



A STUDY OF STRESS MANAGEMENT OF SCHOOL TEACHERS IN BODINAYAKANUR

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ABSTRACT

This paper gives a brief analysis of stress management of school teacher in Bodinayakanur. Each and every day, in all walks of life we come across stress. People wish for a stress free life. Such a task would be impossible to achieve. Stress is a part and parcel of our lives. The present study is undertaken to study how deeply the school teachers are affected by the stress and the impact of the stress on their profession and to find out the ways to overcome stress difficulties. This study surveyed 300 teacher's opinions to determine the satisfaction level regarding the different stress of the teachers. Finally conclusions were drawn and suggestions were offered.

Keywords: Stress Management, Chi-Square, Concept of Stress.

INTRODUCTION

Everyday, in every walk of life, we come across stress. As much as people wish for stress free life. Such a task would be impossible to achieve. Stress is a part and parcel of our lives. Contemporary stress tends to be even more pervasive, persistent and insidious. Recent statistics reveal that: Stress is now the number one reason behind sickness from work. More than two-thirds of people are suffering from work-related stress. Stress in the workplace is undermining performance and productivity in 9 out of 10. Hence managing of stress is very essential for free life with physically and mentally fit.



CONCEPT OF STRESS

Stress refers to the physical, psychological and behavioral reactions experienced by individuals in situations where they feel that they are being over-whelmed or pushed beyond their abilities limits. Stress is defined as emotional and physical strain caused by a person's response to pressure from the outside world. It occurs when there is a mismatch between what the people aspire to do and what they are capable of doing.

SYMPTOMS OF STRESS

There are various symptoms of stress. They are Behavioral symptoms, Cognitive symptoms, Interpersonal Symptoms, Biological Symptoms, Physical activity.

CAUSES OF STRESS

There are many causes of stress for human beings. Life events such as marriage, changing jobs, divorce, or the death of a relative or friend or pursuing higher education are the most common causes of stress. Although life-threatening events are less common, they can be the most physiologically and psychologically acute. They are usually associated with public service career fields in which people experience intense stress levels because of imminent danger and a high degree of uncertainty—police officer, fire and rescue worker, emergency relief worker, and the military. There are many reasons for stress for human beings.

EFFECTS OF STRESS

As stated previously work stress has both positive and negative effects. However, research on work stress has focused on its negative effects. This focus seems well directed because the cost of stress related illnesses in the United States is currently estimated to be about three per cent of the gross national product. In western industrialized countries, some five to ten times as many workdays are lost from stress related illnesses as are lost from strikes and other industrial strife.

STRESS MANGEMENT

If one is suffering from stress, the aspect of life that causes it has to be identified. Changes in lifestyle or other small strategies can help to deal with stress. The work can be delegated or shared



and avoid confrontation with problematic colleagues. Learning to be assertive, taking regular exercise, avoiding alcohol, drug can reduce stress. On the other hand, eating a healthy, balanced diet rich in fruits and vegetables, finding humor in stressful situations, time management, talking to friends or family and sharing thoughts and fears can fight stress. The person who is stressed should never take up more work that he knows or can cope with. Listening to music or relaxation tapes, tensing and relaxing muscles are some of the simple ways to manage stress. Chatting with friends, relatives and colleagues, dancing, singing, watching TV, movies, sports, yoga, exercise, reading good books, sound sleep, rearing pat animals, going to temple, exercise, meditation, organing, taking vacations are useful for getting relieved from stress.

STATEMENT OF THE PROBLEM

The teachers working in aided schools are stressful in their work place, because of so many reasons. Every day they have interaction with students and it can trigger the experiences of stress in teachers. They have the work situation as unpredictable and sometimes as abnormal work environment, authorities management policy, expecting good result, tedious work, classes on leave days, extra study hours, more work load, completion of syllabus within short period of time, additional non-academic work are the major reason for causing stress. Moreover, the teachers are working in rural based schools. Hence the present study is undertaken to study how stress among the school teachers affect their profession and find out the ways to overcome them.

OBJECTIVES OF THE STUDY

Main objectives of the study are as under:

- To examine the factors causing stress among teachers in the school;
- To study the problems of teachers; and
- To offer suggest the measures to overcome stress by stress management

REVIEW OF LITERATURE

Shapiro **et al** (2000) in their article entitled “Stress Management in Medical Education” included the evaluated stress-management programs for medical trainee reported empirical data, improved immunologic functioning, decreases in depression and anxiety increased spirituality and



empathy, enhanced knowledge of alternative therapies for future referrals, improved knowledge of the effects of stress, greater use of positive coping skill and the ability to resolve role conflicts.

