



# A STUDY ON OCCUPATIONAL STRESS AMONG PRIVATE SCHOOL TEACHERS

**\*Dr.N.Mahalakshmi**

\* Assistant Professor

Post Graduate & Research Department of Commerce

Arulmigu Palaniandavar Arts College for Women

Palani, Tamilnadu.

Email: smirthiraj77@gmail.com.

**ABSTRACT:** Occupational stress has become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals. A major source of distress among teachers is result of failure of school to meet the social needs and jobs demands of the teachers. Occupational satisfaction is a necessary condition for a healthy growth of teacher's personality. Hence the study is under taken to measure the stress level of private school teachers by applying percentage analysis and various statistical tools.

## 1. INTRODUCTION

Teachers working within the secondary school system confront multiple stressors on a daily basis that result in varying levels of occupational stress. Factors such as poor student behaviour, ranging from low levels of student motivation to misbehaviour, and poor relationships with administration and colleagues can lead to occupational stress. High stress level of a teacher causes disappointment, frustration, aggression, anxiety, avoidance of work, increased absenteeism, and or stress, thus, decreased teachers and student performance levels. In addition to this, facets of teacher performance, such as creativity, classroom management, and implementation of educational techniques, may suffer when teachers experience high levels of stress. Thus, the consequences of occupational stress not only affect teachers psychologically, and socially, but are also detrimental to those they interact with during their work day.

## 2. REVIEW OF LITERATURE

Ali Qadimi and Praveena K.B, (2013)<sup>1</sup> investigated that there was teachers with higher age groups had higher burn out scores. In addition, study shows that there were no significant differences between age groups of school teachers with reference to their occupational stress.

**Bano& Malik (2014)<sup>2</sup>** in their study revealed that there was a higher occupational stress related to lower life satisfaction and also female teachers reported more severe job stress as compared to male teachers.

**Chaly PE, Anand SPJ, Reddy (2014)<sup>3</sup>** results showed, out of 504 software professionals and 504 school teachers, for 23% of software professionals and 85% of school teachers, stress was not a problem in their life. 71% of software professional and 15% of school teachers were in moderate stress level. For 6% of software professional stress was a problem in their life.

**Deepti Pathak (2012)<sup>4</sup>** in her study has found that a negative correlation exists between organizational stress and job satisfaction level among employees; perceived organizational support as a powerful moderator lessens amount of stress experienced leading to higher job satisfaction.

**Dhrub Kumar and JM Deo (2011)<sup>5</sup>** explored the different aspects of work life of college teachers in general and to find out difference in perception of male and female as well as junior and senior teachers with regard to their responses in particular. Findings revealed that junior college teachers experienced significantly more stress on most of the dimensions of stress in comparison to senior teachers. However, female teachers experienced more roles overload and inter-role distance stress as compared to their male counterparts.

**Ganapa and Sreedevi, (2015)<sup>6</sup>** in their study assessed the difference in the stress levels of government and private school teachers. The study findings indicated that the primary Government school teachers are under high level of stress in comparison to their government primary school teacher counterparts. Above mentioned reviews provides a bird's view on the nature of stress faced by the school teachers and its coping strategies adhered by them.

**Hasan (2014)<sup>7</sup>** conducted a study on occupational stress on school teachers and found that the private primary school teachers had high level of stress as compared to government primary school teachers.

**MariyaAftab, TahiraKahttoon, (2012)<sup>8</sup>** findings of their study reveals that nearly half of the secondary school teachers experience less stress towards their job and males displays more occupational stress towards job than the females, moreover the trained graduate teachers are found to have higher occupational stress than post graduate and untrained teachers.

**Naina Sabherwal and Deeya Ahuja (2015)<sup>9</sup>** has tried to find out the occupational stress among faculty members in higher education institution and the results showed that the determinants of stress among the administrators are numerous and varied, with compilation of results, time pressures, lack of infrastructure, student's indiscipline and poor pay prospects as a very high ranked stressor.

**Nikhath (2018)<sup>10</sup>** in his study found that there was only moderate amount of stress among the secondary school teachers. The female teachers were found to be highly stressed compared to their male counter parts. The highly experienced teachers were found to be more stressed.

