



## **STRESS MANAGEMENT AMONG PRIVATE SCHOOL TEACHERS**

<sup>1</sup>*Dr. K. Rajaselvi, Associate professor, Department of commerce, Emerald heights college for women Finger post ooty.*

*Mail: rajaselvithenarasu@gmail.com, Ph: 9443117181*

<sup>2</sup>*Mrs. Divya.k, Ph.D Research scholar, Emerald heights college for women Finger post ooty.*

*Mail: divyadassby@gmail.com Ph:9486995329*

### **ABSTRACT**

Today's life is full of challenges. In everyday life we come across many situations. The work of a teacher is a physically and mentally challenging. The term "stress" is borrowed from the discipline of physics. Stress actually means pressure. The word Stress originally has been derived from a Latin word 'STRINGERE' meaning to 'draw tight'. Teaching has become most challenging profession and it is one of the most significant as a profession in the world. Schools are important organization like other organizations in the world. Now days it is tough to be a teacher. The responsibilities and organizations of the job make teaching difficult. New skills and

knowledge are the demands on teachers to perform new task at their job. The characteristics, expectations from teachers and conditions of teaching presently are becoming more and more stressful that may have positive as well as deleterious consequences for them and their relation with students. Stress among teachers is caused by environmental as well as individual characteristics. Major environmental factors include poor work conditions, lack of resources, heavy workloads, and deadlines, lack of job security, poor pay scales and student behavior. Observing the importance of stress among employees, this paper was conducted to investigate the causes and effects of stress

among private school teachers . The specific objectives were to identify the causes of work related stress, to find out the effect of work related stress on performance, to explore and suggest ways of preventing work related stress among teachers. The findings of the study should guide the stakeholders especially policy makers towards reducing the stress in teachers.

**Keywords:** Stress, workload, lack of resources, poor pay scale, student behavior, job security

## **1.INTRODUCTION**

The term “stress” is borrowed from the discipline of physics. Stress actually means pressure. The word Stress originally has been derived from a Latin word ‘STRINGERE’ meaning to ‘draw tight’ Everyone has experienced stress in the life. Stress is common to the human condition in life. Stress is a situation in which a person is required to perform the tasks that threaten to exceed the person’s ability and resources for meeting it, under conditions where he or she expects a large difference in the rewards from meeting the demands or not. Stress at work resulting from increasing complexities of work and its divergent demand has

become a prominent and pervading feature of the modern organizations. Stress is a pressure of adverse influences, circumstances (such as stress of teaching) that disturbs the natural physiological balance of the body (Robinson, 2007). Pendharkar & Vaishnav (2016) are of the view that stress is the individual’s response to the events which are stressors. Occupational stress may be the result of the individual characteristics of the person or related to his/her environment (Bachkirova, 2005; Tytherleigh, Betoret, 2006; Grebennikov and Wiggins, 2006; Jepson and Forrest, 2006; Lazarus, 2006 and Zhang, 2007). Life events and the stress they place on the individual are not the problem until the individual fails to handle the situation competently and engages in poor coping skills. Occupational stress has significant effects on psychology of a human and leaves a serious account of the health and behavioral consequences (Fletcher, 1991). Stress needs to be understood within the particular occupational context in which it occurs. Social change and economic imperatives have challenged the teaching profession over the period of time, making it important to document the effects of these challenges and changes on teachers.



stamina, and heightened alertness. The human body responds to stressors by activating the nervous system and specific hormones. The hypothalamus signals the adrenal glands to produce more of the hormones adrenaline and cortisol and release them into the bloodstream. These hormones speed up heart rate, breathing rate, blood pressure, and metabolism. Blood vessels open wider to let more blood flow to large muscle groups, putting our muscles on alert. Pupils dilate to improve vision. The liver releases some of its stored glucose to increase the body's energy. And sweat is produced to cool the body. All of these physical changes prepare a person to react quickly and effectively to handle the pressure of the moment. This natural reaction is known as the stress response. Working properly, the body's stress response enhances a person's ability to perform well under pressure. But the stress response can also cause problems when it overreacts or fails to turn off and reset itself properly. Teachers not only have the stress of dealing

with so many diverse children on a daily basis. They are also charged with educating and helping to mold these children into productive members of society. With rules, regulations, guidelines, and performance expectations all around teachers can have very high levels of stress. The job is very demanding in that it has hardly any end. Quite often teachers must take their work home overnight or on the weekends in order to be prepared for the next class section

Now a days, everyone seems to be talking about stress. You hear it not only in daily conversation but also through Television, Radio, the newspaper's and the ever increasing number of conferences, stress centres and university courses are devoted to the topic. Stress is a non-specific response of the body to any demand. In some responses every demand made on the body is unique, that is specific. On the other hand stress can cause fatal illness. Stress has also consigned rather large number of people to mental institutions, psychiatrists couch, prisons and hospitals.

