

## AN INVESTIGATION ON ‘STRESS AMONG WOMEN TEACHERS IN SCHOOLS’

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### ABSTRACT:

School teachers are exposed to high level of stress. Socio-demographic variables, salary, working environment, work pressure, promotion problem, play a significant role in causing stress across teachers of school. Indian study is lacking in establishing relation between different variables and level of stress. The aim of the study was to determine the level of stress experienced by school teachers. The dimensions of stress studied included work stress, mental stress, emotional stress and promotion related stress, salary related stress. The study adopted the cross-sectional survey design using a sample of 60 female teachers drawn from schools of ZONE-

Self-developed questionnaire was used to collect the data for the study. The questionnaire divided into 2 part, first part related to the personal details, second part relates with measuring of stress among teachers. All the close-ended questions were designed to generate response. Due to work related stress, newly joined teachers face lower level of stress than the experienced teachers, unmarried teachers have less stress than those who are married, and teachers on higher professional level have less stress than those who are at lower professional level. Teaching is a stressful job and level of stress varies across different population.

### INTRODUCTION:

#### BACKGROUND OF THE STUDY:

**Stress** is defined as “An excess of demand made upon the adaptive capabilities of the mind and body” and is seen in the form of a physical demand, a mental demand or both. Teaching in school is a highly stressful occupation.

According to **Book Britannica Concise Encyclopedia** stress is a state of bodily or mental tension resulting from factors that tend to alter an existent equilibrium. Stress is an unavoidable effect of living and is an especially complex phenomenon in modern technological society.

According to **Oxford Dictionary of Geography** stress is, the force applied to a unit area of a substance measured in Newton’s per square meter. Compressive stress crushes the rock which may collapse as the air pockets within it are compressed.

According to **Dictionary of Cultural Literacy Health** the term stress also refers to the physical and mental state produced in the body when it is influenced by such factors: “The stress of the new job was too much for Tim, so he requested reassignment to his old position in the company.”

According to **Greenberg and Magnate (2000)** defined stress as a kind of emotional level that is relatively complex, physiology reaction and thinking that mutually related have led to external demand.

**Stress among teachers** is related to absenteeism, turnover, and early retirement, which negatively affect the climate of the school and lead to poor student outcomes, both academically and behaviorally. Researchers have identified many of the factors that are related to stress for teachers in the work setting. According to **Kyriacou (2001)**, the main sources of stress facing teachers are lack of motivation among students; maintaining discipline; time pressure and work overload; coping with change; being evaluated by others; self-esteem and status; dealings with colleagues; administration and management; role conflict and ambiguity; and poor working conditions including inadequate facilities and lack of resources.

Stress in teaching profession restrains the quality of the teachers and the same creates a misery in the minds of the teachers due to heavy workload, unsecured state of job, low pay emoluments, lack of career development, lack of communication, harassments in the school or college by peer teachers/workers/students/others, family and financial problems. Teachers stress erodes the peacefulness in the mind and life of teachers. It has negative effect on their work performance. Teacher stress may be defined as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher (**Kyriacou 2001**).

Although the research work has highlighted a number of common sources of stress among teachers, whether an individual teacher finds these situations stressful depends on the interaction between the situation and the teacher’s individual characteristics. Some teachers are more susceptible than others to stress which include features such as age, experience, life events, personality, behavioral disposition, values, and needs (**Travers & Cooper, 1996**). Research has suggested that younger teachers who have recently entered the profession are likely to experience the highest levels of stress (Travers & Cooper, 1996). This may be due to the fact that younger, less experienced teachers have not gained the expertise required to cope with the job (Travers & Cooper, 1996). In addition, gender has been shown to be related to the type, level, and outcomes of stress experienced (Travers & Cooper, 1996). Women are reported to experience more stress in teaching than men with regard to classroom problems and student misbehavior, while men report more stress related to administration and need for professional recognition (Travers & Cooper, 1996). Information regarding the type of school (i.e. elementary, middle, and high school) and its relationship to the level of stress experienced by teachers is limited; however, it has been suggested that stress is a problem for teachers at all levels of education (Travers & Cooper, 1996).

### **EFFECTS OF STRESS:**

The effects of stress have been found to have a variety of manifestations and can be divided into those that are physical, psychological/emotional, and behavioral. These effects are not only detrimental to the individual teacher, but the school in which she teaches (including the students), and society as a whole. Effects of stress on the individual teacher include physiological manifestations such as increased frequency of headaches, sleep disturbance, hypertension, tightening of muscles, fatigue, and depleted energy reserves.

