

“A STUDY ON EMPLOYEE STRESS MANAGEMENT IN PRIVATE SCHOOLS”

MS. SACHIN SACHDEVA, RESEARCH SCHOLAR

NIMS UNIVERSITY, SHOBHA NAGAR, JAIPUR-DELHI HIGHWAY(NH-11C), JAIPUR

ABSTRACT

The biggest killer of human functioning and immunity is Stress. Stress is the psychological and physiological reaction that take place when individual perceive extra demand on the capacity to meet the demand. The objectives of the study are 1) To analyse the level of occupational stress among school teachers.2) To identify different methods and techniques to reduce job related stress. The study falls under descriptive research and hence descriptive research design was followed. The data was collected from primary sources. Questionnaire method was used. Non-Probability sampling technique was used to select sample of 80 school teachers of Rewari district of Haryana. The Questionnaire tool were employed to analyse data (Percentage). Finally this study concluded that school teachers face stress in managing their personal life with job and steps proved beneficial to reduce their stress.

KEYWORDS: Stress, School Teachers, Occupation, Job Stress, Over Load.

PROBLEM: A study on employee stress management in private schools.

INTRODUCTION

Stress is a psychological and physical response of the body that occurs whenever we must adapt to changing conditions, whether those conditions be real or perceived, positive or negative, Although everyone has stress in their lives, people respond to stress in different ways. Some people seem to be severely affected while others seem calm, cool, and collected all the time.

Stress is an unpleasant state of emotional and physiological arousal that people experience in situations that they perceive as dangerous or threatening to their wellbeing. Stress is a common experience. We may feel stress when we are very busy, have important deadlines to meet, or have too little to finish all our tasks. Often people experience stress because of problems at work or in social relationships. Stress can have both positive and negative effects. Stress is a threat. It signals danger and prepares us to take defensive action. Fear of things that pose realistic threats motivates us to deal with them or avoid them.

Stress is an inevitable concomitant of organizational life. Its source is an organization task or role related. Stress affects the employee's performance that indirectly affect the organization survival because if employee reduce their work efficiency and can't work best for their organization performance but also affects the mental health of the teachers.

Stress: Hans Selye's General Adaptation Syndrome

Hans Selye was a Canadian endocrinologist who did many experiments about the effects of stress, in particular prolonged stress.

For ethical reasons, Selye could not do his research on human participants and instead elected to do it on rats. Selye exposed these rats to stressors such as exposing them to extreme heat or cold, electric shocks, tying their legs together for around 24 hours, giving them bacterial infections and pulling their tails.

He noticed that all the different stressors he had exposed them to had the same basic physiological response: weight loss occurred, the rats developed stomach ulcers, the immune system's vital glands shrunk and the adrenal glands became enlarged.

In the alarm stage, the person first becomes aware of the stressor.

Stage One: Alarm Reaction

In this stage, the person first becomes aware of the stressor. After becoming aware to the stressor, the body goes into a state of shock. In the state of **shock**, the blood pressure and body temperature drop, and temporary loss of muscle control is experienced. While in shock, the body's ability to deal with the stressor is below its normal level.

Shock is just temporary though, and is then replaced with **countershock**. During countershock, the animal or human becomes highly alert as it prepares to deal with the stressor. The heart and respiratory system speed up, which supplies the muscles with more energy to enable the body to either fight or run away.

Stage Two: Resistance

If the stressor is not immediately dealt with, the person or animal enters a stage of resistance, in which they try to adapt to the stressor, and cope with it. All unnecessary processes in the body, such as growth, menstruation and sex drive are shut down to save energy, so that all of it is directed towards resisting the stressor.

Hormones are released into the bloodstream, which supports resistance but damages your immune system, which messes up your body's ability to fight disease.

Stage Three: Exhaustion

If the stressor has still not been dealt with, the body enters a state of exhaustion. The person or animal can no longer deal with the effects of the stressor, and their resources are depleted. Resistance to disease is very weak, and the organism is vulnerable to physical and mental disorders.