**Pandey (2018)<sup>11</sup>** conducted a study on the work pressures teachers' face. The study's primary focuses was on how teachers deal with stress, while the other two were on the impact of different demographic characteristics on teachers' levels of stress and how teachers show signs of stress. Teachers' stress is exacerbated by interpersonal

relationships with their principal, colleagues, pupils, and parents, according to the results of the investigation. Teachers' stress was also exacerbated by excessive paperwork, a heavy workload, a lack of school facilities, and a secluded school environment. Secondly, instructors' stress was caused by their emotional reactions to diverse situations.

**Punch and Tuettman (2019)<sup>12</sup>** carried out the study in Western Australian secondary schools, and indicates that how supportive the work environment was in terms of reducing teacher stress. Among the stressors found in the study were (1) poor access to facilities, (2) lack of support from colleagues, (3) student misbehaviour, and (4) excessive societal expectations. There are two possible paths for remedy: (1) support from co-workers and principals, and (2) acknowledgment and praise.

**Ragu (2017)<sup>13</sup>** aimed to investigate the impact of teachers' work stress on their effectiveness and attitudes toward their profession. Teachers' performance suffered while they were under stress, according to the findings of this study. A study indicated that teachers with high levels of stress were less efficient in the classroom. In contrast, instructors who had a positive attitude about their profession were shown to be more successful and less stressed in their work.

**Sapna, Dr. Ved Prakash Gabha, (2013)<sup>14</sup>** reported many factors of occupational stress in engineering colleges i.e. academic problem, fear, uncertainty, life causes, frustrations, pressures, environment, fatigue and overwork.

### 3. STATEMENT OF THE PROBLEM

There is a growing concern in educators about teacher mental health. Occupational stress is an important factor in teacher's motivation and retention. Earlier, teaching was considered comparatively a relaxed profession, but in the last few decades it converted to a complex and demanding profession. In our society school teachers have less chances of promotion, no-well-defined career path, less perks and privileges even insufficient recognition not only in society but also in their institutions. This profession requires continuous mental involvement in the academically challenging environment and all these factors contribute to development of occupational stress and this is the demand of time to conduct meticulous research on it. Keeping the above facts in mind, the researcher undertakes a study on occupational stress among private school teachers by choosing the sample respondents from private school which is situated in and around Palani town.

### 4. OBJECTIVES OF THE STUDY

The investigator has started the work with the following objectives:

1. To study the general pattern of occupational stress of private school teachers in and around Palani town.
2. To study the effect of demographic factors and other factors on teacher's stress towards their occupation.
3. To measure and finding out of extent of stress of private school teachers in Palani town.
4. To know the factors which overcome stress in teaching job.

## 5. HYPOTHESIS TESTED

**H01:** There is no significant relationship between age of the respondents and their stress level.

**H02:** There is no significant relationship between subjects handled by the respondents and their stress level.

**H03:** There is no significant relationship between types of classes handled by the respondents and their stress level.

**H04:** There is no significant relationship between workload of respondents and their stress level.

## 6. RESEARCH METHODOLOGY

### 6.1 Sampling design

For the present study convenient sampling techniques was adopted and 120 sample respondents were selected by taking Palani town as a sample area. The respondents who are working as an teaching staff in various privet schools which are situated in and around Palani town were considered to be sample respondents. Such respondents includes both male and female category.

### 6.2 Source of data and data

Through well-structured questionnaire, the researcher used primary and secondary source for data. Primary data was collected from school teachers working in and around Palani town. The secondary data were collected from relevant literature, books, articles and other academic publications.

### 6.3 Construction of tools

For the present study Percentage Analysis. Arithmetic Mean, Standard Deviation, Weighted Average Ranks and Chi-Square Test where used to draw meaningful conclusion. Mean and Standard Deviation were calculated to find out the level of satisfaction. The scores of 120 respondents were found out with the help of 3-point scale. More over Percentage Analysis has been used to analyse the demographic factors of the respondents. For testing the formulated hypotheses, Chi-Square Test has been applied.

