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Occupational stress and coping strategies of Matriculation school teachers working in Thanjavur of Tamil Nadu

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Abstract

Teachers are the back bone of every country. They produce great leaders that can change the fate of our people. Now a day's occupational stress among school teacher is becoming popular. This study examines the occupational stress among the matriculation high school teachers in Thanjavur Corporation. A convenient sample of 65 teachers employed in various matriculations schools were participated in this study. Occupational stress in the work place was accessed using a well-structured self-administered questionnaire. Secondary data were collected from various reputed journals, articles, books and reliable web resources. The collected data were carefully analyzed by appropriate tools and based on this made requires interpretation. The methodology was adopted by descriptive statistics tools like percentage analysis, mean, median, and chi-square test. The findings of this study may be useful for further research. Also it helps to formulate the program and policies for management, to help the teachers relieve and cope with their occupational stress.

Keywords: Occupational stress, Teachers, Matriculation school and work place.

1. Introduction

Teachers are the back bone of every country. They produce great leaders that can change the fate of our country. Now a day's increasingly high rates of absenteeism and turn over have attracted attention to the problems of occupational stress among school teachers. This attention has elicited a considerable amount of research.

Occupation is one of the important parts of our daily lives which causes a great deal of stress, in recent year's teaching is considered as one of the most stressful occupation. School is considered as major source of stress in the lives of teachers, because of a student absenteeism, misbehavior, and work over load, monotony of work, social factors and various family problems. Due to this teachers are unable to do his part of work effectively.

Occupational stress, in particular is the inability to cope with the pressures in a job. It is a mental and physical condition which affects as individual efficiency, effectiveness, personal health and quality of work. Teachers stress is a specific type of occupational stress. It is experienced by a teacher of unpleasant emotional such as tension, frustration, anger and depression resulting from aspects of their work as teachers (Kyriacou 2011).

From this occupational stress in teachers is inevitable in our society. This study examines the level of occupational stress and coping strategies used in matriculation high school teachers in Thanjavur Corporation.

1.1 Profile of the Study Area

Thanjavur is the head quarter of Thanjavur district. The city is an important agriculture centre, located in the cauvery delta and is known as 'Rice bowl' of Tamil Nadu. It is administrated by a municipal corporation covering as area of 36.33 sq km and had a population of 222,943. Thanjavur is an important pilgrim centre and a major tourist destination of Tamil Nadu. The corporation has 16 matriculation schools among 101 matriculation schools of Thanjavur district. All of these schools are under controlled by the (IMS) Inspector of matriculation schools in Thanjavur.

1.2 Purpose of the Study

The main objectives of this study are as follows:

- To study the factors influencing occupational stress and the stressors among the matriculation school teachers.
- To study the coping strategies adopted by the matriculation school teachers.
- To identify the facilities provided by the authorities and the common problems faced by the teachers.
- To suggest the better ways and means for reducing the occupational stress in work place.

1.3 Limitations of the Study

- The sample size for this study is small (65). So the suggestion cannot be adopted fully.
- The findings and observation in this study are based in selected matriculation school teachers. Opinion of the respondents may be bias.
- The time of the study was rather short.

2. Review of Literature

In order to get acquainted with the occupation stress of school teachers literatures on the concerned subject was reviewed some of the relevant literature that were reviewed in the process of the study are as follows,

The term ‘stress’ was used by Hans Selye, a professor at McGill University in 1936. He has defined stress as a “non-specific response of the body to a demand.”

Occupational stress is known as stress at work. It occurs discrepancy between the demands of the work place and that of individuals. (Tsutmi *et al.*, 2009)

Job stress also known as occupational stress has been defined as the experience of negative emotional status such as frustration, worry, anxiety, and depression attributed to work related factors.

Kyriacou (2001) [8]. Investigate that lists the main sources of stress facing teachers; teaching pupils who lack motivation, time pressure and work load. Coping with change, being evaluated by others maintaining discipline, self-esteem status, role conflict and ambiguity, poor working conditions and dealing with colleagues. Overall, the factors that have been found to impact on job satisfaction of teachers.

3. Methodology

This study was based on both primary and secondary data. The primary data was collected by direct interview using structured questionnaire. The questionnaire consists of teachers’ personal, social, demographic information and occupational stress related questions such as family, academic, environmental and stress relieving techniques. The secondary data was collected from research publications, standard journals, books and relevant web resources.

The population of the present study is the matriculation high school teachers working in selected private matriculation High schools in Thanjavur Corporation. Using convenience sampling techniques, 65 teachers were participated from various 10 matriculation High schools.

Descriptive statistics are used to interpretative and evaluate the data. Appropriate tools like simple percentage analysis, mean, mode, standard deviation and chi-square test were applied.