Being in this stage for too long may cause heart disease and high blood pressure, because if the hormones (adrenalin and cortisol) released during stage two are at a high level in the body for a long amount of time, they can damage the heart and the functioning of the immune system.

Selye's General Adaptation Syndrome model has many strengths, such as the fact that it includes the idea that resources can become depleted, increasing a person's vulnerability to disease.

It also has weaknesses, the biggest being that it is a "one size fits all" model. It doesn't allow for individual differences, and ignores the fact that some people may interpret the same stressor differently (A model that does do that is the Lazarus and Folkman's transactional model of stress and coping). Critics have also argued that because most of the research the model is based on was experimenting on animals, the findings may lack relevance to humans.

Sources Of Stress:

One can experience stress from four basic sources:

The Environment: The environment can bombard with intense and competitive demands to adjust.

e.g. weather, noise, crowding, pollution, traffic, unsafe and substandard housing, crime etc.

Social Stressors: Multiple stressors can arise social roles, such as parents, spouse, caregiver, and employee. Some other examples of social stressors include deadline, financial problems, job interviews, loss of loved ones, divorce. Etc.

Physiological: Situations and circumstances affecting our body can be experienced as physiological stressors. Ex. Include sleep disturbance, accidents, lack of exercise, poor nutrition.etc

Thoughts: Your brain interprets and perceives situations as stressful, difficult, painful, or pleasant . Some situations in life are stress provoking, but it is our thoughts that determine whether they are problem for us.

Types Of Stressors: Situations that are stress provoking called stressors. Stress is not always a bad thing. Stress is simply the body's response to changes that create taxing demands.

Positive Stress: which motivates, focuses energy, it is perceived as within our coping abilities, it improves performance.Ex. promotion at work, new job, new home, holiday and retirement.

Negative Stressors: causes anxiety, can be of short term or long term, it is perceived as outside of our coping abilities, feels unpleasant such as death of loved ones, money problems, unemployment, job insecurity, conflicts.etc.

Effects Of Stress:

Stress is difficult to define because it is a highly subjective phenomenon. Things that are distressful for some individual can be pleasurable for others. There are numerous physical as well as emotional responses. Few of them are as follows:

Frequent headaches, Neckpain, backpain, muscle spasm, sweating, blushing, cold and hot flashes ,infections,heatburns,chestpain,frequenturination,lowsexualdrive,disturbedappetite, irritability,

confusion, difficulty in concentration, reduced work productivity, feeling of loneliness or worthlessness, weight gain or loss without dieting, social withdrawal.etc

OBJECTIVES

- 1) To analyse the level of occupational stress among school teachers.
- 2) To identify different methods and techniques to reduce job related stress.

REVIEW OF LITERATURE

According to Boyle et.al(1995), Teacher stress may also be defined as a response of negative affect resulting from aspects of the teacher's job and mediated by the perception that the demands made upon the teachers constitute a threat to his/her wellbeing.

Teacher stress is defined by Kyriacou as "The Experience by a teacher of unpleasant emotions, such as tension, frustration, anger, anxiety, and depression, resulting from aspects of work as teacher"(Brown & Uehara,1999)

In Recent years, steadily increasing costs and consequences of teacher stress has received growing concern. To reduce negative effects stress has on teachers , more on this growing epidemic (Bachkirova,2005).

METHODOLOGY OF THE STUDY

The sample selected from the private schools in Rewari. Questionnaire were distributed and collected.

RESEARCH DESIGN: The study is explorative as well as descriptive in nature. Tool- The information was collected from school teachers. Interviews were conducted with the teachers for gathering information on their perception about their organization and the problems which they face both directly and indirectly. Stress Management Questionnaire was given to the teachers.

RESULT AND DISCUSSIONS: This paper also includes an analysis of data collected by representing it in tabular form along with interpretations. The information collected were analysed for arriving at proper conclusion on the topic.

TABLE NO. 1

PERCENTAGE OF TEACHERS WHO FELT STRESSED IN THEIR LIFE.