## 7. ANALYSIS AND INTERPRETATION

For the present study the analysis is carried out in to four parts and the results of analysis are presented in the following pages such as

- Overall measurement of stress level among the respondents
- Demographic Profile of the Respondents
- Association Between Stress Level and Various Select Variables
- Factors Controlling Stress

### a) Overall measurement of stress level among the respondents

Respondents overall stress level is measured by fourteen factors given below with the help of mean and standard deviation.

- Lack of time for further studies
- Having to teach disinterested subject
- Continuous misbehaviour of certain students
- Teaching too many periods

- Inadequate salary and financial constraints
- Heavy correction work
- Non-cooperation from the colleagues
- Organizing co-curricular and extracurricular activities
- Standing throughout the day
- Overcrowded class rooms
- Too much substitute work (when teachers are absent)
- In charge of different committees

The above factors are valued under 3-point scale i.e.' strongly agree, agree, disagree and score was given as follows.

**Table 7.1**  
**Overall Measurement of Stress Level among the Respondents**

| S.No | Level of Stress | Number of Respondents | Percentage |
|------|-----------------|-----------------------|------------|
| 1    | High Level      | 35                    | 29         |
| 2    | Medium Level    | 60                    | 50         |
| 3    | Low Level       | 25                    | 21         |
|      | <b>Total</b>    | <b>120</b>            | <b>100</b> |

**Source: Primary data**

The above table1 shows that out of total respondents taken for the present study, 29 percent of the respondents are strongly agree with the extent of stress, 50 percent of the respondents are agree with the extent of stress and remaining 21 percent of the respondents are disagree with extent of stress.

Hence, it was concluded that out of total respondents taken for the present study, majority (50 percent) of the respondents are having medium level stress while working in private school in Palani town.

#### **b) Demographic Profile of the Respondents**

In the present study, while collecting data from 120 respondents, the representation has been taken from different population groups. Table 7.2 shows among 120 respondents, the dominant age group of the respondents was below 30 years (51 percent), followed by 31-40 years (39 percent), 41-50 years (6 percent), and above 51 years (4 percent), respectively. In the study female representation was 68 percent as compared to 32 percent male representation as shown in the table. Out of 120 people who participated in the study, 67 percent representation got married and 33 percent was of single people. As far as the educational qualification is concerned, 28 percent of the respondents are having B.A., B.Ed., educational qualification followed by 23 percent of them are having MA/B.Ed. /M.Ed. / M.Phil., qualification, 22 percent of them are having M.Sc. / B.Ed. / M.Ed. / M.Phil., qualification, 19 percent of them are having B.Sc., B.Ed., qualification and remaining 8 percent of them are having M.Com/B.Ed/M.Ed/M.Phil., educational qualification.

**Table-7.2**  
**Demographic Profile of the Respondents**

| Category                         | Responses | %  |
|----------------------------------|-----------|----|
| <b>Age</b>                       |           |    |
| Below 30 years                   | 61        | 51 |
| 31-40 years                      | 47        | 39 |
| 41-50 years                      | 7         | 6  |
| Above 51 years                   | 5         | 4  |
| <b>Gender</b>                    |           |    |
| Male                             | 38        | 32 |
| Female                           | 82        | 68 |
| <b>Marital Status</b>            |           |    |
| Married                          | 80        | 67 |
| Unmarried                        | 40        | 33 |
| <b>Educational Qualification</b> |           |    |
| B.A., B.Ed.,                     | 34        | 28 |
| MA/B.Ed. /M.Ed. / M.Phil.,       | 28        | 23 |
| B.Sc., B.Ed.,                    | 23        | 19 |
| M.Sc./B.Ed./M.Ed./ M.Phil.,      | 26        | 22 |
| M.Com/B.Ed/M.Ed/M.Phil.,         | 9         | 8  |

**Source: Primary data**

**c) Association Between Stress Level and Various Select Variables**

To study the impact of different variables like age of the respondents, number of subjects handled by the respondents, type of classes handled by the respondents and work load of the respondents on stress level, the following tables were constructed and analysed.

