



# Stress and Work-Life Balance of School Teachers: A Social Work Intervention

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**ABSTRACT:** The study is conducted with the teachers of St. Claret Matriculation Higher Secondary school in Thiruvallur District of Tamilnadu. Around 20 samples were collected with the objective of finding out the mental well-being of school teachers. The scientific tool is used for data collection and analysis of collected data. The methodology adopted for conducting the study also mentioned. This paper provides the statistical information on stress and work-life balance of teachers which influences the mental well-being of teachers. Teachers are instruments of the proper and effective education system. Their role plays an importance in academic performance, personality construct, social behavior of students. Mental health of teachers plays a vital role in the professional performance of teachers. Because of this demanding profession, nowadays teachers were facing lots of stress and low level of work-life balances. By addressing these issues by interventions and individual healthy habits can bring positive change in the mental health of teachers.

**Keywords:** Mental well-being, School teachers, Stress, Work-life balance



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## 1. INTRODUCTION

According to Surinder Kaur (2011), "A teacher is a kingpin of the entire education system." The teachers are viewed as dispensers of knowledge; teachers are increasingly perceived as facilitators or managers of knowledge. They work in a constant socially isolated environment surrounded by hostile views and sometimes the threat of physical abuse, at the same time under constant fear and threat of accountability for every action of both own selves and that of the pupil. Almost all cultures of the civilized world have considered their teachers in very high esteem. They are very often being given names like "Master" "Mentor" and "Guru." To achieve this status, teachers throughout the history of civilization have come up to the expectations of the world around them. The primary role and responsibility of a teacher are multitasked in the present-day school system. A teacher has a lot of deadlines to meet and a lot of responsibilities to shoulder beside teaching a child what are in a text book. With the change in the teaching culture and added managerial responsibilities for teachers include planning and executing instructional lessons, assessing students based on specific objectives derived from a set curriculum, and communicating with parents. Rebecca Hsiang & et al. (2016), All these elements of the teaching profession are potential stressors that can have varying negative effects on the educator's work performance, personal well-being, and mental health.

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Another most important reason for studying teachers on the aspect of Work life balance is that this is the profession that has overwhelmingly female than in any other profession. The teaching profession that has different dimensions such as the pattern of work, authority, identification, and career, etc., and most important thing is that all these dimensions differ with different institutes and subjects that is why this field is most preferred for Work-family conflict.

The teachers spent 8 to 9 hours of a day in a school and spending their remaining time continue with the works of school like correcting papers, notes taking, etc. in the home. And also the demands of management and student's parents made them thrust into their profession. Because of the pressures in the school as well as the demands in the social roles like a parent, wife, husband, etc. made them stress and collapse in the balancing of personal and professional life. Which, produces the impact on the mental well-being of teachers. This study aims at understanding the various aspects of the mental health of teachers and factors which influences the stress and work-life balance of teachers. By understanding the factors, the researcher will provide the needed intervention program. By giving the intervention, the mental health of teachers will be improved. The performance of teachers in their organization also improved. This contributes to the academic performance and social behavior of students.

## **2. Methods**

### **2.1 Objectives**

- To identify the various stress factors of teachers.
- To identify the work-life balance of teachers.
- To analysis influence of stress and work-life balance in mental health.
- To address the mental health issues related to stress and work-life balance through interventions.

### **2.2 Research design**

Experimental design before and after without control design is used for this study. In such a design, a single test group or area is selected, and the dependent variable is measured before the introduction of the treatment. The treatment is then introduced, and the dependent variable is measured again after the treatment has been introduced. The effect of the treatment would be equal to the level of the phenomenon after the treatment minus the level of the phenomenon before the treatment. The researcher used this design to obtain the information through data collection before the intervention followed by intervention and the data is collected again after the intervention.

### **2.3 Intervention**

Solution-Focused Model is used for this intervention program. This model starts with the solution and then helps the client establish the steps that will lead to the solution. This model is the one that uses the miracle question to help clients envision the future that they want to obtain. The researcher used this model to facilitate the respondents to find the solutions and find the ways which lead to a solution to the problems. Which lead to the future improvement of the respondents. In the intervention process guest lecture on stress management, the role of play respondents based on their defense mechanism of stress, a reflection of improved work-life

balance, activities based on work-life balance and time management guest lecture was given as social work intervention.

#### **2.4 Universe and Sampling**

Teachers of St. Claret school were taken as the universe for this study. Cluster sampling is the sampling technique used for this intervention. In this sampling technique, the total population is divided into some relatively small sub-divisions which are themselves clusters of still smaller units and then some of these clusters are randomly selected for inclusion in the overall sample. The researcher used this technique by putting the 66 teachers of the universe into four clusters teachers of teachers of kindergarten, primary, secondary, and higher secondary, then 20 primary teachers were selected for the overall sample.

#### **2.5 Tools for data collection**

Self-prepared questionnaire was used for collecting the data consists of 21 items, ten items for stress level and 11 items for work-life balance.