Eysencket al (2003) in their study entitled “Stress and Performance” argues for the influence of anxiety as one such performance moderator: Contemporary wisdom now holds that anxiety affects performance by producing changes in the selectivity and/or intensity of attention; within such an approach, anxiety can affect both the learning or acquisition of information and its subsequent retrieval.

HYPOTHESES

The Null hypotheses are framed to draw out the conclusions that there is no significant relationship between the various independent variables that is Gender, Age, Marital status, Educational qualification, Size of the family, Income, Teaching Experience, Dependent children, Dependent parents, Distance to School, Employment of spouse, Mode of transport and the level of stress of the sample respondents and their level of satisfaction.

METHODOLOGY

The study is based on the both primary and secondary data that collected with the help of a well-constructed interview schedule

Sampling

There are 35 schools in Bodinayakanur and 1350 teachers are working in these schools. A sample of 338 was selected from these school teachers. It was found that 38 interview schedules were incomplete and hence they were rejected. Therefore the total sample size was 300. The 300 samples consists of 47 per cent teachers are comes under the BT category, 36 per cent teachers are come under the PG category and 17 per cent teachers are comes under the SGT category. The majority of the respondents are in BT category. They were selected from the teachers by applying simple random technique by using lottery method. The period of study for this project is from November 2015 to February 2016 only.

Tools



For the purpose of analyzing the various characteristics of the sample respondents, percentage analysis was used. In order to analyse the level of stress of the teachers working in Government and aided schools, Chi-square test was used. The level of stress is determined by using a five point scale. On the basis of scores obtained by each respondent, the respondents are grouped into high, medium and low level of stress by finding their average scores and standard deviation. Arithmetic Mean (x) and Standard Deviation (σ) of the total score of 300 respondents were computed scores above or equal to $x + \sigma$ were considered to be of 'high level' stress, score less than or equal to $x - \sigma$ were treated as the low level stress and the score in between ($x + \sigma$) and ($x - \sigma$) are considered as medium level.

Result and discussions

The level of satisfaction varies from responds to respondent. Satisfaction being an abstract concept cannot be measured directly in quantitative terms. Hence Linkerts' five point scaling technique has been used to measure the level of satisfaction of the respondents. Scores were given to each statement from five to one. In order to measure the level satisfaction of the responds ten statements were given about were given about the stress management and their opinions were elicited on five-point scale.

Classification of Respondents on the Basis of Level of satisfaction

The sample respondents are divided into three categories based on their respective scores. The classification of the respondents according to their level of stress is shown in Table 1.

TABLE 1: LEVEL OF STRESS OF THE RESPONDENTS

SI. No.	Level of Stress	No. of. Respondents	Percentage to total
1	Low	56	18.7
2	Medium	170	56.6
3	High	74	24.7
	Total	300	100.0

Source: Computed data

From the above Table 1 it is clear that out of 300 respondents 170 (56.6%) respondents have medium level of stress, 74 (24.7%) respondents have high level stress and 56 (18.7%) respondents have low level of stress respectively.



Gender and level stress

Gender is the factor which is closely related to the level of stress. In general, males have different degree of stress when compared to women. The following Table 2 shows the relationship between gender of the respondents and the level of stress.

TABLE 2: GENDER OF THE RESPONDENTS AND LEVEL OF STRESS

SI. No	Gender	Level of stress			Total
		High	Medium	Low	
1	Male	47 (21.8)	135 (62.5)	34 (15.7)	216
2	Female	27 (32.1)	35 (41.7)	22 (26.2)	84
	Total	74 (24.7)	170 (56.7)	56 (18.7)	300 (100)

Source: Computed Data

Hypothesis 1: “There is no significant relationship between gender and the level of stress.”

In order to ascertain whether there is any significant relationship between ‘Gender’ and the level of stress, Chi-square test has been applied and shown in the Table 3

TABLE 3: CHI-SQUARE ANALYSIS

Factor	Degree of freedom	Calculated value	Table value	Hypothesis Accepted/Rejected
Gender	2	10.79	5.99	Rejected.

Source: Computed Data

The above table shows that calculated value is higher than the table value at 5% level of significance. Therefore the hypothesis is rejected. So there is a significant relationship between gender and level of stress.