**Table-7.3**  
**Age of the Respondents and Stress Level**

| Age            | High           | Medium         | Low            | Total                      |
|----------------|----------------|----------------|----------------|----------------------------|
| Below 30 years | 12<br>(19.67%) | 29<br>(47.54%) | 20<br>(32.79%) | <b>61</b><br><b>(100%)</b> |
| 31 - 40 years  | 18<br>(38.30%) | 26<br>(55.32%) | 3<br>(6.38%)   | <b>47</b><br><b>(100%)</b> |
| 41 - 50 years  | 3<br>(42.86%)  | 3<br>(42.86%)  | 1<br>(14.29%)  | <b>7</b><br><b>(100%)</b>  |
| Above 50 years | 2<br>(40%)     | 2<br>(40%)     | 1<br>(20%)     | <b>5</b><br><b>(100%)</b>  |
| <b>Total</b>   | <b>35</b>      | <b>60</b>      | <b>25</b>      | <b>120</b>                 |

**Source: Primary data**



From the above table 7.3 it was observed that out of 120 respondents taken for the present study, respondents who are having the age of below 30 years in private school, 19.67 percent of them are having high stress level, 47.54 percent of them having are medium stress level and 32.79 percent of them are having low stress level.

Respondents who are having the age of 31 - 40 years who are working in private school, 38.30 percent of them are having high stress level, 55.32 percent of them having are medium stress level and 6.38 percent of them are having low stress level.

Respondents who are having the age of 41 - 50 years in privet school, 42.86 percent of them are having high stress level 42.86 percent of them having are medium stress level and remaining 14.29 percent of them are having low stress level.

Respondents who are having the age of above 50 years in privet school, 40 percent of them are having high stress level, 40 percent of them having are medium stress level and remaining 20 percent of them are having low stress level.

Hence it was concluded that out of 120 respondents taken for present study, majority of the respondents who are having the age of 31 - 40 years are having medium stress level while working in privet school.

To know the relationship between age of the respondents and their stress level the following hypothesis was formulated and tested.

**H<sub>01</sub>:** There is no significant relationship between age of the respondents and stress level.

**Table-7.4**

**$\chi^2$  test – Age of the Respondents and Stress Level**

| Factor | Calculated $\chi^2$ value | Table value | D.F | Remarks                 |
|--------|---------------------------|-------------|-----|-------------------------|
| Age    | 13.4314                   | 12.592      | 6   | H <sub>0</sub> rejected |

The above table 7.4 depicts that the calculated value of chi-square value is greater than the table value at five percent level of significance. Hence the null hypothesis is rejected. It can be concluded that the age of the respondents are having a significant relationship towards their stress level.

**Table-7.5**

**Number of Subjects Handled by the Respondents and Stress Level**

| Number of Subjects Handled | High           | Medium         | Low            | Total           |
|----------------------------|----------------|----------------|----------------|-----------------|
| Below 3 subjects           | 6<br>(24.00%)  | 9<br>(36.00%)  | 10<br>(40.00%) | 25<br>(100.00%) |
| 3 - 4 subjects             | 26<br>(29.20%) | 50<br>(56.20%) | 13<br>(14.60%) | 89<br>(100.00%) |

|                  |               |               |               |                |
|------------------|---------------|---------------|---------------|----------------|
| Above 4 subjects | 4<br>(66.66%) | 1<br>(16.67%) | 1<br>(16.67%) | 6<br>(100.00%) |
| <b>Total</b>     | <b>35</b>     | <b>60</b>     | <b>25</b>     | <b>120</b>     |

Source: Primary data

From the above table 7.5 it was observed that out of 120 respondents taken for the present study, respondents who are handling below 3 subjects in private school, 24 percent of them are having high stress level, 36 percent of them are having are medium stress level and 40 percent of them are having low stress level.

Respondents who are handling below 3-4 subjects in private school, 29.20 percent of them are having

| Factor                 | Calculated $\chi^2$ value | Table value | D.F | Remarks          |
|------------------------|---------------------------|-------------|-----|------------------|
| No of subjects handled | 12.224                    | 9.488       | 4   | $H_0$ = rejected |

high stress level, 56.20 percent of them are having medium stress level and 14.60 percent of them are having low stress level.

