

A Research on Stress Management of Female School Teachers in Private Schools in Neyveli, Cuddalore District

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ABSTRACT--- *At present situation women are enjoying varied roles within the family and within the work place. Women suffer in each side from mental tension and physical harassment at workplaces in addition to the common job stress. Work load, time management, and academic reforms like new course of study, external faculty review, following additional education and managing student's behavior and learning area unit are the reportable sources of labor stress of faculty lecturer.*

I. INTRODUCTION

Stress is an inescapable consequence of recent living. Fashionable life is packed with hassles, deadlines, frustrations, and demands. For many, stress is therefore common that it's become a part of life. Stress isn't forever unhealthy because it will assist you to perform your job remarkably in any deteriorating scenario and inspire you to try and do your best.

Stress management is want of the hour. It is necessary for long life with less bother that may happen. Stress management involves understanding the scientific discipline behind or reason for inflicting stress and finding ways to handle, reduce, or eliminate it. Stress may result from viewing yourself or your things negatively or with insecurity rather viewing things in a very positive manner, taking action, organizing, planning, and finding solutions.

II. CONCEPT OF THE STRESS

Stress may be a psychological and physiological response to events that upset our personal balance. The potential causes for stress area units are many. It depends on our temperament generally that features our outlook on life, downside determination skills, and social network. The followings are the factors that export stress from physical to emotional;

Threat: a perceived threat will lead a person to feel stressed. This can include physical threats social threats, and financial threats.

Fear: Threat can lead to fear which again leads to stress. Fear leads to imagine out comes which are the real source of stress.

Uncertainty: If one is uncertain, one is unable to predict, and therefore feel out of control and hence he/she may be threatened.

Need for the study

The common belief in our society is that teaching profession is a straightforward and quit easy. It is additionally believed that teacher's role is sort of easy having no complexities, tension and conflicts. This wide prevailing belief is wrong for this is often outsider's misconception on feminine faculty academics. Especially, school feminine teachers' lives at Neyveli are to be envied for they more benefits of holidays and vacations, less operating hours, less work pressure and no technicalities and rigors of officialdom rules etc. However the truth stands totally different as they endure a lot of stress procuring state of affairs moreover as undiscovered mental agony each in indoors and out of doors of operating premises. This study has been applied to explore their psychological and physiological response seeable of their profession as a tutor.

Statement of the problem

Stress is unavoidable part of life due to increasing workload and complexities of life. Now-a-days the world is said to be the world of achievement side by side the world of stress. Stress is anywhere and everywhere amidst family, friends, business, institute or society.

Objective of the study

1. To study the level of occupational stress among the female teachers in private schools at Neyveli in cuddalore district.
2. To analysis the practices of stress management at the work place among the private school female teacher in private schools at Neyveli in cuddalore district.
3. To analysis the level of job satisfaction among the female teachers in private schools at Neyveli in cuddalore district.
4. To suggest different ways to get redressed with the situation that causes stress.

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Research methodology

Research design proposed for the study is descriptive type of research. This type of research deals with quality of responses from the respondents regarding their attitudes, interests, technical skill, experience and self-concept etc.

Source of data

The source of data for this research is an absolutely primary data.

Primary

Primary data was collected through questionnaire survey method among the female teachers in private schools at Neyveli in cuddalore district. The primary data were collected from 110 respondents for school teachers.

Secondary

The secondary data were collected from the Newspaper, Journals, Magazines, books and unpublished dissertation.

Sample size

In this study simple Descriptive sampling of purposive was used to select 110 female teachers as the study respondents. This is because in view of the researchers, the respondents possess particular pieces of information that the researchers would need for the study as regards to workplace stress and its management. There researchers therefore, selected private school female teacher in Neyveli for the study.