CATEGORY	% OF TEACHERS
Stressed	74%
Not Stressed	26%

From the table it is indicated that majority of teachers in private schools were stressed in their lives, only few were not stressed.

TABLE NO.2**ATTRIBUTES OF STRESS**

CAUSES	% OF TEACHERS
Time Management	20%
Work Place Stress	18%
Overload	22%
Demand for high performance	14%

From the table No.2 , it is informed that major causes of stress among the school teachers are excess of workload(22%) and lack of time management skills (20%). Hence it was found the teachers felt that they were facing severe work pressure, Time stress is created by a real or imaginary deadlines.

TABLE NO.3**STEPS TO OVERCOME THE STRESS LEVELS OF TEACHERS**

STEPS	% OF TEACHERS
Good Environment	23%
Continuous Training	15%
Recreational Activities (yoga)	35%
Personal Time	27%

LIMITATIONS

1. The Participants in the study will possess a great deal of knowledge about the teaching profession which may affect the outcomes of the results. Participants may also have much greater intense in the subject matter , which may also lead to results that are non-conforming of other teachers.
2. Since Participants will be asked to respond to items that review past experience of stress, The way in which they respond may be affected by their memory recall. Participants may have a tendency to under report undesirable results because they do not want to portray the teaching profession in a negative way.

FUTURE RESEARCH DIRECTIONS

Based on the findings from this study, there is an opportunity to increase the existing literature on teacher stress and coping behaviours. While it seems that qualitative data is currently the main method used to study teacher stress and coping behaviours, researchers may consider using quantitative methods to investigate this topic in the future. By doing so, researchers can numerically measure teacher stress and coping behaviours to discover the most frequent causes of stress and coping behaviours used by teachers. Also, the literature is limited on stress within the teaching profession specifically. An opportunity exists to study this profession and to explore the major causes of stress and coping behaviours utilized by its primary employees. Finally, there is very little research at all on school teacher stress. The literature that does exist on teacher stress focuses on either elementary or secondary teachers. Research involving school teachers exclusively is necessary to learn more about this population group and their perceptions and experiences with stress.

The participants in this study felt strongly that non-teaching duties were more stressful than teaching duties. These duties included paperwork, administering assessments, and parent conferences. It may be beneficial for researchers to examine the amount of time teachers are actually performing these non-teaching duties throughout the school day in order to see why these duties are considered so stressful. Participants also agreed that documentation procedures were unreasonable. Participants explained that as a teacher, you have to re-write the same information about each student on multiple documents.

REFERENCE

- Bachkirova, T. (2005). Teacher stress and personal values: An exploratory study. *School Psychology International*, 26(3), 340-352.
- Bindhu, C.M., & Sudheeshkumar, P.K. (2006). Job satisfaction and stress coping skills of primary school teachers. Calicut: Department of Education, Farook Training College.
- Berryhill, J., Linney, J.A., & Fromewick, J. (2009). The effects of education accountability on teachers: Are policies too stress provoking for their own good? *International Journal of Education Policy and Leadership*, 4(5), 1-14.
- Chaney, E., Burke, S., & Rager, R. (in review). Development of an instrument to assess stress, depression, and coping among Latino Migrant Seasonal Farmworkers.
- Creswell, J.W. (2007). *Qualitative inquiry & research design* (2nd ed.). Sage

Publications: Thousand Oaks, CA.

Cuseo, J. (2007). The empirical case against large class size: Adverse effects on the teaching, learning, and retention of first year students. *Educational Research*, 1-26.

Crisis Intervention and Suicide Prevention Centre of British Columbia (2010). Coping with Stress. Retrieved April 16, 2010, from www.crisiscentre.bc.ca/get-help/coping-withstress/.

The Definition of Coping (2010.). *www.dictionary.com*. Retrieved February 27, 2010, from <http://dictionary.reference.com/>

National Union of Teachers (2010). Retrieved April 8, 2010, from www.teachers.org.uk

IJRSSH