Respondents who are handling above 4 subjects in private school, 66.66 percent of them are having high stress level, 16.67 percent of them are having medium stress level and remaining 16.67 percent of them are having low stress level.

Hence it was concluded that out of 120 respondents taken for present study, majority of the respondents who are handling above 4 subjects are having high stress level while working in private school.

To know the relationship between number of subjects handled by the respondents and their stress level the following hypothesis is formulated and tested.

**H<sub>02</sub>:** There is no significant relationship between number of subjects handled by the respondents and stress level.

**Table-7.6**

### **$\chi^2$ test – Number of Subjects Handled by the Respondents and Stress Level**

The above table 7.6 depicts that the calculated value of chi-square value is greater than the table value at five percent level of significance. Hence the null hypothesis is rejected. It can be concluded that total number of subject handled by the respondents are having a significant relationship towards their stress level.

**Table-7.7**

### **Type of Classes Handled by the Respondents and Stress Level**

| Type of classes handled                    | High          | Medium        | Low           | Total        |
|--|---------------|---------------|---------------|--------------|
| Pre KG - UKG                               | 2<br>(15.38%) | 5<br>(38.46%) | 6<br>(46.16%) | 13<br>(100%) |
| 1 <sup>st</sup> - 5 <sup>th</sup> standard | 8<br>(23.53%) | 17<br>(50%)   | 9<br>(26.47%) | 34<br>(100%) |



|  |                |                |               |                            |
|--|----------------|----------------|---------------|----------------------------|
| 6 <sup>th</sup> - 9 <sup>th</sup> standard   | 12<br>(27.27%) | 23<br>(52.27%) | 9<br>(20.46%) | <b>44</b><br><b>(100%)</b> |
| 10 <sup>th</sup> - 12 <sup>th</sup> standard | 13<br>(44.83%) | 15<br>(51.72%) | 1<br>(3.45%)  | <b>29</b><br><b>(100%)</b> |
| <b>Total</b>                                 | <b>35</b>      | <b>60</b>      | <b>25</b>     | <b>120</b>                 |

**Source: Primary data**

From the above table 7.7 it was observed that out of 120 respondents taken for the present study, respondents who are handling Pre KG – UKG level in private school, 15.38 percent of them are having high stress level, 38.46 percent of them are having medium stress level and 46.16 percent of them are having low stress level.

Respondents who are handling 1<sup>st</sup> - 5<sup>th</sup> standard in privet school, 23.53 percent of them are having high stress level, 50 percent of them are having medium stress level and 26.47 percent of them are having low stress level.

Respondents who are handling 6<sup>th</sup> - 9<sup>th</sup> standard in privet school, 27.27 percent of them are having high stress level, 52.27 percent of them are having medium stress level and remaining 20.46 percent of them are having low stress level.

Respondents who are handling 10<sup>th</sup> - 12<sup>th</sup> standard in privet school, 44.83 percent of them are having high stress level, 51.72 percent of them are having medium stress level and remaining 3.45 percent of them are having low stress level.

Hence it was concluded that out of 120 respondents taken for present study majority of the respondents who are handling 6<sup>th</sup> - 9<sup>th</sup> standard are having medium stress level while working in private school.

To know the relationship between types of classes handling by the respondents and their stress level the following hypothesis was formulated and tested.

**H<sub>03</sub>:** There is no significant relationship between types of classes handled by the respondents and their stress level.

**Table-7.8**

**$\chi^2$  test – Type of Classes Handled by the Respondents and Stress Level**

| Factor                  | Calculated $\chi^2$ value | Table value | D.F | Remarks                 |
|-------------------------|---------------------------|-------------|-----|-------------------------|
| Type of classes handled | <b>12.8395</b>            | 12.592      | 6   | H <sub>0</sub> rejected |

Since the calculated value of chi-square value is greater than the table value at five percent level of significance. Hence the null hypothesis is rejected. It can be concluded that types of classes handled by the respondents are having a significant relationship towards their stress level.