4. Data Analysis and Interpretation

The collected data was edited and coded, using appropriate tools such as simple percentage analysis, weighted average mean, and chi-square test. Charts and diagrams are also used to simplify the data.

Table 1: Demographic profile of the Matriculation school teachers considered for the study

Criterion	No of Respondents	Percentage (%)	
Age (years)	22- 35	33	50.77
	36 – 45	21	32.30
	45 and above	11	16.93
	Total	65	100.00
Gender	Male	21	32.30
	Female	44	67.70
	Total	65	100.00
Marital status	single	37	56.92
	married	28	43.08
	Total	65	100.00
Monthly income	5000-10000	42	64.62
	10001-15000	14	21.73
	Above 15000	09	13.65
	Total	65	100.00
Educational qualifications	UG Degree with B.ed	34	52.30
	PG with B.ed	22	33.83
	Others	09	13.87
	Total	65	100.00
Experience in years	<5years	28	43.08
	6-10 years	24	36.92
	More than 10	13	20.00
	Total	65	100.00
Type of family	Nuclear	53	81.53
	Joint	12	18.47
	Total	65	100.00
Spouse occupation	Teaching	12	18.46
	Government	9	13.86
	Private	27	41.53
	Others	17	26.15
	Total	65	100.00
Residential area	Rural	34	52.31
	Urban	23	35.38
	Semi urban	08	12.31
	Total	65	100.00
Mode of transport	School	31	47.69
	Public	11	16.92
	Own	17	26.15
	Others	06	09.24
	Total	65	100.00

Source: Primary Data.

Table 1 indicates that demographic and professional characteristics of the respondent who were age between 22-35 made up of 50.77% of entire respondents. Those who were age between 36-45 years old constituted only 32.30%, while 45 and above constituted were insignificant proportions of 16.93% of entire respondents. Most of the respondents were females constituting 67.70% of all the respondents. Majority of the respondents sampled were single. And they constituted 56.92% whereas 43.08% were married. Respondents who were holders of income between 5000-10000 constitute 64.62%; 10001-15000 constituted 21.73 and above constituted 13.65%. Majority of the respondents who have experienced between less than 5 years constitutes 43% and of above constitutes 37% and 20% denotes 6-10 years and above 10 years respectively.

Table 2: Teachers attitudes about school infrastructure and work environment

S. No	Particulars	No of Respondent	Percentage (%)
1	High stress	24	36.99
2	Medium stress	13	43.01
3	Low stress	28	20.00
	Total	65	100.00

Source: Primary Data.

From table 2 indicates that 36.99% of teachers felt high stress, 43.01% of teachers felt moderate stress and 20% of teachers felt low stress.

Table 3: Teachers attitudes about monthly income

S. No	Particulars	No of Respondent	Percentage (%)
1	High stress	39	60.00
2	Medium stress	17	26.15
3	Low stress	09	13.85
	Total	65	100.00

Source: Primary Data.

Table 3 indicates that the out of the 65 teachers surveyed 60% had experienced high level of stress regarding monthly income 26 and 13% felt moderate and low stress respectively.

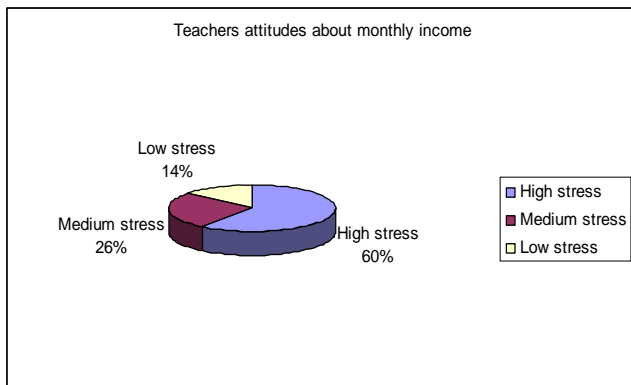


Fig 1

Table 4: Teachers attitudes about Job security

S. No	Particulars	No of Respondent	Percentage (%)
1	High stress	37	56.92
2	Medium stress	16	24.62
3	Low stress	12	18.46
	Total	65	100.00

Source: Primary Data.

From the table 4, it has clearly inferred that 57% of teachers have experienced high level of stress in job security. 25% of moderate stress and rest of 18% have opined that low level of stress.

Table 5: Teachers attitudes about work overload and management support

S. No	Particulars	No of Respondent	Percentage (%)
1	High stress	43	66.15
2	Medium stress	14	21.54
3	Low stress	08	12.31
	Total	65	100.00

Source: Primary Data.

The overall opinion of the teachers about work overload and management support is shown in table 5. It is inferred that the majority 66% of the teachers experienced high stress and 21.54% felt moderate stress and only 12% had low stress.