Age group and level of stress

Age is an important demographic variable that influences the level of stress of the respondents teachers. Age and level of stress are inter-related. The sample respondents are grouped into the age of 18-30 years, 30-40 years and 40-58 years for calculation purpose. The following Table 4 shows the relationship between the age of the respondents and the level of stress.



TABLE 4: GENDER OF THE RESPONDENTS AND LEVEL OF STRESS

SI. No	Gender	Level of stress			Total
		High	Medium	Low	
1	18-30	12 (22.2)	20 (37.0)	22 (40.7)	54
2	30-40	38 (24.7)	92 (59.7)	24 (15.6)	154
3	40-58	24 (26.1)	58 (63.0)	10 (10.9)	92
	Total	74 (24.7)	170 (56.7)	56 (18.7)	300 (100)

Source: primary data

Hypothesis 2: “There is no significant relationship between age and the level of stress.”

In order to ascertain whether there is any significant relationship between ‘Age’ and the level of stress, Chi-square test has been applied and shown in the Table 5.

TABLE 5: CHI-SQUARE ANALYSIS

Factor	Degree of freedom	Calculated value	Table value	Hypothesis Accepted/Rejected
Age	4	22.67	9.49	Rejected

Source: compute data

The above table shows that calculated value is higher than the table value at 5% level of significance. Therefore the hypothesis is rejected. So there is a significant relationship between Age and level of stress.

Marital status and level of stress

Marital status may also influence the level of stress. The following Table 6 shows the relationship between marital status of the respondents and the level of stress.

TABLE 6: MARITAL STATUS OF THE RESPONDENTS AND LEVEL OF STRESS

SI. No	Marital Status	Level of stress			Total
		High	Medium	Low	
1	Married	55 (21.3)	160 (62.0)	43 (16.7)	258
2	Un married	19 (45.2)	10 (23.8)	13 (31.0)	42
	Total	74 (24.7)	170 (56.7)	56 (18.7)	300 (100)

Source: Computed Data



Hypothesis 3: “There is no significant relationship between Marital status and the level of stress.”

In order to ascertain whether there is any significant relationship between ‘Marital status’ and the level of stress, Chi-square test has been applied and shown in the Table 7.

TABLE 7: CHI-SQUARE ANALYSIS

Factor	Degree of freedom	Calculated value	Table value	Hypothesis Accepted/Rejected
Marital Status	2	21.63	5.99	Rejected

Source: compute data

The above table shows that calculated value is higher than the table value at 5 per cent level of significance. Therefore the hypothesis is rejected. So there is a significant relationship between Marital Status and level of stress.

Educational qualification and level of stress

Education, which makes a person complete, definitely has a relationship with the level of stress. Educated persons have more stress than others. The following Table 8 shows the relationship between the education of the respondents and the level of stress.

TABLE 8: EDUCATIONAL QUALIFICATION OF THE RESPONDENTS AND LEVEL OF STRESS

Sl. No	Education qualification	Level of stress			Total
		High	Medium	Low	
1	UG with B.Ed	52 (35.1)	74 (50.0)	22 (14.9)	148
2	PG with B.Ed/M.Ed	10 (9.3)	74 (68.5)	24 (22.2)	108
3	PG with M.Phil	12 (27.3)	22 (50.0)	10 (22.7)	44
	Total	74 (24.7)	170 (56.7)	56 (18.7)	300 (100)

Source: Computed Data

Hypothesis 4: “There is no significant relationship between educational qualification and the level of stress.”



In order to ascertain whether there is any significant relationship between 'Educational qualification' and the level of stress, Chi-square test has been applied and shown in the Table 9

TABLE 9 CHI-SQUARE ANALYSES

Factor	Degree of freedom	Calculated value	Table value	Hypothesis Accepted/Rejected
Educational Qualification	4	23.54	9.49	Rejected

Source: Computed Data

The above table shows that calculated value is higher than the table value at 5 per cent level of significance. Therefore the hypothesis is rejected. So there is a significant relationship between educational qualification and level of stress of the respondents.

Size of Family and level of stress

The size of family of the respondents can also determine the level of stress. The following Table 10 shows the relationship between size of the family of the respondents and the level of stress.

TABLE 10: SIZE OF FAMILY RESPONDENTS AND LEVEL OF STRESS

SI. No	Family size	Level of stress			Total
		High	Medium	Low	
1	2	10 (12.9)	57 (74.2)	10 (12.9)	77
2	3	23 (20.0)	67 (58.3)	25 (21.7)	115
3	4	31 (39.7)	36 (46.2)	11 (14.1)	78
4	Above 4	10 (33.3)	10 (33.3)	10 (33.4)	30
	Total	74 (24.7)	170 (56.7)	56 (18.7)	300 (100)

Source: Computed Data

Hypothesis 5: "There is no significant relationship between the family size and the level of stress.

