
STRESS MANAGEMENT STRATEGIES AMONG SCHOOL TEACHERS

Article Particulars

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**JYOTHI NARAYANANKUTTY**

Reg.no.- Ph.d –CB-JUL2012-0418,
 Research Scholar in Commerce,
 Bharathiyar University,
 Coimbatore, TamilNadu, India

Dr.RAJAGOPALA NAIR

(Research Guide in Commerce),
 Bharathiyar University, Coimbatore,
 Director, Albertian Institute of Management,
 Eranakulam, India

Abstract

The school is the greatest tool available to spread information to others. It is the best training ground to teach individuals to become agents for change and become productive members of the society. The teacher today faces new challenges in the education calling for greater effort from teachers. Teachers as a group are not more maladjusted than members of other vocations. Problems of adjustment are common to all groups, but every vocation presents certain problems peculiar to itself. Perhaps the prime condition of satisfactory adjustment is that the teachers have confidence in their own competence and that they respect their vocation. The aim of the study was to determine the level of stress experienced by school teachers. Each dimension of stress contributed significantly to the overall level of stress experienced by the school teachers. Interventions, such as stress management strategies, can be carried out to reduce stress in the worksite.

Keywords: Stress, school teachers, Stress management Strategies.

Introduction

Teaching is not an easy but it is a complex process that involves teacher's ability to deal with students, their efficiency in school related work, gathering interest in knowledge and ability to develop cordial relationship with their colleagues. The entire process of teaching, learning and transaction depend on the ability of a teacher, who turns manifest potentialities of a child into actuality, be accepted with no hesitation. Teaching and learning process cannot be undertaken in vacuum but it is a positively directed action, for which teachers are to be endowed with teaching competency. The teacher is the key person and the success of the educational system wholly depends upon the quality and capability of the teachers who are indispensable in the society. Stress is one of the body's natural responses to something that is threatening or

frightening. It is something that we all experience from time to time. Many aspects of university life have the potential to cause stress, including adjusting to a new living environment, fulfilling academic requirements, developing friendships and preparing for and sitting exams. Stress is not necessarily harmful: mild forms of stress can motivate and energise you. Slightly increased stress levels may make you more alert and motivated to do your work. However, if your stress level is too high then it can cause various difficulties.

Review of Literature

The Health and Safety Executive (2000) in the United Kingdom reported that teaching was the most stressful occupation, compared to other occupations; such nursing and engineering.

Teacher stress is defined as experiences in teachers of unpleasant, negative emotions, such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work as teachers (Kyriacou, 2001).

Burnout is described as the inability to perform both functionally and effectively in employment settings due to extensive exposure to job-related stress (Dorman, 2003).

In a study, Nwimo (2005) reported that secondary school teachers in Enugu State suffered a low level of stress contrary to the belief that teaching was the most stressful occupation. This scenario makes one to be at cross roads, thus a study to clear this confusion, at least, with regard to the level of stress suffered by secondary school teachers in Ebonyi State became pertinent. Measuring teacher stress is important and can play an important role in understanding the processes that lead to teacher burnout.

Besides, a moderate level of stress may have a motivating effect if the individual's comprehension of roles is positive (Hargrove, Quick, Nelson, & Quick, 2011).

Need of the Study

Many researches' have been done in this area at various levels of education especially at the higher levels of education and at teacher training levels. The teaching competency depends mainly on several factors and not on any one factor. It may be brought to notice that a committed teacher may not be very good at classroom teaching and mastery of the content and a competent teacher who has mastery over his/her subject may not have professional commitment. If the teachers have a negative attitude towards the profession then it will have an influence on the commitment and vice-versa. The teacher who is committed to the profession may never complaint of the workload or the number of extra hours she has to dedicate in her teaching irrespective of the fact she is paid according to the pay scale or not. If the teacher will not have a positive attitude and proper work commitment then they will not go to school on time and do proper evaluation of the students, as they are not planned to do their work on time. They will not follow the ethics of the profession and will be outdated in the subject.

Statement of the Problem

It is generally believed that stress is inevitable as long as one is living; hence the problem lies on its management. The school system is a veritable environment for teaching and learning activities. Stress is a very serious threat to teachers' abilities to meet up with the challenges in the school. Poor stress management among school teachers could be a barrier to the attainment of educational excellence in that level. When a teacher is under stress, he is faced with disrupted emotional, cognitive and psychological functioning. For an effective and efficient performance in the classroom, stress reduction among teachers becomes imperative. This study is faced with the problem of establishing validly stress management strategies among school teachers.

Research question: What are the stress management strategies adopted by the school teachers?

Scope of the Study

This study will be very useful to the school teachers to control their stress level. This helps to know the factors which influence the stress and also to know the stress management strategies of the school teachers. It will also provide a base idea for the future resource.

Objectives of the Study

- To identify the common problems of the school teachers.
- To know the stress management strategies of school teachers.

Limitations of the Study

- We are not able to collect data from whole population due to time constraints.
- The study is based on the opinions of the respondents. So it may be change in future.

Sources of Data

Questionnaires are prepared and personal interview was conducted. Most of the questions are of multiple choices. The structured interview method was undertaken. Proper care was taken to frame the interview schedule in such a manner it should be easily understood in view of educational level of the school teachers.

Sampling Plan

Selective Sampling technique was adopted. In this method the researcher select those units of the population in the sample, which appear convenient to him or the management of the organization where he is conducting research. Nearly 50 samples are taken among school teachers.