Table 6: Teachers attitudes about managing school students

S. No	Particulars	No of Respondent	Percentage (%)
1	High stress	35	53.85
2	Medium stress	13	20.00
3	Low stress	17	26.15
	Total	65	100.00

Source: Primary Data.

The researcher enquired the respondents about the managing students. From the table 6, it is inferred that the majority of 54% teachers felt high stress, 20% felt moderate stress and the low stress felt by the teachers were 26%.

Table 7: Teachers attitudes about Family problems

S. No	Particulars	No of Respondent	Percentage (%)
1	High stress	21	32.30
2	Medium stress	23	35.40
3	Low stress	21	32.30
	Total	60	100.00

Source: Primary Data.

It is found from table 7, 32% of teacher's experienced high stress, 36% and 32% of teachers were experienced moderate stress and low stress respectively due to family problems.

Table 8: Chi-square analysis of association between age, salary and stress.

Factor	Calculated value	Table value	Degrees of freedom	Remarks
Age and stress at work	5.62	12.592	6	Significant at 5% level
Salary and stress	7.614	16.919	12	Significant at 5% level

Source: Compiled by the researcher

Table 8 shows the results of chi-square analysis of association between age, salary and stress. The tabulated value of chi-square is 12.592. The calculate value 5.62 is less than table value. This means that there is a significant relationship between age and stress at work of the respondent. Also the calculated value of chi-square is 7.614, whereas the tabulated value is 16.91, which is more than the calculated value. Therefore the null hypothesis is accepted. This means that there is a significant relationship between salary and stress.

Table 9: Stress management techniques practiced by teachers in daily living

S. No	Techniques	No of respondent (65)	Percentage of respondent
1	Listening music	04	6.15
2	Watching TV	18	27.69
3	Take rest	11	16.92
4	Reading books	05	7.69
5	Walking	07	10.77
6	Recreation with family	04	6.15
7	Time management	02	3.08
8	Playing games	03	4.62
9	Meditations and yoga	11	16.92
	Total	65	100.00

Source: Primary data

From the above table 9, it can be observed that nearly 28% of the respondents using watching television. 34% of respondents using rest and meditation and yoga, 11% of the teachers using walking to relieve stress. Nearly 8% of the teachers using reading books, 12.30% and 4.62% of respondents were using listening music and playing games to relieve their stress at workplace.

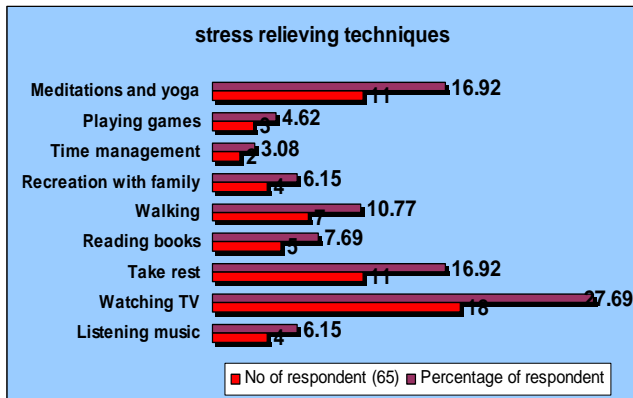


Fig 2

4.1 Findings

The findings of the present study is as follows,

- It is observed that most of the teachers participated in this study was female.
- It is found that maximum level of stress from that work place perceived by 25 to 35 years aged respondents.
- It is evident from female teachers were more occupational stress than male teachers.
- It is also observed that the married teachers have felt maximum level of occupational stress from their family than unmarried respondents.
- It is observed that monthly salary is major source of occupational stress in matriculation school teachers.
- Also observed most of the teachers who have below 3 years of working experience have using the stress relieving techniques at the maximum level.

5. Few Suggestions

- ❖ The management should revise the salary structure. It may helpful for reducing the teachers' stress.
- ❖ They should provide counseling centre for reducing occupational stress.
- ❖ Continuous monitoring the stress level of teachers may use for provide appropriate stress relaxing techniques.
- ❖ It is recommended that the management should provide appropriate teachers may helpful to reduce the work overload of the teachers.

6. Conclusion

Occupational stress is not a disease, but it can lead to a reduced ability to perform at work and have an important on a personal health and wellbeing. From this study we clearly observed that most of the teachers are experienced high level of stress due to the academic, social and family factors. However, occupational stress is inevitable in present scenario. Teachers' are considered as the creators of leaders, scientists, politicians and administrators. Thus the management should realize their problems and to take necessary preventive measures to reduce the occupational stress. It may maintain good organizational climate of matriculation schools.

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8. Web Resources

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3. [http:// www.stress.org/workplace-stress/](http://www.stress.org/workplace-stress/)
4. [http:// www.thanjavur.nic.in](http://www.thanjavur.nic.in)
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