

# Study on Stress and Stress Management Mechanisms

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**Abstract-** Teaching is not only hard work; it can be full of stress. Pressure due to school reform efforts, inadequate administrative support, poor working conditions, lack of participation in school decision making, the burden of paperwork, and lack of resources have all been identified as factors that can cause stress among female high school teachers. Although several studies have been reported in field of medical, banking, corporate and health services, the most emergent field i.e. teaching sector especially in Haryana is still neglected. In this context, present study sought to identify stress management mechanisms among female school teachers and to explore correlation of stress management mechanisms with the stress level. The study was planned in two districts of Haryana State with a sample of 300 married female high school teachers of private CBSE affiliated Haryana schools in two district headquarters of Haryana State. Interview schedule along with questionnaire method was used to collect the data. Results indicated that stress was negatively correlated with the stress management mechanisms. The respondents who were having Relaxations, organization, entertainment, delegation, sleep, Institutional mechanisms and exercise as the stress management mechanisms ; they were reducing their stress. It was evident from the study that all the stress management mechanisms were negatively correlated with the stress. It was found that more the use of stress management mechanisms, lesser was the stress.

**Keywords -** Stress, Institutional mechanisms & Stress management mechanisms

## I. INTRODUCTION

Teachers are engineers of every profession. They have an ultimate role in the actualization of school goals and overall development in this world. For that reason, those globally brilliant individuals who can lead and influence for the world and its population are teachers" products. Hence, no nation can develop in the absence of responsible and motivated teachers. Even though the teachers carry out this decisive responsibility globally, different research findings suggested that their overall well-being and their effective performances are affecting by their experience of Stress .Stress is difficult to define precisely. The concept of stress was first introduced in the life sciences by Selye Hans in 1936. It was derived from the Latin word 'stringere'; it meant the experience of physical hardship, starvation, torture and pain. Selye Hans, 1936 defined stress as "the nonspecific response of the body to any demand placed upon it". Further, stress was defined as "any external event or internal drive which threatens to upset the organismic equilibrium. Teaching has become an increasingly demanding and stressful occupation especially for women who need to deal with both work and family. Female teachers face high levels of on the job and off-the job stress trying to manage the demands of work and home. Both these are "greedy" institutions demanding time and energy. Female teachers are walking the tight rope, trying to juggle many bells at the same time. Teaching related stress commonly termed " teacher stress" is defined as a teacher's experience of "unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from some aspects of their work as a teacher"(Kyriacouc, 2001). High level of stress are affecting teacher burnout, lack of engagement, job dissatisfaction, poor performance, and some of the highest turnover rates ever. "The only way to survive our stressful existence is to recognize that we have choices in the way we respond to stress." "People can modify their behaviour and choose have to respond to a situation". (Bhalla, S. 1992) .Dealing with problems or difficulties in a calm and appropriate manner is commonly referred to as stress management mechanism (www.dictionary.com, 2010). How a teacher copes with stress in the school environment affects the impact of stress on their psychological well-being and on physiological response (Griffith, Steptoe, & Cropley, 1999).

Common stress management mechanisms teachers use to alleviate stress include exercise, social resources, avoidance, reading, hobbies, movement, and meditation (Gulwadi, 2006). These mechanisms used by teachers affect their outlook on the situation, thereby altering the perception of stress (Griffith, Steptoe, & Cropley, 1999). Stress management mechanisms are to cope with the jobs by identifying and controlling type of stress. Stress management is to manage the stress responses by using many different mechanisms / strategies. In accordance with this background, the study attempts to work out the stress and stress management mechanisms among female high school teachers.

## II. METHODOLOGY

The present study was conducted purposively among CBSE affiliated high schools in Haryana state. Two districts i.e. Hisar and Faridabad were selected randomly. Districts headquarters were selected purposively for the study as sufficient number of schools were available in district headquarters. For the selection of schools, a list of recognized private CBSE affiliated high schools was procured from district office of selected District Headquarters. Twenty High schools were selected proportionately from both the cities. A total sample of 300 married female high school teachers was selected proportionately. Keeping in mind the purpose of the study Interview Schedule along with questionnaire with a well planned work sheet was used for data collection. The present study was planned with the following specific objectives:

1. To identify stress management mechanisms adopted by female high school teachers.
2. To explore the association of stress management mechanisms with stress of the respondents.

## III. RESULTS

### Average mean score of stress management mechanisms by the respondents

Relaxations, organization, entertainment, delegation, sleep, Institutional mechanisms and exercise were taken as stress management mechanisms by the respondents. The averages mean scores on stress management employed by the female school teachers to manage or to reduce their stress levels is presented in Table 1.

Table 1: Average mean score of stress management mechanisms by the respondents.

S. No.	Statements / Items	Average Mean Score	Rank
1	Relaxation	3.40	I.
2	Organization	3.31	II.
3	Entertainment	3.24	III.
4	Delegation	3.12	IV.
5	Sleep	2.84	V.
6	Institutional Mechanisms	2.58	VI.
7	Exercise	2.45	VII.

The maximum average mean score was 3.40 and minimum 2.45. on the basis of average mean scores, it is reported that 1st rank was attributed to relaxation (3.40) , which involves T.V. viewing , gossiping with friends, shopping, meditation etc. was the mechanism used to the greatest extent by the respondents followed by 2nd rank to organization (3.31) and entertainment (3.24). Organization involves prioritizing, setting realistic goals, preparing a time table etc. while entertainment involves going outdoor meals, movie, celebrating birthday parties etc. Institutional mechanisms (2.58) which involves getting some sort of incentives, appreciation etc. and exercise (2.45) which involves walking, regular exercise, jogging, cycling and swimming etc, were the mechanisms used to a lesser extent.

Table 2: Association of stress management mechanisms with stress of the respondents

S. No.	Stress Management Mechanisms	Stress
1	Exercise	-0.05
2	Relaxation	-0.03
3	Delegation	-0.14*
4	Organization	-0.42
5	Sleep	-0.07
6	Entertainment	-0.04
7	Institutional Mechanism	-0.18**

**\*\* Significant at 0.01 % probability level**

**\*Significant at 0.05 % probability level**

It depicts the association of stress management mechanisms with the stress of the respondents. As shown in table 2, it was observed that stress was negatively correlated with the stress management mechanisms. The respondents who were having stress management mechanisms to manage their stress level they were reducing their stress. Hence, it is evident from the table 2 that all the stress management mechanisms were negatively correlated with the stress. Conclusively, it can be said that more the use of stress management mechanisms, lesser was the stress.

#### IV. CONCLUSION

Teaching is a profession where every day radical changes occur in the educational system. These changes are likely to increase the level of stress in teachers. Female high school teachers experience higher levels of stress due to demanding situations, while dealing with adolescent pupils. This study therefore seeks to identify stress management mechanisms used by female high school teachers. Relaxations, organization, entertainment, delegation, sleep. Institutional mechanisms and exercise were taken as stress management mechanisms by the respondents. The study findings indicated that stress management mechanisms adopted by female high school teachers have enabled them in reducing their stress levels. It was also concluded that stress was negatively correlated with the stress management mechanisms. All the stress management mechanisms were negatively correlated with the stress.

Conclusively, it can be said that more the use of stress management mechanisms, lesser was the stress.

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