## 1.2 WORKLOAD



Workload stress of teachers has been receiving increased global attention and concern in recent years. Several studies had been undertaken to examine the prevalence, level and major sources of work stress public awareness of the work stress problem of teachers had been heightened with the increasing occurrence of suicide cases amongst teachers . The health of teachers could be seriously affected by stress . Moreover, apart from teachers themselves, work stress suffered by them can also adversely affect their students and the

learning environment . In addition, stress problems of teacher might cause an increase in teaching costs. It was sympathetic and worth studying this issue so as to minimize the adverse effects of work stress of teachers on students, classrooms, schools and teachers themselves. Studying on the issue of work stress of teachers was essential and it was important for the management and teachers to work together to improve the working environment and conditions so as to combat stress. This paper aimed to determine the level of self-reported stress, the main sources of life and work stress and to find out the common choices of stress management activities among the teachers. This stress can be reduced by sharing their personal work with the family members and official works with the subordinates at work place. Infect long working hours induces stress in married working women, such stress can be reduced by giving number of breaks between the working hours and providing some refreshments for overcoming physical and mental tiredness during working time and also shifting

timings can be framed to reduce the working hours.

### **1.3 LACK OF RESOURCES**

The resources broadly mean the entities that have either value in their own rights e.g. close attachment, health and self esteem or act as a mean to achieve desire targets e.g. money, status. The resources are mainly divided into job resources and personal support resources. The job resources mean those physical, psychological, social, or organizational facets of the job which are functional in achieving work related goals, which reduces job demands and the associated costs and which stimulate growth, learning, and development On other side the personal resources refer to those resources, which are commonly associated with the people's self evaluation that enable them to control and influence their environment.

### **1.4 POOR PAY SCALE AND JOB SECURITY**

If intuitions want to retain competitive employees, they must be able to provide them good working conditions, competitive salaries; employment security .salary is the

most important among above variables because each employee needs a livelihood to support his/ her family.

## **2. OVERVIEW OF A TEACHER'S RESPONSIBILITIES**

Primarily the role and responsibility of a teacher is multitasked in the present day school system. This was altogether different just a few years ago. With the change in the type of 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. A teacher has to take on his responsibilities in the following capacities:

- Lesson planning and teaching.
- Accountability for student performance.
- Classroom management and discipline.
- Supervisory role.
- Extracurricular activity.
- stress, anxiety and depression
- conflict with managers or colleagues
- pressure of workload and excessive changes

- loss of confidence and performance anxiety
- relationship, marital and family problems
- Excessive working hours
- Excessive workload • Rising class sizes
- Pressures due to OFSTED inspection
- Changes in curriculum & courses
- Changes to assessment & testing requirements
- Poor management
- Workplace bullying
- Crumbling schools

### **3. SCOPE OF THE STUDY**

There is belief in our Indian society that school teaching is an easy job and schoolteachers have lots of holidays and vacations and less working hours. Therefore schoolteachers don't have any pressure of work. It is also believed that school teacher's have simple role which is very simple with no complexities, conflicts and stress. So through this paper insights will be provided to various factors that result in stress affecting the performance of schoolteachers. The paper is also helpful in identifying parameters like what are the

genuine factors that are responsible for causing stress in schoolteacher. Also stress can badly affect the work-culture, performance, and capabilities of the teachers. Thus the scope of this study is to guide and give positive assistance to administration of schools and schoolteachers to attain a balanced stress free work life discipline.

## **4.REVIEW OF LITERATURE**

### **4.1 CAUSES OF STRESS**

Armstrong (1992) said that stress is a feature of organizational life associated with getting work done, relating to other people and being subjected to change, supervision and the exercise of power. He listed the following as causes of work related stress nature of work itself, role in the organization, poor relationships within the organization, feelings about job or career (lack of job security, over promotion or under promotion) and support at work. Schembari (1994) indicated that teachers' workload had increased over years and that teachers work longest hours up to 47 hours per week. He discussed teaching as a 'multi-track activity' in which teachers are required to do several things at once, in responding to the needs of students or their interactions with colleagues. Such multi-track activities

also lead to role conflict where teachers felt torn and pulled by the need to fill the different roles; which causes a lot of stress in teachers.