Psychological/emotional manifestations include general uneasiness, depression, anxiety, nervousness, fear and frustration, and loss of confidence. Behavioral manifestations include problems such as appetite disorders, excessive smoking and alcohol and/or drug abuse, impatience with others, low productivity.

The effect of stress on teachers has also been found to have a significant negative effect on the students, the school, and the profession as well. In recent years, there has been an increase in early retirement in teaching, and many experts believe the problem is directly related to teacher stress.

### **CAUSES OF STRESS:**

The main causes of teacher stress can be divided into five factors:

4. Stressors intrinsic to the actual job (e.g. poor working condition, work overload and under load, and working long hours)
5. Role in the organization (e.g. role ambiguity and role conflicts)
6. Relationships at work (e.g. principals, colleagues, and students)
7. Career development (e.g. job security)
8. Organizational structure and climate(e.g. participation in decision making and performance appraisal)

### **NEED OF THE STUDY:**

Stress among teachers is related to negatively affect the climate of the school and lead to poor student outcomes, both academically and behaviorally.

The overall climate of a school is negatively impacted by teacher stress. When teachers are stressed they lack motivation and enthusiasm for teaching and are often irritable, impatient, and easily frustrated with their students.

**Goodenow** found that early adolescents derive much of their academic motivation from perceived support of others, especially teachers. When teachers are stressed, they are unable to provide adequate support to their students, thus, academic achievement is impacted. A positive school climate is essential for student's development, learning, and achievement. So, it's compulsory to determine the stress level among teachers.

### **RESEARCH WORK OBJECTIVES:**

- i) To examine the level of work stress between experienced and newly joined women teachers.
- ii) To examine the causes of stress among women teachers.
- iii) To examine the level of stress between married and unmarried women teachers.
- iv) To examine the level of stress on the basis of professional levels (TGT & PGT).

### **RESEARCH WORK METHODOLOGY:**

#### **INTRODUCTION:**

This chapter focuses on research work methodology that was used in the study. It provides a detailed description of the research approach adopted in this study. Research work design, target population, research work instruments, data collection and analysis methods used were presented in the subsequent sections.



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## RESEARCH WORK DESIGN:

This study used **descriptive research**. Descriptive research involves gathering data then organizes, tabulates, depicts, and describes the data collection. It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution and therefore offered a better clarification. It is often used in developmental psychology, but also utilized in many other areas including social science, education and other branches of science.

## SAMPLE SIZE:

A Sample of 60 teachers was taken to meet the sample adequacy, for conducting factor analysis maximum number of sample teachers for the study was selected from the teachers of the G.S.K.V. School E-Block Nand Nagri, School ID: 1106113 and S.K.V. School Janta Flats, School ID: 1106285 under Zone-6 in Delhi.

## DATA COLLECTION:

The research work made use of primary data, which was collected using self developed questionnaire distributed to the 60 respondents. The administered questionnaires were collected after completion by the respondents and their responses used for analysis.

Teacher stress Questionnaire was used in this study. First part of the Questionnaire was related to personal details of teachers, Second part relates with measuring of stress among teachers. All the close-ended questions were designed to generate response on a five- point scale to measure the stress indicated as-

- 1) NO STRESS
- 2) SLIGHTLY STRESS
- 3) MODERATE STRESS
- 4) VERY STRESS
- 5) EXTREME STRESS

## BASIS OF SCHOOL SELECTION:

Researchers choose schools as research settings due to the valuable resource they offer. Indeed, for some research work experimentation in school settings is the optimal methodological approach. As I got the approval on synopsis, I choose two government schools of Zone-6. I choose theses schools as they offer for recruiting participants for my research work.

## TOOLS OF ANALYSIS:

The Descriptive statistics was used to analyze the data. The data collected was then coded according to responses. Relationship between responses was assessed and presented using tables, frequency, percentage, bar graphs. Percentage analysis were used for the analysis of data, interpret the result and drawing conclusion .The findings is done statistically drawing out **mode** of the collected data.

