Cross sectional	Government and private school teachers
27	2015	Pandey.K.N.	Academic	India	Descriptive	School teachers
28	2015	Naseer.F. &Alhija.A.	Academic	Israeli	Descriptive	School teachers
29	2016	Parry.M.W.,et al.	Academic	India	Conceptual	University teachers,secondary school teachers,elementary teachers & other professionals
30	2016	Kaur.N	Academic	India	Descriptive	Government and private school teachers
31	2016	Suganya.S. et.al	Academic	India	Descriptive	Self-financing arts and science college
32	2016	Ibrahim.J.	Academic	India	Descriptive	Private and Government schools
33	2016	Dawn.S.,et al.	Academic	India	Descriptive	School teachers
34	2016	Mehta.A.	Academic	India	Descriptive	Female school teachers
35	2016	Matiang'i.J.et al.	Academic	Kenya	Descriptive	Secondary school teachers
36	2017	Rabha.R.R.	Academic	India	Descriptive	Female school teachers
37	2017	Nasir.N.,et al.	Academic	Pakistan	Descriptive	Higher educational sector
38	2017	Jani.B	Academic	India	Descriptive	Government

						and private school teachers
39	2017	Sing.N.,et al.	Academic	India	Descriptive	Secondary school teachers
40	2017	Bhuin.K.P.	Academic	India	Descriptive	Private management institutions
41	2017	Shrivastava.A.,et al.	Academic	India	Descriptive	Female faculties
42	2017	Kaur.S.	Academic	India	Descriptive	College teachers
43	2017	Dlkshit.S.,et al.	Academic	India	Descriptive	Higher educational institutions
44	2017	Hughes.A.W.,et al.	Academic	Ghana	Descriptive	High school teachers
45	2017	Saravanan. K.et al.	Academic	India	Descriptive	Government and private primary school teachers
46	2017	Chaturvedi.K.S.,et al.	Academic	India	Exploratory	Higher Educational Institutions
47	2017	Hemalatha.M.,et al.	Academic	India	Descriptive	Secondary schools
48	2017	Kaur.M.,et al.	Academic	India	Descriptive	Urban Indian Schools
49	2017	Ahmad.J.	Academic	India	Conceptual	School teachers
50	2018	Gandhi.N	Academic	India	Descriptive	Private and Govt.college teachers
51	2018	Harish.K.A.,et al.	Academic	India	Empirical	Public and private school teachers
52	2018	Dhar.N.,et al.	Academic	India	Descriptive	School teachers
53	2018	Margarate.K.,et al.	Academic	Kenya	Descriptive	School teachers
54	2018	Harmesh.R.,et al.	Academic	Netherland	Descriptive	Beginning'te achers
55	2018	Mohammad.T.	Academic	Turkey	Cross sectional	Libyan school teachers
56	2018	Koros.J.E.	Academic	Kenya	Explanatory	Primary school teachers
57	2018	Doss.C.,et al.	Academic	India	Descriptive	Government and private school

						teachers
58	2018	Qusar.N	Academic	India	Descriptive	Primary, middle, higher secondary school teachers
59	2019	Xin.W.,et al.	Academic	Jilin Province.	Cross sectional	Primary school teachers
60	2019	Selvavinayagam. K.,et al.	Academic	India	Descriptive	Aided and Government primary schools

GAPS IN LITERATURE REVIEW

1. Most of the study conducted in public and private school teachers. Less number of studies for college teachers and higher educational institutions.
2. In this review paper less numbers of studies mentioned the coping strategies of organizational stress among teachers.
3. Only few studies conducted during the selected period.
4. Most of the studies highlights the causes of organizational stress among teachers but not identifies the difference level of stress.

FINDINGS

After reviewing the research papers some of the major stressors causes the stress among teachers in different levels of schools, colleges and university teachers are represented in these figures. From this review study the major factors that causes the stress among teachers are work load, work environment, work demand, lack of improve skills, school system, low income, career intention, lack of teaching resources, role conflict, role ambiguity, poor student behavior, poor relationship with colleagues, lack of respect from others.