### **3. Findings**

#### **3.1 Before the intervention**

Nearly half of the respondents are having an average level of stress. More than one-fourth of the respondents are having a high level of stress. Nearly one-fourth of the respondents are having a low level of stress. Half of the respondents are feeling that they never get support from their work place. Nearly more than one-fourth of the respondents are feeling that they almost never get support from their work place. One-tenth of the respondents are feeling that they sometimes get support from their work place. One-tenth of the respondents are feeling that they fairly often get support from their work place. None of the respondents, feeling that they very often get support from their work place. None of the respondents said that their work was never interfered with their personal life. One-tenth of the respondents said that their work was almost never interfered with their personal life. More than one-tenth of the respondents said that their work was sometimes interfered with their personal life. More than one-fourth of the respondents said that their work was fairly often interfered with their personal life.

Nearly less than half of the respondents said that their work was very often interfered with their personal life. One-tenth of the respondents said that their personal life never interferes with their work. Nearly more than one-fourth of the respondents said that their personal life almost never interferes with their work. More than one-tenth of the respondents said that their personal life sometimes interferes with their work. More than one-fourth of the respondents said that their personal life fairly often interferes with their work. More than one-tenth of the respondents said that their personal life very often interferes with their work. Half of the respondents are never satisfied with their work-life balance. Less than one-fourth of the respondents are almost never satisfied with their work-life balance. One-fourth of the respondents was sometimes satisfied with their work-life balance. Less than one-tenth of the respondents are fairly often satisfied with their work-life balance. None of the respondents, very often satisfied with their work-life balance.

### **3.2 After the intervention**

One-fourth of the respondents are having an average level of stress. Nearly more than one-fourth of the respondents are having a high level of stress. Nearly half of the respondents are having a low level of stress. Less than one-fourth of the respondents are feeling that they never get support from their work place. More than one-tenth of the respondents are feeling that they almost never get support from their work place. Less than half of the respondents are feeling that they sometimes get support from their work place. More than one-tenth of the respondents are feeling that they fairly often get support from their work place. Less than one-tenth of the respondents, feeling that they very often get support from their work place. One-tenth of the respondents said that their work was never interfered with their personal life. Half of the respondents said that their work was almost never interfered with their personal life. Less than one-fourth of the respondents said that their work was sometimes interfered with their personal life. More than one-tenth of the respondents said that their work was fairly often interfered with their personal life. Less than one-tenth of the respondents said that their work was very often interfered with their personal life. One-tenth of the respondents said that their personal life never interferes with their work. Nearly more than one-fourth of the respondents said that their personal life almost never interferes with their work. Nearly less than one-half of the respondents said that their personal life sometimes interferes with their work. More than one-tenth of the respondents said that their personal life fairly often interferes with their work. Less than one-tenth of the respondents said that their personal life very often interferes with their work. Nearly more than one-fourth of the respondents are never satisfied with their work-life balance. Less than one-fourth of the respondents are almost never satisfied with their work-life balance. Nearly more than one-fourth of the respondents are sometimes satisfied with their work-life balance. One-tenth of the respondents are fairly often satisfied with their work-life balance. One tenth of the respondents, very often satisfied with their work-life balance.

### **4. The implication of the study**

To reduce the stress level of teachers, management may provide additional facilities for handling extra- curricular programs, time should be extended, more teachers should be appointed and working hours should be properly intimated and followed by intimation. Apart from working hours, the management should not give assignments to teachers. Providing recreation facilities to teachers periodically, and providing leaves based on their earned leaves. Teachers should identify their individual and professional roles properly. Follow healthy habits this will provide good mental health to teachers.

### **5. Conclusion**

This study helps to identify the various aspects of stressors of teachers, factors influencing the work-life balance of teachers. Identifying the factors of the poor mental health of teachers like management stress, lack of time management, less assertive, organizational pressures and family pressures will help to form a better intervention programs for teachers. By giving social work intervention in the aspects of stressors identification, time management, equipping the job skills of teachers, prioritization of work, differentiating professional and personal roles will help to reduce the stress level and improve the work-life balance of teachers.

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*How to cite this article:*

## APA:

Devi P., M., & Lalu G. F., A. N. (2018, April). Stress and Work-Life Balance of School Teachers: A Social Work Intervention. (A. Paul, Ed.) *Journal of Social Work Education and Practice*, III(2), 57-61.

## MLA:

Devi P., Mythili and Alban Nishanth Lalu G. F. "Stress and Work-Life Balance of School Teachers: A Social Work Intervention." *Journal of Social Work Education and Practice* III.2 (2018): 57-61.

## Chicago:

Devi P., Mythili, and Alban Nishanth Lalu G. F. 2018. "Stress and Work-Life Balance of School Teachers: A Social Work Intervention." Edited by Arun Paul. *Journal of Social Work Education and Practice* III (2): 57-61.