#### **4.2 EFFECTS OF WORK RELATED STRESS**

The teaching profession is one of the most stressful professions; it includes interaction with students, parents, colleagues and the school management (Kyriakon, 1997). Besides interaction, his role of the teacher has also influenced teachers' stress. Effects of stress can be categorized as physiological, psychological and behavioral effects. (Cooper and Dewey, 2004) state some examples of physiological effects are; headache, being tired, digestion and ulcer problem, physical exhaustion, increased heart rate and being out of breath. Psychological or emotional effects can be anxiety, depression, anger, frustration, dissatisfaction, being lonely, and reduction in moral and general wellbeing, poor decision making and bad judgment. Behavioural effects include over/under eating, frequent smoking, taking sedatives, sleeping problems. (Bradley, 2004; Conley and Woosly, 2004; Cox et al, 2000; Dollard et al, 2003; Black (2003) mentioned physical and emotional exhaustion as one of

the most important stress outcome of teacher' stress

#### **4.3 STRESS AND PRODUCTIVITY**

Several researches have been conducted on stress and its influence on the productivity. Hira and Anam (2012) investigated the impact of job stress on the counter-productive work behaviour (CWB) using a cross sectional analysis. They linked job stress with increased absenteeism, low productivity, low motivation, financial loss and counter-productive work behaviour. Their results further revealed that high degree of attention demanded by their work which is beyond job range, excessive workload than normal work, poor communication, no appreciation received from management, unfair performance evaluation system, inappropriate working conditions such as low salaries and rewards are common factors heightening stress and counter-productive work behaviour. Syed, et.al. (2013) investigated the relationship between job stress and productivity in public health sector. Results revealed that, lack of financial awards, inflexibility in work hours, personal issues and bureaucratic management system are negatively correlated with employee productivity

while, lack of financial rewards contributed more in creating job stress among the public health sector employees

## **5. REMEDIES TO BURNOUT STRESS AMONG SCHOOL TEACHER**

- (i) Avoid overwork, particularly when you are tired.
- (ii) Maintain social contacts outside the educational institution.
- (iii) Always think positively.
- (iv) Think of things that make teaching fun for you.
- (v) Make time during the school year for your hobbies.
- (vi) Take a walk during lunch (or) after school.
- (vii) Exercise regularly.

### **CONCLUSION:**

This paper concluded that the stress management among school teachers were identified by the causes of work related stress, effect of work related stress on performance, factors causing stress, assess the impact of stress caused by colleague, stress affecting the family life and students.

The physical and mental impact caused by stress and the ways to overcome stress. The researcher found that factors like student's behaviour, waking up late, the class strength / number of students they handle, inadequate facilities, administrative pressure etc. cause them stress. The school teachers seek the support of their family members, friends and colleagues. To overcome stress teachers indulge in meditation or prayer. The teachers face tiredness, indigestion problems because of stress. The researcher suggests that the teachers can engage themselves in yoga, exercises to keep them away from stress. The management should take adequate administrative measures like providing proper working environment, counselling etc. The management should maintain the student teachers ratio (30:1). It helps the teachers to be interactive with their students and make them less stress. The government should implement certain policies regarding the facilities to be provided inside the school, the environment of the school, their minimum pay scale etc.

### **REFERENCE**

- (i) Sutton, R. (1984). Job stress among primary and secondary schoolteachers: Its relationship to ill-being. *Work and Occupations*, 11(1), 7-28.

(ii) Nelson C, Darwin B, Low C, Gary R, Kaye S 2005. *The Emotionally Intelligent Teacher: A Transformative Learning Model*. New York: Academic Press.

(iii) Vandenberghe R, Huberman M, eds(1999). *Understanding and preventing teacher burnout: a sourcebook of international research and practice*. Cambridge: Cambridge University Press, 1999

(iv) Cohen, J.H. (1991). What is a teacher's job?: An examination of the social and legal causes of role expansion and its consequences. *Harvard Journal of Law and Public Policy*,14(2): 427-446. [3].

(v) Frederickson BL (2001). The role of positive emotions in positive psychology: The broadening and build theory of positive emotions. *American Psychol*, 56: 218-226.