Figure-1: Major organizational stressors among teachers

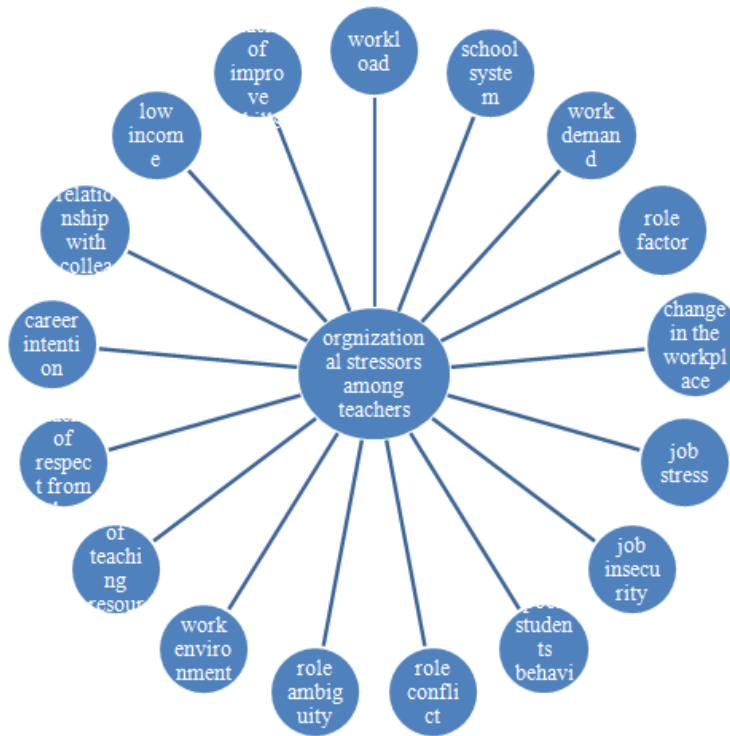
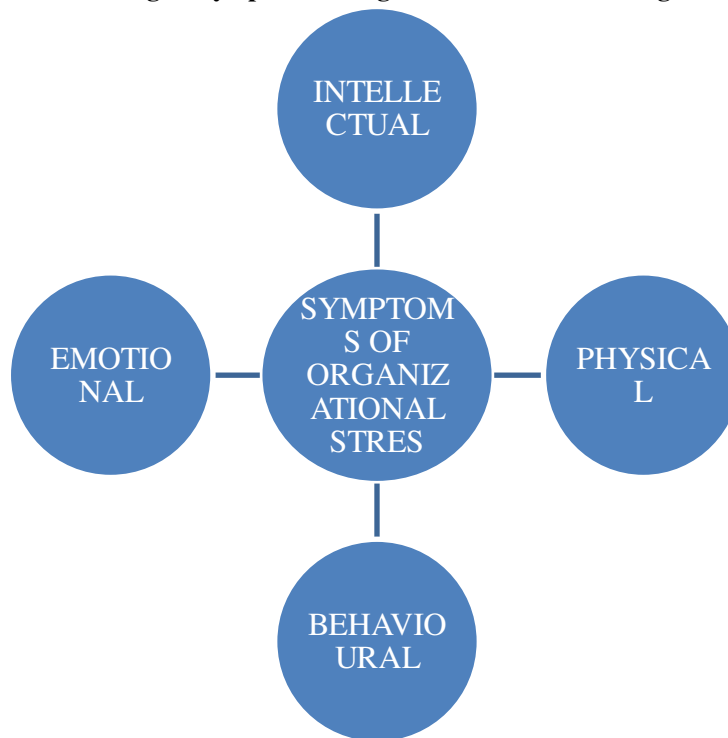


Fig:-2 Symptoms of organizational stress among teachers:-



SYMPTOMS OF TEACHERS STRESS**Intellectual symptoms:**

- Memory Problem
- Difficulty in taking decision
- Confusion
- Poor judgment
- Lack of concentration

Physical symptoms

- Digestive problem
- Sleep disturbance
- Fatigue
- High Blood pressure
- Weight gain or loss
- Skin problems
- Asthma or shortness of breath
- Heart palpitations

Emotional Symptoms

- Moody and hypersensitive
- Restlessness and anxiety
- Depression
- Anger and resentment
- Irritation
- Lack of confidence
- Apathy
- Urge to laugh or cry at inappropriate times

Behavioral symptoms

- Eating more or less
- Sleeplessness
- Isolation
- Neglecting responsibilities
- Increased alcohol and drug use
- Nervous habits
- Teeth grinding or jaw
- Losing temper
- Overreacting to unexpected problem

COPING STRATEGY FOR REDUCING THE ORGANIZATIONAL STRESS AMONG TEACHERS

- Training analyzing the situation and developing an active plan to minimize the stressors.
- Training helps to skill development and coping the lifestyle that creates buffer stress.
- Various training methods are conducted in the organization like assertiveness, communication skill, time management, problem solving etc.
- Creating suitable working condition
- Support to employees whenever required
- Providing recreational facilities to the teachers
- Participation in decision making concept
- Relaxation in working schedule
- Other assignments should be reduced
- Restructuring the salary package
- Conducting stress reduction workshop frequently
- There should be a clear job descriptions and promotions policy

CONCLUSION

From this study revealed that stress among teachers occurred due to numbers of causes. Different authors have studies different ways like conceptual, descriptive, cross-sectional, exploratory etc. A number of papers have contributed by the different countries. India has published research paper based on both conceptual knowledge and practical studies. It has been observed that most of the paper not mentions the coping strategies or reducing organizational stress mechanism. So it is necessary to reduce the organizational stress among teachers.

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