



COPING STRATEGIES FOR STRESS MANAGEMENT BY SCHOOL TEACHERS

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ABSTRACT

Stress is a complex matter, which is the subject of different analyses and continuous debate among experts. Beyond the details of this debate, a general consensus can be reached about the definition of stress, which is centered on the idea of a perceived imbalance in the interface between an individual, the environment and other individuals.

KEYWORDS: stress management , social life, physical health.

INTRODUCTION

In this fast world and in a difficult financial situation every human being will have stress while unloading their duties assigned to them as a matter of routine. A work area force a certain degree of stress on workers in order to complete the task within the given time and this will have the positive effect on the workers. When the work area demands more than their abilities the degree of stress will be high and this situation cause a reverse effect on the worker. They feel tiresome, frustrated, overburden. It affects the production and physical and mental healthiness.

COPING STRATEGIES FOR STRESS MANAGEMENT

Stress will affect our work performance along with our social life, physical health, mental health, relationship with our family members. We can't avoid stress but we can manage and reduce the level of stress when we know how to handle the stress. If we want to manage stress in an effective manner we must know the root cause of stress. By successfully clearing the root cause and then by adopting certain coping strategies we can find the permanent solution.

OBJECTIVE OF THE STUDY

- The primary objective of this study is to find out the coping strategies adopted by school teachers in Dindigul town.
- The secondary objective is to identify the most successful strategy adopted to manage physical and mental stress, by school teachers in Dindigul town.

SELECTION OF THE SAMPLE

The criteria for selection of the respondents for this paper were teachers working in the Government and the private schools of Dindigul town. The total sample size was 150 both male and female who are selected in a systematic manner belonging to 3 blocks in Dindigul district namely Vedasanthur, Palani and Dindigul town.

Data analysis

1. Demographic factors

The information regarding some of the factors like



age,gender,maritalstatus,education were presented here in Table 1.

Age

Variable	Respondents	Percentage
Below 30	24	16
30- 40	44	29.3
40-50	50	33.3
Above 50	32	21.3

Gender

Variable	Respondents	Percentage
Male	87	58
Female	63	42

Education

Variable	Respondents	Percentage
M.Phil	35	23.3
B.Ed	45	30
M.Ed	46	30.7
TET Passed	24	16

Marital Status

Variable	Respondents	Percentage
Unmarried	42	28
Married	108	72

The demographic factors of teachers presented in the above table shows that , majority of the teachers in the age group of between 40-50(33%) and 30-40 years of age group 29.5% followed by the group above 50 and 21.3% below 30. Gender factor states that Male 58% and remaining 42% female. Marital status states that 72% of the teachers were married followed by 28% were unmarried. The education of the school teachers, it is observed from the table that maximum 30.7% were M.Ed and 30 % were B.Ed ,followed by them 23.3% were M.Phil and TET passed 16%.

2. Physical stress management strategies adopted by the school teachers

The following are the variables adopted for minimizing physical stress viz. reducing physical stress, refreshment, exercise, natural and medicinal therapy, change in food habits, and disposition of the parts of a visible object. The following table 2 represents the physical management strategies adopted by the school teachers to minimize their level of stress are listed below.

Refreshment

Variables	No of respondents	Per
Breathing exercise	27	18
Time for Leisure	53	35.3
Rest	70	46.6

Exercise

Variables	No of respondents	Per
Walking & jogging	82	54.6
Playing games	32	21.3
Gym –work out	36	24

Change in food habits

Variables	No of respondents	Per
Palio diet	54	36
Eating light food	56	36
Eating fast foods	13	8.6
Eating food many times in a day but in small quantity	27	18

Natural and Medicinal therapy

Variables	No of respondents	Per
Herbal	12	8
Water therapy/ taking organic foods	56	37.3
Hot water therapy	9	6
Mood altering drugs	8	5.3
Sleeping tablets	12	8
None of the above	53	35.3

Disposition of the parts of a visible object

Variables	No of respondents	Percentage
Change in sitting position	20	13.3
Reduce physical movement	38	25.3
Use ergonical furniture	92	61.3

It was observed from the above table 2 that majority of the school teachers (46.6%) practicing take out time for rest as a refreshment technique , followed by leisure (38.8%) and breathing exercise 18%.

In apparent from the table that majority of the school teachers 54.6% adopt walking and jogging followed by playing games 21.3% and 24% of the school teachers practiced gym and workouts.

In relation to food habits majority of the teachers practiced palio diet and eating light foods (36%) , 18% of the teachers has the habit of eating many times and 8.6% of them have the habit of eating fast foods.

Under natural and medicinal therapy the majority of the teachers practiced water therapy and organic foods (37.3%). 35.3% of the respondents practiced nothing related to natural and medicinal therapy. 8% of the teachers adopt herbal followed by 6% adopt hot water therapy and finally 5.3% of the teachers practiced mood altering drugs.