## DATA ANALYSIS:

### INTRODUCTION:

This chapter presents analysis and findings of the study as set out in the research work methodology. The results were presented on the **STRESS AMONG WOMEN TEACHERS Zone-6** Teachers. The study objectives were; to determine the level of job satisfaction of the teachers, to assess income level stress, to explore the promotion related stress. The study targeted 60 respondents and their questionnaires. The Data analysis covers the demographic information, and the findings based on the objectives. The findings were then presented in tables and graphs as appropriate with explanations.

### COLLECTED DATA OF 60 WOMEN TEACHERS:

The data collected from the self-developed questionnaire done on 60 female teachers and analyzed to draw out the results.

### ALL TABLES AND HYPOTHESIS:

**Table 1: Marital Status:**

MARITAL STATUS	FREQUENCY	PERCENTAGE
MARRIED	36	60
UNMARRIED	24	40
	60	100

From Table the study sample was representative of **married females** forming the highest proportion of the sample.

**Table 2: Level of Teaching:**

LEVEL OF TEACHING	FREQUENCY	PERCENTAGE
TGT	29	48.34
PGT	31	51.67
	60	100

From Table shown that majority of the teachers from **PGT**.

**Table 3: Distribution of the respondents based on experienced and newly joined teachers**

EXPERIENCED/NEWLY JOINED TEACHERS	FREQUENCY	PERCENTAGE
NEWLY JOINED TEACHERS	19	31.66
EXPERIENCED TEACHERS	41	68.34
	60	100

From table shown that majority of the teachers are **experienced**.

### ANALYSIS OF THE QUESTIONNAIRE:

#### 5 Poor student’s behavior and their negative attitude:

	Poor student’s behavior and their negative attitude	
	FREQUENCY	PERCENTAGE
No stress	2	3.4
Slightly stress	19	31.6
Moderate stress	18	30
Very stress	19	31.6
Extreme stress	2	3.4
<b>TOTAL</b>	60	100

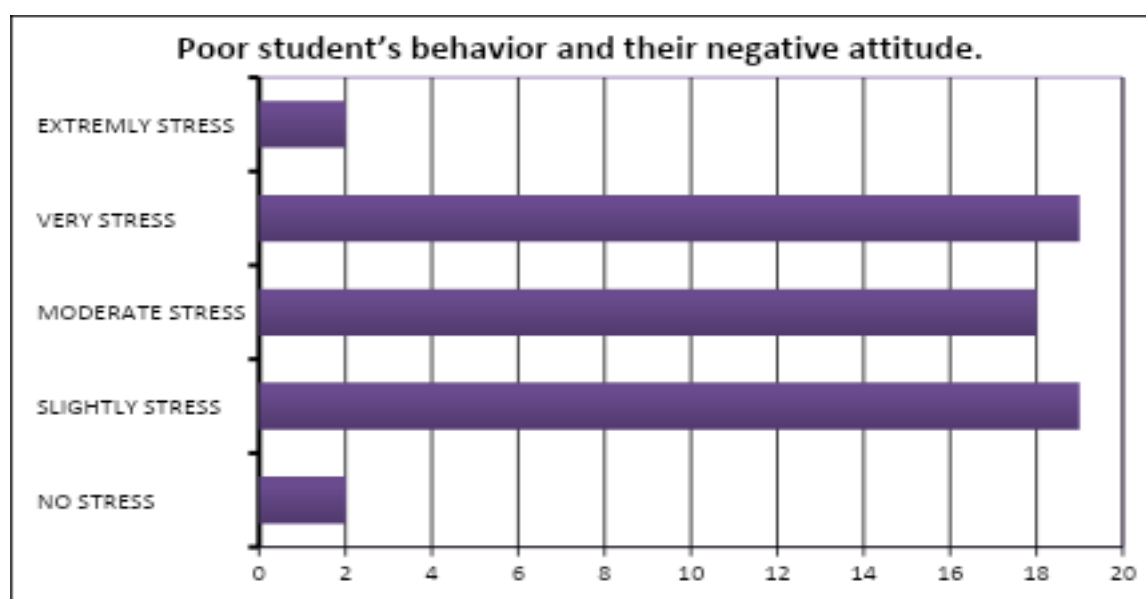


Table and figure shows stress due to “Poor student’s behavior and their negative attitude”. 3.4% of the respondents having **no stress**, 31.6% having **slightly stress**, 30% having **moderate stress**, 31.6% having **very stress**, 3.4% having **extreme stress**.

