



Stress Areas and Stress Factors for the School Head Masters

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Abstract:

It is observed that modernization has changed life styles of human beings but at the same time, it is achieved at the personal cost. This cost is captured by a single word "stress". There is no field where stressful events do not happen and there is no person who has not experienced any kind of stress, even lay people generally use the term stress to refer to various negative feelings. Now a day the situations in educational administration fields, particularly in secondary schools, are different for the headmasters, as the time has completely changed. The headmaster of secondary school is involved in variety of administrative and academic activities and programmes other than classroom teachings and school administration and the headmaster as an academician and administrator has now to manage the teaching more from a shrinking resource base and in the face of explosion of knowledge and skills not seen before. In the recent time expectations of management of the schools, students, parents and society have risen up and the headmasters at secondary schools have to show their performance in better way even under stressful situations. The investigator has made effective attempts through this research work to find out the areas creating stress and stress factors which directly or indirectly affect the school headmasters in particular and school education in general.

School Headmasters Stress Inventory (SHSI) constructed and validated by the investigator was used for collecting data for the study. In the beginning the headmasters were asked to respond on stress information response sheet. With the help of the responses on this stress information response sheet investigator could identified stress area and stress factors for the school headmasters. Frequencies and percentage were calculated for selection of first two most stress creating stress factors from responses of 100 headmasters of the sample. As findings; (1) ten major area creating stress are: School management, School staff, Students, Parents, Government, School administration & management, Planning of school programmes, Professional, Society, and Personal development.

Thus, it is required for the headmasters of secondary schools that to reduce stress they should keep more social relationship with all the stalk holders of the school like, students, parents, staff members, management, government officers, Nodal officers, etc. all the time. Even headmasters can reduce stress and increase their performance by keeping positive attitude towards life and practicing Yoga and Meditation regularly.

Keywords: *Stress, Stress area, Stress factor, School headmaster*

1. Introduction

It is seen that modern life is increasingly becoming complex to live peacefully. It is observed that modernization has come with many benefits and it has made many changes in all walks of our life. It has changed life styles of human beings but at the same time, it is achieved at the personal

cost. This cost is captured by a single word “stress”. Indeed, stress has found a place in our modern lexicon as fast foods, junk bonds and software packages.

There is no field where stressful events do not happen and there is no person who has not experienced any kind of stress, even lay people generally use the term stress to refer to various negative feelings.

Now a day the situations in educational administration fields, particularly in secondary schools, are different for the headmasters, as the time has completely changed. The headmaster of secondary school is involved in variety of administrative and academic activities and programmes other than classroom teachings and school administration, like conducting training for teachers, work as resource person in training seminars, administration of the responsibilities entrusted by the NODAL, organize for science fair and youth festivals ,work in the various public examinations, conduct interview to appoint teachers and non-teaching staff, dealing with parents, society and management of the school, activities of students society and school or individual research project etc.

Besides these, all the headmasters have also to deal with staff members, students, parents, management, government-rules, society, with their own problems, etc. and the headmaster as an academician and administrator has now to manage the teaching more from a shrinking resource base and in the face of explosion of knowledge and skills not seen before. To look into the efforts by the teachers to teach qualitatively in the classrooms, to make effective planning and administration of co-curricular activities, to participate in administrative role entrusted by the management, send the teachers for compulsory evaluation work are not there and most headmaster will be the first to say that their lives have become stressful, as there never was so much to do. In the recent time expectations of management of the schools, students, parents and society have risen up and the headmasters at secondary schools have to show their performance in better way even under stressful situations in the school. The performance of headmasters in school administration and overall performance in the school depends upon how headmaster reacts or copes with the stress inducing situations. The investigator has made effective attempt through this research work to find out the areas creating stress for the school headmasters and also analyze the events taking place in all these areas as stress factor which directly or indirectly affect the school headmasters in particular and school education in general

2. Objectives

It is necessary to lay down objectives for successful completion of any work because objectives give true direction to any work. Present research work carried out with view to achieve following objectives.

1. To study area of stress creating stress among school headmasters.
2. To study stress factors creating stress among school headmasters.

3. Research Questions

In accordance with above objectives following research questions were made-

1. What are the areas of stress creating stress among school headmasters?
2. What are the stress factors creating stress among school headmasters?.

4. Research Procedure

4.1 Tool

Tool used was:

School Headmasters Stress Inventory (SHSI) constructed and validated by the investigator

In the beginning the headmasters were asked to respond on stress information response sheet where they were supposed to identify most stress creating any three stress factors, meaning of these stress factors, causes of stress creating stress factors for them, their approaches to deal with stress factors (Positive or Negative) along with intensity of its effectiveness, feelings about stress factors (Positive or Negative) and approaches of coping with feelings about stress factors. With the help of the responses on this stress information response sheet investigator could identify stress area, stress factors and causes creating stress among the school headmasters. A list of 75 stress inducing situations was prepared by investigator with help of information collected from discussions with various groups like, management representatives, headmasters, teachers, on-teaching staff members, students, parents, members of society etc.