Occupational stress

The work stress factors relating to the school teachers in the inadequate training. Staff shortage and work over time are the predominant factors. The various reasons for stress factors have been presented as below table

Table1: OCCUPATIONAL STRESS

| S. No. | Variables | SA | A | N | DA | SDA | Total | Mean |
|--------|---|------|------|------|-----|------|-------|--------|
| 1. | Given supportive feedback on the work | 94 | 8 | 5 | 2 | 1 | 110 | 4.7455 |
| | | 9 | 1.8 | 4.5 | 7.3 | 85.5 | 100 | |
| 2. | Have work very intensively | 11 | 88 | 8 | 2 | 1 | 110 | 3.9636 |
| | | 10.0 | 80.0 | 7.3 | 1.8 | 9 | 100 | |
| 3. | To maintain discipline and order in class room | 85 | 9 | 11 | 4 | 3.6 | 110 | 4.5727 |
| | | 77.3 | 8.2 | 10.0 | 3.6 | 9 | 100 | |
| 4. | Total working hours per day | 20 | 43 | 39 | 6 | 2 | 110 | 3.6636 |
| | | 18.2 | 39.1 | 35.5 | 5.5 | 1.8 | 100 | |
| 5. | Time limit cover the syllabus and conduct test or not | 75 | 15 | 12 | 3 | 5 | 110 | 4.3818 |
| | | 68.2 | 13.6 | 10.9 | 2.7 | 4.5 | 100 | |
| 6. | Regular check up by higher officers | 26 | 52 | 27 | 5 | 0 | 110 | 3.9000 |
| | | 23.6 | 47.3 | 24.5 | 4.5 | 0 | 100 | |
| 7. | Level of academic achievement of students | 73 | 12 | 22 | 3 | 0 | 110 | 4.4091 |
| | | 66.4 | 10.9 | 20.0 | 2.7 | 0 | 100 | |
| 8. | How often do you feels stressed | 29 | 27 | 46 | 7 | 1 | 110 | 3.690 |
| | | 26.4 | 24.5 | 41.8 | 6.4 | 0.9 | 100 | |

| | | | | | | | | |
|-----|--|------|------|------|-----|-----|-----|--------|
| 9. | Female teacher suffering from related stress | 58 | 32 | 16 | 4 | 0 | 110 | 4.3091 |
| | | 52.7 | 29.1 | 14.5 | 3.6 | 0 | 100 | |
| 10. | Feel about stress involved in your job | 35 | 34 | 30 | 9 | 2 | 110 | 3.8273 |
| | | 31.8 | 30.9 | 27.3 | 8.2 | 1.8 | 100 | |

Source: primary data 2019

It is clear from the table that the highest level of 77.3% of the respondents strongly agree and 80.0% agree with respondents are very interested in the job. The respondents involvement in the job shows 80% of the respondents agree and 52% of the respondents agree with the time limit to cover the syllabus and conduct test or not. About 52% of the respondents agree with the respondents are proud in the job and 50% of the respondents agree with the job in the organization is challenging. However the highest of 8.2% disagree and 14.05% strongly disagree with the respondents are really very proud of their jobs in the organization. The average acceptance score reveals that the job is a very interesting

is one of the most important factors (4.5727) for the respondents school teachers, followed the job gives them better status in the organization (4.4091). However, with regard to the job of everyone in this organization is challenging the respondents assign least acceptance.

III. DIFERENT STRESS MANAGEMENT ACTIVITIES & RESULTS

There are many stress management techniques to try including physical mental, social, intellectual and environment techniques. Some of these include yoga, healthy eating, exercise, massage, meditation, and stress management activities.