	Management policies	
	FREQUENCY	PERCENTAGE
NO STRESS	2	3.4
SLIGHTLY STRESS	18	30
MODERATE STRESS	25	41.6
VERY STRESS	15	25
EXTREME STRESS	0	0
	60	100



Table and figure shows stress due to “Management policies”. 3.4% of the respondents having **no stress**, 30% having **slightly stress**, 41.6% having **moderate stress**, 25% having **very stress**, 0% having **extreme stress**.

### 3. Job insecurity:

	Job insecurity	
	FREQUENCY	PERCENTAGE
NO STRESS	2	3.4
SLIGHTLY STRESS	20	33.3
MODERATE STRESS	15	25
VERY STRESS	11	18.4
EXTREME STRESS	12	20
	60	100

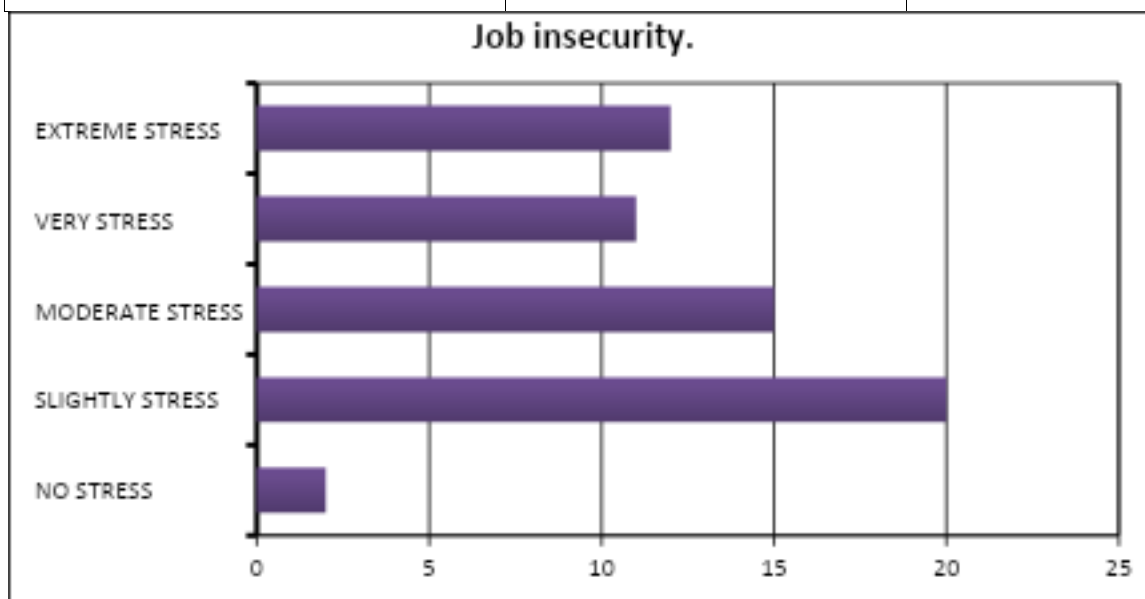


Table and figure shows stress due to “Job insecurity”. 3.4% of the respondents having **no stress**, 33.3% having **slightly stress**, 25% having **moderate stress**, 18.3% having **very stress**, 20% having **extreme stress**.

### 4. Negative attitude of colleagues:

	Negative attitude of colleagues	
	FREQUENCY	PERCENTAGE
NO STRESS	1	1.6
SLIGHTLY STRESS	21	35
MODERATE STRESS	20	33.4
VERY STRESS	14	23.4
EXTREME STRESS	4	6.5
	60	100