In order to ascertain whether there is any significant relationship between the 'Family Size' and the level of stress, Chi-square test has been applied and shown in the Table 11.

TABLE 11: CHI-SQUARE ANALYSIS

Factor	Degree of freedom	Calculated value	Table value	Hypothesis Accepted/Rejected
Family Size	6	28.16	12.6	Rejected

Source: Computed Data



The above table shows that calculated value is higher than the table value at 5 per cent level of significance. Therefore, the null hypothesis is rejected. Thus it is concluded that there is significant relationship between family size and level of stress of the respondents.

Income and level of stress

The Income may influence the level of stress. Hence this factor has been taken for analysis. The relationship between the income of the respondents and the level of stress is presented in Table 12

TABLE 12: INCOME OF THE RESPONDENTS AND LEVEL OF STRESS

SI. No	Income	Level of stress			Total
		High	Medium	Low	
1	10000-20000	16 (24.2%)	36 (54.5%)	14 (21.2%)	66
2	20000-30000	34 (21.8%)	93 (59.6%)	29 (18.6%)	156
3	Above 30000	24 (30.8%)	58 (52.6%)	10 (16.7%)	78
	Total	74 (24.7%)	170 (56.7%)	56 (18.7%)	300 (100)

Source: Computed Data

Hypothesis 6: “There is no significant relationship between income and the level of stress.

In order to ascertain whether there is any significant relationship between ‘Income’ and the level of stress, Chi-square test has been applied and shown in the Table 13.

TABLE 13: CHI-SQUARE ANALYSIS

Factor	Degree of freedom	Calculated value	Table value	Hypothesis Accepted/Rejected
Income	4	2.58	9.49	Accepted

Source: Computed Data

The above table shows that calculated value is less than the table value at 5 per cent level of significance. The null hypothesis is accepted. Thus it is concluded that there is no significant relationship between income and level of stress of the respondents.

Teaching experience and level of stress

The teaching experience is the most important thing in teaching line which may influence the level of stress. Hence this factor has been taken for analysis. The relationship between the teaching experience of the respondents and level of stress has been presented in Table 14.



TABLE 14: TEACHING EXPERIENCE OF RESPONDENTS AND LEVEL OF STRESS

SI. No	Experience	Level of stress			Total
		High	Medium	Low	
1	Less than 5yrs	16 (22.3)	32 (44.4)	24 (33.3)	72
2	5-10 yrs	34 (27.8)	76 (62.4)	12 (9.8)	122
3	10-15 yrs	12 (16.2)	52 (70.3)	10 (13.5)	74
4	Above 15 yrs	12 (37.5)	10 (31.2)	10 (31.3)	32
	Total	74 (24.7)	170 (56.7)	56 (18.7)	300 (100)

Source: Computed Data

Hypothesis 7: “There is no significant relationship between teaching experience and the level of stress.”

In order to ascertain whether there is any significant relationship between ‘Teaching experience’ and the level of stress, Chi-square test has been applied and shown in the Table 15.

TABLE 15: CHI-SQUARE ANALYSIS

Factor	Degree of freedom	Calculated value	Table value	Hypothesis Accepted/Rejected
Teaching experience	6	30.76	12.6	Rejected

Source: Computed Data

The above table shows that calculated value is higher than the table value at 5 per cent level of significance. Therefore, the null hypothesis is rejected. Thus it is concluded that there is significant relationship between family size and level of stress of the respondents.

Dependent children and level of stress

Dependent children are the important factor which is closely related to the level of stress. Hence this factor has been taken for analysis. The relationship between the dependent children of the respondents and the level of stress has been presented in the Table 16.

TABLE 16: DEPENDENT CHILDREN OF RESPONDENTS AND LEVEL OF STRESS

SI. No	Dependent children	Level of stress			Total
		High	Medium	Low	
1	1	15 (17.8)	54 (64.28)	15 (17.8)	84
2	2	32 (35.0)	38 (30.4)	21 (16.8)	91
3	3	15 (18.0)	48 (57.8)	20 (24.0)	83
	Total	64 (24.0)	140 (54.26)	56 (21.7)	258 (100)

Source: Computed Data



Hypothesis 8: “There is no significant relationship between dependent children and the level of stress.”