Table-7.9

## Work Load of the Respondents and Stress Level

| Work load       | (Per day)      |                |                |                    |
|-----------------|----------------|----------------|----------------|--------------------|
|                 | High           | Medium         | Low            | Total              |
| Below 4 periods | 2<br>(9.09%)   | 11<br>(50.00%) | 9<br>(40.91%)  | 22<br>(100.00%)    |
| 4 - 6 periods   | 25<br>(30.12%) | 43<br>(51.81%) | 15<br>(18.07%) | 83.00<br>(100.00%) |
| Above 6 periods | 8<br>(53.33%)  | 6<br>(40.00%)  | 1<br>(6.67%)   | 15<br>(100.00%)    |
| <b>Total</b>    | <b>35</b>      | <b>60</b>      | <b>25</b>      | <b>120</b>         |

Source: Primary data

From the above table 7.9 it was observed that out of 120 respondents taken for the present study, respondents who are having workload of below 4 periods in private school, 9.09 percent of them are having high stress level, 50 percent of them are having medium stress level and 40.91 percent of them are having low stress level.

Respondents who are having workload of 4 - 6 periods in private school, 30.12 percent of them are having high stress level 51.81 percent of them are having medium stress level and 18.07 percent of them are having low stress level.

Respondents who are having workload of above 6 periods in private school, 53.33 percent of them are having high stress level, 40 percent of them are having medium stress level and remaining 6.67 percent of them are having low stress level.

Hence it was concluded that out of 120 respondents taken for present study, respondents who are having workload of above 6 periods are having high stress level while working in private school.

To know the relationship between workload of respondents and their stress level the following hypothesis was formulated and tested.

**H<sub>04</sub>:** There is no significant relationship between workload of the respondents and their stress level.

Table-7.10

 $\chi^2$  test – Work load of the Respondents and Stress Level

| Factor    | Calculated $\chi^2$ value | Table value | D.F | Remarks                 |
|-----------|---------------------------|-------------|-----|-------------------------|
| Work load | 12.433                    | 9.488       | 4   | H <sub>0</sub> rejected |

Since the calculated value of chi-square value is greater than the table value at five percent level of significance. Hence the null hypothesis is rejected. It can be concluded that the work load of the respondents are having a significant relationship towards their stress level.

**d) Factors Controlling Stress**

The following table shows the factors controlling stress level of the respondents who are working in private school. For this purpose weighted average rank had been calculated and the results are given below.

Table 7.11

## Factors Controlling Stress

| S.No | FACTORS  | Rank   | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | Total |
|------|--|--------|----|----|----|----|----|----|----|----|----|----|----|-------|
|      |  | Weight | 11 | 10 | 9  | 8  | 7  | 6  | 5  | 4  | 3  | 2  | 1  |       |
| 1    | Strategies used                                |        | 4  | 7  | 4  | 8  | 14 | 17 | 13 | 13 | 14 | 13 | 13 | 120   |
| 2    | exercise                                       |        | 12 | 18 | 12 | 22 | 15 | 10 | 5  | 6  | 6  | 13 | 1  | 120   |
| 3    | Sound sleeping                                 |        | 2  | 2  | 4  | 7  | 16 | 10 | 14 | 7  | 16 | 14 | 28 | 120   |
| 4    | Listening music/ reading books/ Watching movie |        | 40 | 8  | 11 | 8  | 4  | 12 | 7  | 10 | 5  | 9  | 6  | 120   |
| 5    | Meditation                                     |        | 16 | 22 | 17 | 10 | 9  | 3  | 15 | 7  | 10 | 4  | 7  | 120   |
| 6    | Yoga   |        | 10 | 27 | 16 | 12 | 9  | 12 | 6  | 8  | 6  | 4  | 10 | 120   |
| 7    | Holidays                                       |        | 17 | 13 | 21 | 8  | 9  | 9  | 10 | 8  | 7  | 12 | 6  | 120   |
| 8    | Gardening                                      |        | 2  | 6  | 13 | 9  | 9  | 14 | 14 | 9  | 15 | 12 | 17 | 120   |
| 9    | Social activity                                |        | 6  | 3  | 10 | 10 | 16 | 9  | 11 | 17 | 13 | 11 | 14 | 120   |
| 10   | Involvement with the family                    |        | 4  | 12 | 7  | 17 | 16 | 12 | 13 | 15 | 12 | 8  | 4  | 120   |
| 11   | Seeking advice from others                     |        | 6  | 3  | 5  | 8  | 4  | 13 | 12 | 19 | 16 | 20 | 14 | 120   |