Tools and Techniques

The Percentage Method, Weighted Average Method and ANOVA have been applied for this analysis.

Analysis and Interpretation

Percentage Method

In this project Percentage method test was used. The percentage method is used to know the accurate percentages of the data we took, it is easy to graph out through the percentages. The following are the formula

$$\text{Percentage of Respondent} = \frac{\text{No of Respondent}}{\text{Total no. of Respondents}} \times 100$$

From the above formula, we can get percentages of the data given by the respondents.

Table 1 Common Problem of School Teachers

Item	No. of Respondents	Percentage
Poor remuneration	9	18
High teaching load	4	8
Lack of teaching aids	5	10
Poor attitude of principals to teachers	4	8
Non availability of transportation to the school	3	6
Low self esteem	2	4
Poor condition of the classroom	4	8
Threat from rude students	5	10
Over population of students	6	12
Deadlines with regards to computing students results	8	16
Total	50	100

Source: Calculated Value

Table 1 shows that, teachers responded positively to all the items. 'Poor remuneration' is found 18 %, 'High teaching load', 'Poor attitude of principals to teachers' and 'Poor condition of the classroom' are found 8 %, 'Lack of teaching aids' and 'Threat from rude students' are found 10 %, 'Non availability of transportation to the school' is found 6 %, 'Low self esteem' is found 4 %, 'Over population of students' is found 12% and 'Deadlines with regards to computing students results' is found 16 %.

Weighted Average Method

The weighted average method is used to assign the average cost of production to a product. Weighted average costing is commonly used in situations where: Inventory items are so intermingled that it is impossible to assign a specific cost to an individual unit, The accounting system is not sufficiently sophisticated to track FIFO or LIFO inventory layers and Inventory items are so commoditized (i.e., identical to each other) that there is no way to assign a cost to an individual unit.

When using the weighted average method, divide the cost of goods available for sale by the number of units available for sale, which yields the weighted-average cost per unit. In this calculation, the cost of goods available for sale is the sum of beginning inventory and net purchases. You then use this weighted-average figure to assign a cost to both ending inventory and the cost of goods sold. The net result of using weighted average costing is that the recorded amount of inventory on hand represents a value somewhere between the oldest and newest units purchased into

stock. Similarly, the cost of goods sold will reflect a cost somewhere between that of the oldest and newest units that were sold during the period. The weighted average method is allowed under both generally accepted accounting principles and international financial reporting standards.

Table 2 Stress Management Strategies among School Teachers

Items	SA	A	N	D	SD	Weighted Average Method (%)
If you can't avoid a stressful situation, try to alter it.	95	68	15	16	1	20
If you can't change the stressor, change yourself.	110	72	12	6	3	20
Take a break from a stressor	65	92	27	8	1	19
Exercise regularly, sleep, and eat a healthy diet.	80	96	12	6	3	20
Be aware of your unhealthy coping methods to dealing with stress.	120	68	18	4	1	21
Friendships are strong indicators of mental, physical and spiritual health.	40	116	21	8	2	19
Control your breathing	40	88	27	18	2	18
Make time for fun and relaxation	105	72	24	4	1	21
Be careful about what you eat and drink	90	64	30	8	2	19
Improve your study skills	70	48	39	14	4	18

Source: Calculated Value

The above table show the level of stress management strategies among school teachers with the help of weighted average method. 'If you can't avoid a stressful situation, try to alter it', 'If you can't change the stressor, change yourself' and 'Exercise regularly, sleep, and eat a healthy diet' are mentioned by 20 % of the school teachers, 'Take a break from a stressor', 'Friendships are strong indicators of mental, physical and spiritual health' and 'Be careful about what you eat and drink' is adopted by 19 % of the school teachers, 'Be aware of your unhealthy coping methods to dealing with stress' and 'Make time for fun and relaxation' is adopted by 21 % of the school teachers, 'Control your breathing' and 'Improve your study skill' are mentioned by 18% of the school teachers.

ANOVA

Ho: There is no significant relationship between the Problems and Stress Management Strategies

H1: There is a significant relationship between the Problems and Stress Management Strategies

Table 3 Problems and Stress Management Strategies

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5.833	3	1.944	19.636	0.015
Within Groups	4.667	47	0.099		
Total	10.500	50			

5 % Level of Significance

The ANOVA table shows that there is significant difference between problems of school teachers and stress management strategies. The probability value is less than 0.05; hence we reject the null hypothesis.

Findings

- The 'Poor remuneration' to be found with highest percentage of 18 and the 'Low self esteem' to be found low percentage of 4.
- It is hearting to note that the major strategies adopted by majority of respondents i.e., 21 % are 'Be aware of your unhealthy coping methods to dealing with stress' and 'Make time for fun and relaxation'. Though 'Control your breathing' and 'Improve your study skills' are one of the strategies as mentioned by 18%.

Conclusion and Recommendation

Teacher stress has become an area of interest among researchers and practitioners in most countries across the globe. Although this study has indicated that stress levels among schools teachers are high, it must be pointed out that caution must be exercised in making strong generalizations. It is therefore suggested that additional research, perhaps incorporating physiological techniques to obtain measurements of stress levels, needs to be conducted so that the teachers' stress symptoms can be better understood. The high level of stress experienced by the school teachers is capable of increasing risks of health problems, lead to reduced productivity and impact significantly on the teachers and the school, its staff, students and the state as a whole. However, stress management programmes should be initiated in schools to assist teachers manage their stress. This is because management of stress is an aspect of health promotion in the worksite, especially the school.

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