Table-2 Stress management activities

| S. No. | Variables | SA | A | N | DA | SDA | Total | Mean |
|--------|---|------|------|------|-----|-----|-------|--------|
| 1. | Class room management | 99 | 7 | 3 | 1 | 0 | 110 | 4.854 |
| | | 90.0 | 6.4 | 2.7 | 0.9 | 0 | 100 | |
| 2. | Flexibility of working time | 13 | 78 | 17 | 2 | 0 | 110 | 3.9273 |
| | | 11.8 | 70.9 | 15.5 | 1.8 | 0 | 100 | |
| 3. | Clear expected at work | 72 | 18 | 16 | 4 | 0 | 110 | 4.4364 |
| | | 65.5 | 16.4 | 14.5 | 3.6 | 0 | 100 | |
| 4. | To supervise students during breaks | 25 | 29 | 50 | 6 | 0 | 110 | 3.6636 |
| | | 22.7 | 26.4 | 45.5 | 5.5 | 0 | 100 | |
| 5. | Group discussion to students | 60 | 26 | 20 | 2 | 2 | 110 | 4.2727 |
| | | 54.5 | 23.6 | 18.2 | 1.8 | 1.8 | 100 | |
| 6. | Clarity of information | 25 | 37 | 40 | 7 | 1 | 110 | 3.7091 |
| | | 22.7 | 33.6 | 36.4 | 6.4 | 0.9 | 100 | |
| 7. | Short time frame for making question paper | 53 | 29 | 25 | 3 | 0 | 110 | 4.2000 |
| | | 48.2 | 26.4 | 22.7 | 2.7 | 0 | 100 | |
| 8. | Social activities | 31 | 31 | 39 | 7 | 2 | 110 | 3.7455 |
| | | 28.2 | 28.2 | 35.5 | 6.4 | 1.8 | 100 | |
| 9. | Teaching students with special learning needs | 72 | 24 | 11 | 2 | 1 | 110 | 4.4909 |
| | | 65.5 | 21.8 | 10.0 | 1.8 | 0.9 | 100 | |
| 10. | Achievement of target on time | 34 | 44 | 27 | 4 | 1 | 110 | 3.9636 |

Source: Primary data 2019

Out of total 70.09% of the respondents agree with the increase morale in the school teacher and 40% of the teachers the standard of living in the school teachers towards the respondents.33.6%, 23.6% and 16.4% of the respondents agree with the clarity of information, clear expected at work &group discussion to students is respectively. About 40% agree with the increase achievement of target on time. Out of total 90% of the respondents strongly agree with the towards class room management. The mean score indicates the 4.49 of the respondents in the teaching students with special learning needs.

IV. LEVEL OF SATISFACTION

Job satisfaction is a set of favorable or un favorable feelings and emotions with which teachers in the work satisfaction female teachers were more satisfied than their male.

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Table 3Level of satisfaction

| S. No. | Variables | HS | S | N | DS | HDS | Total | Mean |
|--------|---|------|------|------|-----|-----|-------|--------|
| 1. | Work satisfaction | 84 | 18 | 8 | 0 | 0 | 110 | 4.6909 |
| | | 76.4 | 16.4 | 7.3 | 0 | 0 | 100 | |
| 2. | Training | 29 | 66 | 9 | 6 | 0 | 110 | 4.0727 |
| | | 26.4 | 60.0 | 8.2 | 5.5 | 0 | 100 | |
| 3. | Life satisfaction | 73 | 24 | 10 | 1 | 2 | 110 | 4.5000 |
| | | 66.4 | 21.8 | 9.1 | 0.9 | 1.8 | 100 | |
| 4. | Working conditions as a teacher are excellent | 33 | 35 | 36 | 6 | 0 | 110 | 3.8636 |
| | | 30.0 | 31.8 | 32.7 | 5.5 | 0 | 100 | |
| 5. | Good treated by the school management | 64 | 26 | 15 | 5 | 0 | 110 | 4.3545 |
| | | 58.2 | 23.6 | 13.6 | 4.5 | 0 | 100 | |
| 6. | Appreciated by the students | 35 | 31 | 40 | 3 | 1 | 110 | 3.8727 |
| | | 31.8 | 28.2 | 36.4 | 2.7 | 0.9 | 100 | |
| 7. | Relationships with students | 64 | 34 | 8 | 4 | 0 | 110 | 4.4364 |
| | | 58.2 | 30.9 | 7.3 | 3.6 | 0 | 100 | |
| 8. | Satisfied with promotion | 45 | 42 | 20 | 3 | 0 | 110 | 4.1727 |
| | | 40.9 | 38.2 | 18.2 | 2.7 | 0 | 100 | |
| 9. | Remuneration | 78 | 19 | 10 | 2 | 1 | 110 | |
| 10 | Are you satisfied with your salary | 70.9 | 17.3 | 9.1 | 1.8 | 0.9 | 100 | 4.5545 |
| | | 77 | 21 | 8 | 2 | 2 | 110 | |
| | | 70.0 | 19.1 | 7.3 | 1.8 | 1.8 | 100 | 4.5364 |