In order to ascertain whether there is any significant relationship between ‘Dependent children’ and the level of stress, Chi-square test has been applied and shown in the Table 4.17.

TABLE 17: CHI-SQUARE ANALYSIS

Factor	Degree of freedom	Calculated value	Table value	Hypothesis Accepted/Rejected
Dependent children	4	12.27	9.49	Rejected

Source: Computed Data

The above table shows that calculated value is higher than the table value at 5 per cent level of significance. The null hypothesis is rejected. Thus it is concluded that here is significant relationship between dependent children and level of stress of the respondents.

Dependent parents and level of stress

Dependent parents are the factor which is closely related to the level of stress. Hence this factor has been taken for analysis. The relationship between the dependent parents of the respondents and level of stress has been presented in the Table 18.

TABLE 18: DEPENDENT PARENTS OF RESPONDENTS AND LEVEL OF STRESS

SI. No	Dependent parents	Level of stress			Total
		High	Medium	Low	
1	1	41 (24.4)	106 (63.1)	21 (12.5)	168
2	2	33 (25.0)	64 (48.5)	35 (26.5)	132
	Total	74 (24.7)	170 (56.7)	56 (18.7)	300 (100)

Source: Computed Data

Hypothesis 9: “There is no significant relationship between dependent parents and the level of stress.”

In order to ascertain whether there is any significant relationship between ‘Dependent parents’ and the level of stress, Chi-square test has been applied and shown in the Table 19.

TABLE 19: CHI-SQUARE ANALYSIS

Factor	Degree of freedom	Calculated value	Table value	Hypothesis Accepted/Rejected
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Dependent Parents	2	10.54	5.99	Rejected
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Source: Computed Data

The above table shows that calculated value is higher than the table value at 5 per cent level of significance. Therefore, the null hypothesis is rejected. Hence it is concluded that there is significant relationship between dependent parents and level of stress.

Employment of spouse and level of stress:

The employment of spouse may influence the level of stress. Hence this factors has been taken for analysis. The relationship between the employment of spouse of respondents and the level of stress has been presented in Table 20.

TABLE 20: EMPLOYMENT OF SPOUSE OF THE RESPONDENTS AND LEVEL OF STRESS

SI. No	Employment of spouse	Level of stress			Total
		High	Medium	Low	
1	Employed	22 (15.9)	78 (56.5)	38 (27.5)	138
2	Un employed	40 (33.3)	62 (51.6)	18 (15.0)	120
	Total	64 (24.0)	140 (54.26)	56 (21.7)	258 (100)

Source: Computed Data

Hypothesis 10: "There is no significant relationship between employment of spouse and the level of stress."

In order to ascertain whether there is any significant relationship between 'Marital status' and the level of stress, Chi-square test has been applied and shown in the Table 21.

TABLE 21: CHI-SQUARE ANALYSIS

Factor	Degree of freedom	Calculated value	Table value	Hypothesis Accepted/Rejected
Employment of spouse	2	13.00	5.99	Rejected

Source: Computed Data

The above table shows that calculated value is higher than the table value at 5 per cent level of significance. Therefore, the null hypothesis is rejected. Hence it is concluded that there is significant relationship between employment of spouse and level of stress.

Distance to school and level of stress:



The distance to school of the respondents also determines the level of stress. The following Table 22 shows the relation between the distance to school of the respondents and level of stress.

TABLE 22: DISTANCE TO SCHOOL OF THE RESPONDENTS AND LEVEL OF STRESS

SI. No	Distance to school	Level of stress			Total
		High	Medium	Low	
1	Less than 1Km	21 (28.3)	37 (50.1)	16 (21.6)	74
2	2-3Kms	29 (30.2)	54 (56.3)	13 (13.5)	96
3	3-4Kms	12 (15.3)	49 (62.8)	17 (21.7)	78
4	Above 4Kms	12 (23.2)	30 (57.6)	10 (19.2)	52
	Total	74 (24.7)	170 (56.7)	56 (18.7)	300 (100)

Source: Computed Data

Hypothesis 11: “There is no significant relationship between the distance to school and the level of stress.”

In order to ascertain whether there is any significant relationship between ‘Distance to school’ and the level of stress, Chi-square test has been applied and shown in the Table 23.