Source: Primary data

The table 7.11 shows the total scores for factors controlling stress. Weights have been assigned to the factors which control stress among private school teachers. Maximum weight is given to the first rank and least weight is given as the last rank. Finally, for each factors total scores are arrived by multiplying the weight by the number of respondents.

Based on the above table, the total scores for factors controlling stress is calculated for the first factor are as follows.

Total score

$$= (11 \times 4) + (10 \times 7) + (9 \times 4) + (8 \times 8) + (7 \times 14) + (6 \times 17) + (5 \times 13) + (4 \times 13) + (3 \times 14) + (2 \times 13) + (1 \times 13)$$

$$= 44 + 70 + 36 + 64 + 98 + 102 + 65 + 52 + 42 + 26 + 13$$

$$= 612$$

Weighted average = total score/weighted average

$$= 612/66$$

$$= 9.27$$

The same procedure has been followed for remaining stress controlling factors also.

**Table 7.12**  
**Weighted Average Rank**

| S. No | Factors Controlling Stress                   | Total score | Weighted average | Rank |
|-------|--|-------------|------------------|------|
| 1     | Strategies used                              | 612         | 9.27             | VIII |
| 2     | Exercise                                     | 855         | 12.95            | III  |
| 3     | Sound sleep                                  | 508         | 7.7              | XI   |
| 4     | Listening music/reading books/watching movie | 897         | 13.59            | I    |
| 5     | Meditation                                   | 858         | 13               | II   |
| 6     | Yoga   | 853         | 12.92            | IV   |
| 7     | Holidays                                     | 820         | 12.42            | V    |
| 8     | Gardening                                    | 610         | 9.24             | IX   |
| 9     | Social activity                              | 630         | 9.55             | VII  |
| 10    | Involvement with the family                  | 728         | 11.03            | VI   |
| 11    | Seeking advice from others                   | 549         | 8.32             | X    |

**Source: Primary data**

The above table shows that out of 11 controlling stress factors for private school teacher, the respondents provide first rank to listening music/reading/watching movie, second rank is given to meditation, third rank is given to exercise, fourth rank is given to yoga, fifth rank is given to holidays, sixth rank is given to involvement with the family, seventh rank is given to social activity, eighth rank is given to strategies used, ninth rank is given to gardening, tenth rank is given to seeking advice from others and eleventh rank is given to sound sleeping.

Hence it was concluded that out of eleven controlling factors of stress among private school teachers, listening music/reading books/watching movie secured the first rank among 120 respondents.

## 8. FINDINGS OF THE STUDY

The following points are the summary of findings.

- While measuring overall stress level of the 120 respondents it was found that majority (50 percent) of the respondents are having medium level of stress, while working in private school in Palani town.

- It was found that out of total respondents taken for the present study, majority (51 percent) of the respondents are belonging to the age group of below 30 years.
- It was found that out of total respondents taken for the present study, majority (68 percent) of the respondents are belonging to female category.
- It was found that out of total respondents taken for the present study, majority (67 percent) of the respondents are got married.
- It was found that out of total respondents taken for the present study, majority (28 percent) of the respondents are having B.A., B.Ed., qualification.
- It was found that out of total respondents taken for present study, majority of the respondents who are having the age of 31 - 40 years are having medium stress level while working in privet school.
- It was found that out of total respondents taken for present study, majority of the respondents who are handling above four subjects are having high stress level while working in privet school.
- It was found that out of total respondents taken for present study, majority of the respondents who are handling 6<sup>th</sup> - 9<sup>th</sup> standard are having medium stress level while working in privet school.
- It was found that out of total respondents taken for present study, majority of the respondents who are having workload of above 6 periods are having high stress level while working in privet school.
- It was found that out of eleven controlling factors of stress among private school teachers, listening music/reading books/watching movie secured the first rank among 120 respondents.

