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Research Article

A Study on Impact of Stress towards Work Related Behavior among Secondary School Teachers in Malawi

R. V. Palanivel*, S. Michael

St. John the Baptist University, Malawi

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**Corresponding author:*

E-mail:

drparanivelrv@gmail.com

ABSTRACT

This investigation conducted on impact of stress towards work behavior among secondary school teachers in Mangochi, Malawi. 200 secondary school teachers were randomly chosen to form as participants for the investigation. Data were collected by using research questionnaire titled “stress management in educational sector”. The purpose of this study was to identify the various impacts of stress towards work related behavior among secondary school teachers. This study reported that teachers were encountered impacts on job related behaviors such as losing interest in teaching, committing a lot of errors in work, Not attending to students’ needs, transferring of aggression to students, increasing Absence. Male teachers encountered more impacts in job related behaviors compared to female teachers. There was positive correlation between age of the respondents and respondents encountered in job behaviors. Master degree holders encountered more job-related impacts compared to all other teachers who are all secured certificate, diploma and Bachelor degree. Teachers who are having experience between 11–15 and 16–20 years encountered more stress impact on job behavior compared to teachers who are having experience in teaching between 0 to 10 years.

Keywords: Impact of stress, Secondary school teachers, work related behavior

Introduction

Stress among secondary school teachers has increasingly become a concern for many educational institutions. To paraphrase the “father of stress,” Hans Selye, stress is an inevitable significance of life, and therefore an inescapable significance of organizations.

Currently, many challenges experienced by each and every human in life can produce stress. Stress has become a common problem

that nearly everyone has to deal with especially those who involve in intellectual activities such as teaching career.

Morgan and Kitching (2007) stated teaching as an occupation is a demanding job that involves highly intellectual activities however, there are various intellectual signs of stress that can disturb people in the profession, these includes memory problem, misperception, poor judgment, lack of attentiveness, while the

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emotional symptoms can be annoyance, irritation, temperamental, and unhappiness, all of these can have harmful adverse effects on the teachers' job.

Review of Literature

Stress is very closely related to individual and workplace. A several features of life have been connected to stress in day-to-day activities. Some of causes of stress can be reduced and some of the stress itself can be stressful, namely work overload stress (Michael and Jenefa, 2018) and role-based factors such as lack of self-confident, lack of thinking ability, a greater number of responsibilities, role in the organization and role conflict (Nelson and Burke, 2000).

Gillespie et al. (2001) reported that majority of academic staff reported that job-related stress was creating a harmful effect on their professional work and personal welfare. Michael and Jenefa (2018) stated that secondary school teachers from Zomba encountered high-level stress caused by Stay far away from school, High cost of living, Child care responsibilities, Poverty, Eldercare responsibilities,

Conflict with loved ones. Jackson (2015) reported that levels of stress are currently it is in growing trend. Youths may be impotent to concentrate on researchers and sports due to unsteadiness of mind because of stress. They separate themselves from the family activities or peer relationships. Yusuf et al. (2015) revealed that stress had negative effects on teachers' productivity.

Objectives

- To study the demographic profile of secondary school in Mangochi, Republic of Malawi.
- To identify the various impacts of stress towards work among secondary school teachers.

Methodology

The present study is empirical in nature, Data were collected by using questionnaire titled "stress management in educational institution" adopting simple random sampling technique. 200 samples were selected to study the objectives of the research.

Data Analysis and Interpretation

Table 1. Secondary school teacher's profile

Gender	%	Age Distribution	%	Experience	%	Qualification	%
Male	78	21 - 30	33	0 - 5	38	Certificate	14
Female	22	31 - 40	30	6 - 10	22	Diploma	48
		41 - 50	23	11 - 15	10	Degree	37
		51 - 60	11	16 - 20	10	Master	01
		Above 60	3	Above 21	20		

Table 1 shows that 78% of secondary school teachers were male and 22% of secondary school teachers were female. 33% of the secondary school teachers are in the age group of 21 - 30 years, which is followed by 30% belongs to the age group of 31 - 40 years. 23% of the teachers in the age group of 41 - 50 years and 51 - 60 years' age group constitutes 11% and 3% of the secondary school teachers belong to above 60 years old. Qualification of the secondary school teachers also identified to

check the stress among teachers in secondary schools in Mangochi. Qualification shows that 14% of the secondary school teachers obtained only certificate 48% of the secondary school teachers obtained diploma, 37% of secondary school teachers secured bachelor's degree and 1% have obtained master's degree. Teaching experience was done in order to find out how teachers has been experiencing with stress. 28% of the respondents were having experience between 0 - 5 years, 22% of the secondary

school teachers having experience between 06 – 10 years 6% of the teachers were having experience between 11 – 15 years, 10% of the teachers were having experience between 16 – 20 years, 20% of the respondents were having experience more than 20 years.