TABLE 23: CHI-SQUARE ANALYSIS

Factor	Degree of freedom	Calculated value	Table value	Hypothesis Accepted/Rejected
Distance to School	2	7.59	12.6	Rejected

Source: Computed Data

The above table shows that calculated value is higher than the table value at 5 per cent level of significance. Therefore, the null hypothesis is accepted. Thus it is concluded that there is no significant relationship between distance to school and level of stress of the respondents.

Mode of transport

The mode of transport from the residence may influence the level of stress, Hence this factor has been taken for analysis. The relationship between the mode of transport from the residence of the respondents and the level of stress has been presented in Table 24.

TABLE 24: MODE OF TRANSPORT OF RESPONDENTS AND LEVEL OF STRESS

SI. No	Mode of transport	Level of stress			Total
		High	Medium	Low	
1	School bus	10 (32.2)	12 (38.7)	9 (29.1)	31



2	Two wheeler	43(37.3)	49 (42.6)	23 (20.0)	115
3	Four wheeler	11(16.6)	42 (62.8)	14 (20.8)	67
4	Others	10 (11.5)	67 (77.0)	10 (11.5)	87
	Total	74 (24.7)	170 (56.7)	56 (18.7)	300 (100)

Source: Computed Data

Hypothesis 12: “There is no significant relationship between mode of transport and the level of stress.”

In order to ascertain whether there is any significant relationship between ‘Mode of transport’ and the level of stress, Chi-square test has been applied and shown in the Table 25.

TABLE 25: CHI-SQUARE ANALYSIS

Factor	Degree of freedom	Calculated value	Table value	Hypothesis Accepted/Rejected
Mode of transport	6	33.26	12.6	Rejected

Source: Computed Data

The above table shows that calculated value is higher than the table value at 5 per cent level of significance. Therefore, the null hypothesis is rejected. Thus it is concluded that there is significant relationship between mode of transport and level of stress of the respondents.

Suggestions

The valuable suggestions are helpful to the policy makers to remove the stress among the teachers working in Government and aided schools.

- ◆ Teachers can be given more time for relaxation during working hours in the schools.
- ◆ They may not be given work other than teaching. Hence, they can concentrate only on teaching work.
- ◆ Basic amenities can be provided for the faculties to reduce stress.
- ◆ Aged teacher’s work may be minimized even in teaching so as to reduce the stress.
- ◆ Harassment from the head of the institutions, management and authorities may be curtailed.
- ◆ Performance of the teachers can be dealt with gently.
- ◆ Recreation room can be established to play during and after school hours.
- ◆ Flexibility of working hours can be allowed for removing stress.
- ◆ Teachers can be rewarded for excellence in their duties.
- ◆ Teachers can be allowed to pursue higher education for career development.
- ◆ Frequent meeting of the teachers with management may be conducted to eliminate the grievance of the teachers.
- ◆ Management should make the staff to understand their objectives clearly, and what is expected of them.



- ◆ Management shall concentrate on stress management programmes for the welfare of the staff.
- ◆ Management should create a sophisticated working environment for their staff.
- ◆ Work should be given accordingly to one's capabilities which may reduce stress.
- ◆ Institution should give freedom to the teacher to discuss their problems with the higher official.
- ◆ Leaves and permissions should be given by institution to genuine cases.
- ◆ Staff should know how to balance work and personal life.
- ◆ Staff should show compassion towards the students.
- ◆ Creative and novel teaching would enable to reduce stress.
- ◆ Applying modern teaching technology to relieve from stress.
- ◆ Play and learn method may be introduced to the students so as to reduce stress.
- ◆ No comparison of performance with any other teachers.
- ◆ Teachers may be given yoga training, refresher courses, participation in games listening to music during leisure hours.
- ◆ Flexible working conditions can be allowed to reduce stress.
- ◆ Teachers may be fixed salary on the basis of their qualification they possess. Thus, they can earn more income, which will reduce the stress.
- ◆ Rural teachers have to be given training to overcome their submissiveness.
- ◆ Jobs should be made permanent to make them less submissive.
- ◆ Better communication with colleagues should be encouraged.
- ◆ The organization should provide scope for development.

Conclusion

Managing of stress is very vital for the smooth functioning of any organization. Teachers without stress are performing well and create good future citizens of the society. Teachers working in Government and aided schools in Bodinayakanur face numerous problems and they lead to stress. Head of the institution, management and authorities can take measures to overcome the stress among teachers. Educational system, pressure from the higher officials, management, parent's attitude, and working environment should be changed to have stress free teachers in the school concerned. Then the society shall have good citizens, and peaceful teachers and students

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