Source: Primary data 2019

The highest level of 77.3% of the respondents highly satisfied and 76.4% satisfied with respondents are very interested in the job. The Respondents involvement in the job shows 76.4 % of the respondents highly satisfied and 66.4% of the respondents satisfied with the life satisfaction. About 52% of the respondents highest with the respondents are proud in the job and 50% of the respondents agree with the job in the organization is challenging. However the highest of 5.5% disagree and 1.8% highly dissatisfied with the respondents are remuneration teachers in the organization. The average acceptance score reveals that the job is a very interesting is one of the most important factors (4.69) for the

respondents school teachers, followed the job gives them better status in the organization (4.55). However, with regard to the job of everyone in this organization is challenging the respondents in the school teachers

V. PROBLEM FACED BY FEMLE SCHOOL TEACHERS

The female teacher faced selection problem lack of high level qualification, lack of professional, teaching training and government negligence regarding female teacher teachers working too many roles at the same time

Table-4: Problem faced by female school teachers

| S. No. | Variables | SA | A | N | DA | SDA | Total | Mean |
|--------|--|------|------|------|-----|-----|-------|--------|
| 1. | Heavy work load | 82 | 16 | 8 | 3 | 1 | 110 | 4.5909 |
| | | 74.5 | 14.5 | 7.3 | 2.7 | 0.9 | 100 | |
| s2. | Pressured to work long hours | 23 | 74 | 8 | 4 | 1 | 110 | 4.0364 |
| | | 20.9 | 67.3 | 7.3 | 3.6 | 0.9 | 100 | |
| 3. | Frustration | 72 | 20 | 10 | 7 | 1 | 110 | 4.4091 |
| | | 65.5 | 18.2 | 9.1 | 6.4 | 0.9 | 100 | |
| 4. | Work load of the teacher is too heavy | 27 | 51 | 28 | 3 | 1 | 110 | 3.9091 |
| | | 24.5 | 46.4 | 25.5 | 2.7 | 0.9 | 100 | |
| 5. | Many problems working in rural areas | 65 | 22 | 19 | 3 | 1 | 110 | 4.3364 |
| | | 59.1 | 20.0 | 17.3 | 2.7 | 0.9 | 100 | |
| 6. | Financial problem at home | 45 | 39 | 19 | 5 | 2 | 110 | 4.0909 |
| | | 40.9 | 35.5 | 17.3 | 4.5 | 1.8 | 100 | |
| 7. | Stress due to technological problem | 52 | 30 | 23 | 5 | 0 | 110 | 4.1727 |
| | | 47.3 | 27.3 | 20.9 | 4.5 | 0 | 100 | |
| 8. | Think physical environment problem in the work place causes stress | 54 | 30 | 20 | 6 | 0 | 110 | 4.2000 |
| | | 49.1 | 27.3 | 18.2 | 5.5 | 0 | 100 | |
| 9. | Low salary | 57 | 19 | 29 | 3 | 2 | 110 | 4.2273 |

Source: primary data 2019

It evident from the table 5.01 the teachers the strongly agree and 74.5% of the respondents Heavy work load and agree with the 67.3% of the pressured to work long hours are important reason for work stress among the school teachers however they disagree 6.4% of the frustration. And strongly disagree 1.8 low salary important reason for work stress among the NEYVEALI school teachers the majority of the mean value 4.5909

VI. SUGGESTION

1. The teachers are suggested to obey the rules and regulation of the institution. In the absent of disobedience, they can be countered by departmental actions or making note on their service record.
2. The communication system followed in the school departments are to be improved for the convenience of the teachers.
3. The level of stress prevailed among the teacher is too high as per the respondents’ opinion. Hence, necessary implementations are needed to reduce their stress to improve their physical and mental health.

4. The female teachers suffering from stress during the working hours are very high thus it should be reduced to improve their life style and lead stress free life.

VII. CONCLUSION

From the above study, researcher has concluded that the stress among the teachers is common and existing everywhere. Though the respondents are having good supportive feedback mechanism regarding class room management and relationship, sometime they find it difficult to practice it. So, teachers should be allowed to participate in trainings, social services and other stress management related programme in the school.

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