The School Headmasters Stress Inventory contains as many as 20 stress factors and each stress factor includes causes creating stress, approaches of coping with stress factors (Positive or Negative), feelings about stress factors (Positive or Negative) and approaches (Positive or Negative) of coping with feelings about stress factors.

The area creating stress among the school headmasters were identified and school headmasters were asked using SHSI to select any three out of 20 stress factors which create highest stress to them.

4.2 Sample

Stratified random sampling technique has been used in the selection of sample of 100 school headmasters of the schools situated in Sabarkantha district of Gujarat in India. Out of 462 secondary schools in Sabarkantha district 100 school headmasters have been chosen by lottery method.

4.3 Reliability and Validity

Reliability of SHSI was found to be 0.89 using test-retest techniques and validity of SHSI was decided through discussion with the school management representatives and school headmasters. Regarding behavioral patterns and working styles of selected first five higher stress and lower stress headmasters and it was matching with the stress scores of concern headmasters. It proves that the stress score obtained using SHSI are correct. It shows that stress factors and causes creating stress given in SHSI are valid.

5. Data Collection and Statistical Treatment

In the beginning response of 50 school headmasters were collected to construct SHSI in five different steps in sequence by the investigator. This SHSI was administered to sample of 100 school headmasters of Sabarkantha district of Gujarat. Using the frequency distribution and calculating responses of 100 school headmasters in percentage to find out highest stress creating stress factors and causes creating stress among the school headmasters of the sample.

6. Findings

(1) After analyzing incidences creating stress available from stress information response sheet the following ten major areas creating stress among the school headmasters are found as follows.

1. School management
2. School staff
3. Students
4. Parents
5. Government
6. School administration and management
7. Planning of school programmes
8. Professional

9. Society
10. Personal development

(2) In all the ten stress areas there were about nine to ten stress factors. The first two highest stress creating stress factors selected by school headmasters of the sample are as under:

1. In the first stress area on school management, out of nine stress factors the school headmasters have selected first two most stress creating stress factors are; (i) The pressure of the management for the expectations of higher result of the school (65.50%), (ii) Unnecessary creating pressure by management in appointment procedure in the school (50.12%).
2. In the second stress area on school staff, out of twelve stress factors the school headmasters have selected first two most stress creating stress factors are; (i) Lack of follow up of the responsibilities entrusted to peons in the school (50.75%),(ii) Lack of communication between the teachers (30.15%).
3. In the third stress area on students, out of ten stress factors the school have selected first two most stress creating stress factors are; (i) Very low intelligence level of the students (76%),(ii)Low achievement of the students in examinations (66.50%).
4. In the fourth stress area on parents, out of ten stress factors the school headmasters have selected first two most stress creating stress factors are; (i) Less attendance of the parents in parents meetings (72.50%), (ii) Lack of follow up of improvement decisions taken by parents (33.25).
5. In the fifth stress area on government, out of twelve stress factors the school headmasters have selected first two most stress creating stress factors are-(i) Frequently changing rules for appointment of school teachers (67.00%), (ii) Responsibilities to compulsorily send the teachers for evaluation (66.50%).
6. In the sixth stress area on school administration and management, out of thirteen stress factors the school headmasters have selected first two most stress creating stress factors are- (i) Lack of computer knowledge in the non-teaching staff (70.20%), (ii) Lack of necessary educational facilities (60.50%).
7. In the seventh stress area planning of school programmes, out of ten stress factors the school headmasters have selected first two most stress creating stress factors are-(i) Lack of varieties in the co-curricular activities of the school (50.50%),(ii)Lack of qualitative approach in each activity of the school by the teachers (50.40%).
8. In the eighth stress area professional development, out of ten stress factors the school headmasters have selected first two most stress creating stress factors are- (i) Lack of innovative in-service training programmes for the development of the headmaster (21.50%),(ii)Less opportunities of professional development(21.00).
9. In the ninth stress area society, out of twelve stress factors the school headmasters have selected first two most stress creating stress factors are; (i) Pressure by the society on headmasters to allow copying in the public examinations (30.50%), (ii) Various types of pressures on the headmasters because of school as central assessment place (27.50%).
10. In the tenth stress area personal problems, out of twelve stress factors the school headmasters have selected first two most stress creating stress factors are- (i) Conflict between profession and self-concept (70.50%). (ii)Physical problems because of age (42.50%).

7. Conclusion

It is required for the headmasters of secondary schools that to reduce stress accuracy in planning of academic and administrative activities all the pros and cons are essential to be discussed with the staff ,management, society and parents as they are potential forces for the headmasters to work qualitatively in the school. The headmasters should deal proactively and effectively to deal

with all the ten stress areas and all the twenty stress factors. Headmasters should keep more social relationship with all the stalk holders of the school like, students, parents, staff members, management, government officers, Nodal officers, etc. all the time. Even headmasters can reduce stress and increase their performance by keeping positive attitude towards life and practicing Yoga and Meditation regularly.

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