The secondary school teacher's gender, age group, experience and qualification were examined using simple percentage. The significant results are presented below.

Table 2 showed that majority of the respondents encountered in job behaviors such as losing interest in teaching, committing lot of errors in work, transferring of aggression to students, increasing absence and not attending to students' needs. Male teachers are affected more than female teachers.

Table 2. Impact of stress quoted by male and female teachers

Impact of stress	Male (%)	Female (%)	Mean
Losing interest in teaching	58	63	60.5
Committing lot of errors in work	37	55	46
Transferring of aggression to students	38	41	39.5
Increasing absence	27	32	29.5
Not attending to students' needs	41	12	26.5

Table 3 showed that while age of the respondents increasing, stress create more impact on respondents. It shows that positive correlation between age of the respondents and

respondents encountered in job behaviors such as committing a lot of errors in work, transferring of aggression to students, not attending to students' needs.

Table 3. Impact of stress quoted by age of teachers

Impact of stress	21-30 (%)	31- 40 (%)	41-50 (%)	51-60 (%)	Mean
Losing interest in teaching	58	43	69	82	63.8
Committing lot of errors in work	45	47	48	64	54.2
Transferring of aggression to students	33	37	39	55	46.2
Not attending to students' needs	30	33	62	55	36
Increasing absence	24	23	48	18	22.6

Table 4 showed that teachers who are having experience between 11 – 15 and 16 – 20 encountered more stress impact on job behavior such as committing a lot of errors in work, losing interest in teaching, transferring of aggression to students, Not attending to students'

needs and Increasing Absence compare to teachers who are having experience between 0 to 10.

Table 4. Impact of stress quoted by experience of teachers

Impact of stress	0 – 5 (%)	6 – 10 (%)	11 – 15 (%)	16 – 20 (%)	Above 20 (%)	Mean
Committing lot of errors in work	53	59	70	80	65	65.4
Losing interest in teaching	55	50	50	80	70	61
Not attending to students' needs	29	36	50	50	50	43
Transferring of aggression to students	37	31	40	40	50	39.6
Increasing absence	23	21	20	50	30	28.8

Table 5 shows that teachers who secured Master Degree encountered more impacts in job related behaviors such as losing interest in teaching, committing a lot of errors in work,

Not attending to students' needs, transferring of aggression to students and needs and increasing absence.

Table 5. Impact of stress quoted by qualification of teachers

Impact of stress	Certificate (%)	Diploma (%)	Bachelor (%)	Master (%)	Mean
Losing interest in teaching	43	66	54	100	65.75
Committing lot of errors in work	43	53	46	100	60.5
Not attending to students' needs	43	45	30	100	54.5
Transferring of aggression to students	29	40	41	100	52.5
Increasing absence	21	30	24	100	43.75

Conclusion

Stress is a challenge for secondary school teachers in Mangochi, Malawi. It is important that secondary school teachers should be administered continually to deal with stress related impacts. This study identified the major impacts of stress in job related behavior such as losing interest in teaching, committing a lot of errors in work, Not attending to students' needs, transferring of aggression to students and needs and Increasing Absence. This investigation found that Male secondary school teachers were affected more than female secondary school teachers. There is a positive correlation between age of the respondents and respondents encountered in job behaviors such as committing a lot of errors in work, transferring of aggression to students, Not attending to students' needs. Master degree holders encountered more job-related impacts compared to all other teachers who are all secured certificate, diploma and bachelor degree. Teachers who are having experience between 11 – 15 and 16 – 20 years encountered more stress impact on job behavior compared to teachers who are having experience in teaching between 0 to 10 years. Government and school management should start counseling units for medical counseling and general counseling where teachers could be helped to deal with job related problems associated with stress. Government and school management should employ professional counselors for schools to activate or manage the counseling units.

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