### Findings of Hypothesis Testing

The result of hypotheses H<sub>01</sub>, H<sub>02</sub>, H<sub>03</sub> and H<sub>04</sub> shows that the calculated value of Chi-Square is greater than the table value at five percent significant level. Hence it was clearly understood that there was a significant relationship between stress level of the respondents and the select variables like age, number of subjects handled, types of classes handled and workload of the respondents.

### CONCLUSION

From the elaborate study, it has been understood that the stress occurred among teachers not only affects the teachers but also the students and even the school in total. Continuous exposure to stress among teachers develop a sense of self apathy, low self-esteem, deprives of motivation and will to teach, loss of confidence, irritability with colleagues, unwillingness to cooperate with colleagues and students, and this become a major reason for frequent irrational conflicts at the place of work. The school management should take adequate measures in training the teachers and the stress coping practices. So that only this problem comes to an end and leads to peaceful environment in working place.

## REFERENCES

1. **Ali Qadimi, Praveena K.B. (2013).** "Influence of Age on Job Burnout and Occupational Stress among High School Teachers", **Paripex- Indian Journal of Research**, Volume: 2, Issue: 8 August, ISSN -2250-1991.
2. **Bano, S. (2014).** "Effect of Occupational Stress on Life Satisfaction among Private and Public school Teachers". **Journal of Independent Studies and Research-Management, Social Sciences and Economics**, 12(1), 61–72.
3. **Chaly PE1, Anand SPJ2 (2014).** "Evaluation of Occupational Stress among Software Professionals and School Teachers in Trivandrum, **IJMDS**, July Volume: 3 Issue: 2.
4. **Deepti Pathak, (2012).** "Role of Perceived Organizational Support on Stress- Satisfaction Relationship: An Empirical Study" **Asian Journal of Management Research**, Vol. 3(1), pp.153-177.
5. **Dhrub Kumar and JM Deo. (2011).** "Stress and work life of college teachers", **Journal of the Indian Academy of Applied Psychology**, February, Vol.37, PP. 78-85.
6. **Ganapa P., Sreedevi A., (2015)** "A Comparative Study of Work Related Stress among Government and Private School Teachers of Kurnool Town", **International Journal of Public Mental Health and Neurosciences** 2(1), 27-28.
7. **Hasan, A. (2014).** "A Study of Occupational Stress of Primary". **Educational Confab**, 3(4), 11–19.
8. **MariyaAftab and TahiraKhatoun. (2012).** "Demographic Differences and Occupational Stress of Secondary School Teachers", **European Scientific Journal** March Edition Vol.8, No.5 ISSN: 1857-7881 (Print).
9. **NainaSabherwal, Deeya Ahuja. (2015).** "A study on occupational stress among faculty members in higher education intuitions in pune", **SIMS Journal of Management Research** Volume No. 1 March.
10. **Nikhat, A. (2018).** "Occupational Stress of Secondary School Teachers Working in Hyderabad District". **Review of Research**, 7(4), 1–9.
11. **Pandey, S. (2018)** "Teacher Stress: A Review of Researches". **The Educational Review**, XC IV (8), pp. 131-135.
12. **Punch, K. F. and Tuettman, E. (2019)** "Correlates of Psychological Factors among Secondary School Teachers in Australia". **British Journal of Educational Research**, 16(8), pp. 369-382.
13. **Ragu, D.V.V.K. (2017)** "A Study of Teachers Stress in Relation to Teachers Effectiveness and Teaching Attitude". **Unpublished Ph.D. Thesis**, Andhra University, Visakhapatnam.
14. **Sapna, Dr.Ved Prakash Gabha. (2013).** "Occupational Stress among the Engineering College Teacher in Punjab, India", **International Journal Of Education And Applied Research**, ISSN: 2348-0033 (Online) ISSN: 2249-4944 (Print), Vol.3, Issue 1, jan-june.