Under disposition of the visible objects, the majority of the teachers practiced use of ergonical furniture (61.3%) ,followed by 25.3%

Mental stress management strategies adopted by the school teachers Change of place**Table 3**

Change of place	No of respondents	per
Keeping home clean	86	57.3
Forgetting worst experiences	64	42.6

Meditation and yoga	No of respondents	per
Prayers	27	18
Yoga	78	52
Chanting mantras	22	14.6
Pilgrimage	23	14.6

Psychotherapy	No of respondents	per
Think positive	54	36
Loud cry	26	17.3
Spending time with family	33	22
Modulation in routine work	37	24.6

Support from surroundings	No of respondents	per
Attending functions	37	24.6
Have fun with somebody	43	28.6
Counseling	23	15.3
Attending public functions	47	31.3

Minimizing responsibility	No of respondents	per
Skip the disliked work	93	62
Change in preference of job	57	38

Doing most liked tasks	No of respondents	per
Listening music	67	44.6
Shopping	33	22
Going to park	26	17.3
Watching movie	24	16

From the above table 3 the majority of the school teachers under change of place keeping home clean (57.3%) followed by forgetting worst experiences 42.6%

It is inferred that the majority of the respondents under meditation and yoga are practicing yoga (52%) followed by prayers(18%) and chanting mantras and Pilgrimage(13%).

It is observed that from the above table the physiotherapy the majority of the teachers 36% practiced to think positive and 24.6% showed interested in modulation of routine work followed by 22% spending time with family and 17.3% of the teachers cried loudly under physiotherapy.

From the above table that the majority of the teachers under support from surroundings 31.3% are attending public functions followed by the 28.6% attending functions and 24.6% have fun with somebody. 15.3% of the respondents have undergone counseling.

Under the minimizing responsibility the majority of the teachers (62%) skip the disliked work and 38% of the respondents prefers the change in preference of job.

Under doing most liked tasks the majority of the teachers involved in listening music (67%) followed by 22% teachers are engaged in shopping. 17.3% of the teachers practiced in going park and remaining 16% of the teachers involved in watching movie.

DEMOGRAPHIC VARIABLES VS COPING OF PHYSICAL STRESS STRATEGIES

To analyse whether the demographic variable influence the coping strategies of physical stress the chi-square was applied. The results are shown below in the table 4.

Table 4

Coping strategies of physical stress	Gender	Age	Marital status	Education
Refreshment	*119.8 ^a	*23.9 ^a	*4.1 ^a	*11.7 ^a
Exercise	*53.6 ^a	*46.7 ^a	*15.4 ^a	*38.9 ^a
Change in food habits	*133.8 ^a	*26.7 ^a	*20.9 ^a	*27.6 ^a
Natural and medicinal therapy	*193.6 ^a	*53.9 ^a	*120 ^a	*38.9 ^a
disposition of the parts of a visible object	*84.5 ^a	*58.0 ^a	*28.9 ^a	*54.9 ^a

(indicate level of significance at 5%)

From the above table it shows that the all the demographic variables such as age, gender, marital status and education influence all the coping strategies of physical stress except marital status vs refreshment because the value of significance is more than 0.05% (5%level). That means the marital status has no influence on refreshment strategy.

Table 5**Results of chi-square test-demographic variables vs Mental stress management strategies**

Mental stress management strategies	Age	Gender	Marital status	Education
Change of place	*88.6 ^a	*42.3 ^a	*68.6 ^a	*2.4 ^a
Meditation and yoga	*147.7 ^a	*76.8 ^a	*41.9 ^a	*37.7 ^a
Psychotherapy	*92.3 ^a	*26.6 ^a	*26.4 ^a	*26.7 ^a
Support from surroundings	*251.1 ^a	*30.2 ^a	*81.2 ^a	*83.2 ^a
Minimizing responsibility	*131.3 ^a	*12.3 ^a	*17.4 ^a	*12.3 ^a
Doing most liked tasks	*178.9 ^a	*91.6 ^a	*120.2 ^a	*11.9 ^a

It could be observed from the table that for all coping strategies the value of level of significance is less than 0.05(5% level) except education vs change of place.

CONCLUSION

The study on coping strategies was done with the primary objectives of age,gender,marital status and education with 150 sample among the government and private school teachers and it was found that take out time for rest as a refreshment technique,use ergonomically designed furniture ,padio diet, take organic foods and water therapy were practiced by majority of the teachers when they were physically stressed. Further ,yoga, positive thinking, listening songs, maintaining well organized home were practiced when they were mentally stressed. There was significant difference found with respect to both physical stress and mental stress management strategies among respondents based on demographical factors. The present study is useful to guide employee to achieve their goals, to improve their career development by giving awareness for minimizing stress in their life.

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