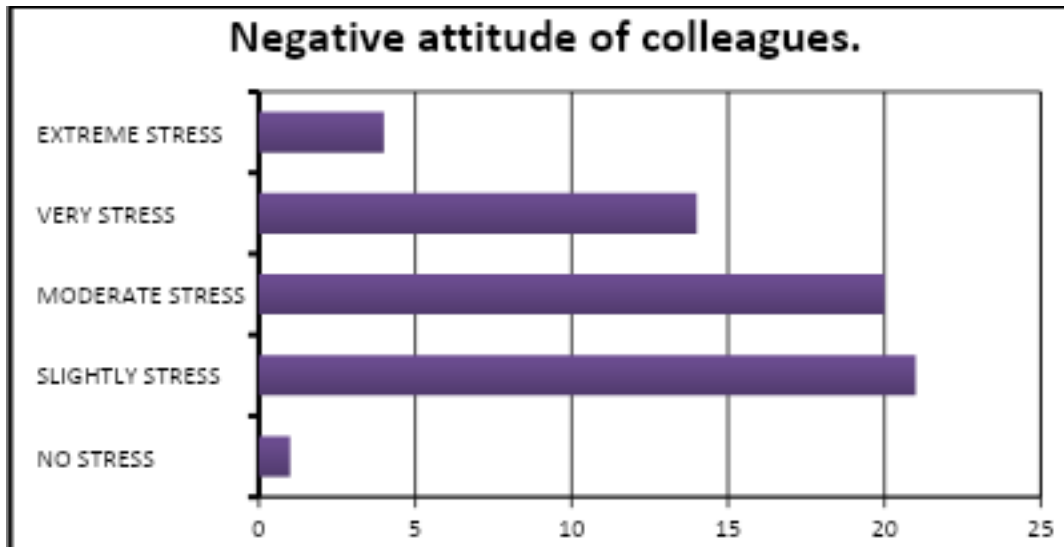


Table and figure shows stress due to “Negative attitude of colleagues”. 1.6% of the respondents having **no stress**, 35% having **slightly stress**, 33.3% having **moderate stress**, 23.3% having **very stress**, 6.6% having **extreme stress**.

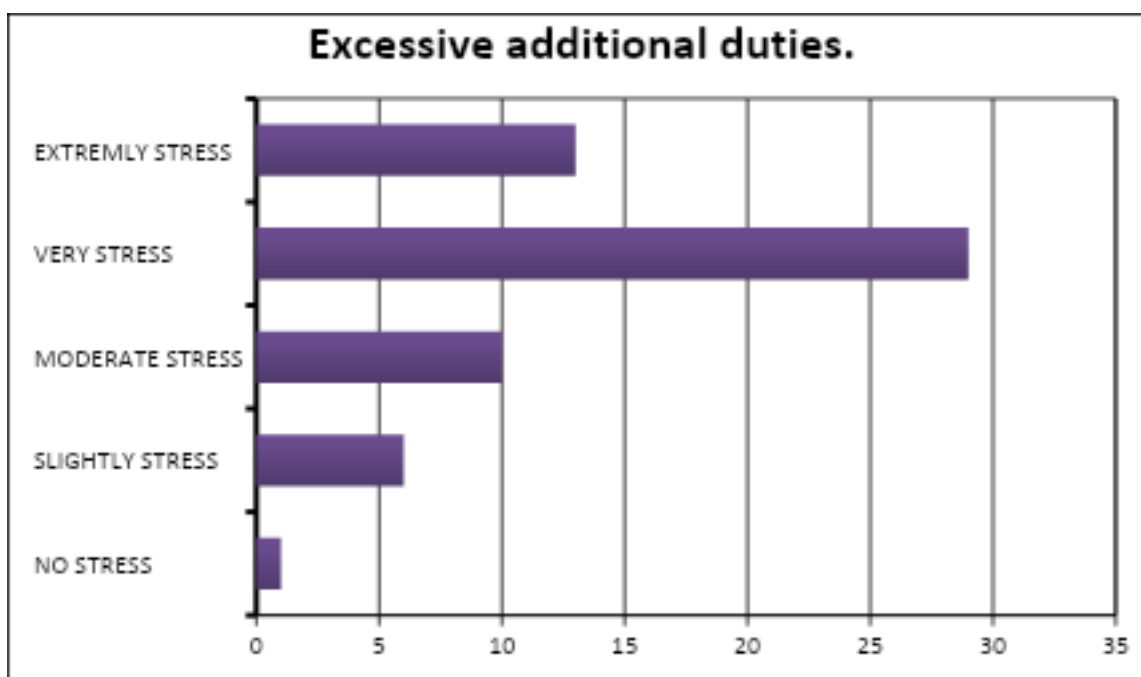
#### 5. Excessive additional duties:

	Excessive additional duties	
	FREQUENCY	PERCENTAGE
NO STRESS	2	3.4
SLIGHTLY STRESS	6	10
MODERATE STRESS	10	16.6
VERY STRESS	29	48.4
EXTREME STRESS	13	21.6
	60	100

Table and figure shows stress due to “Excessive additional duties”. 3.4% of the respondents having **no stress**, 10% having **slightly stress**, 16.6% having **moderate stress**, 48.3% having **very stress**, 21.6% having **extreme stress**.

**6. Lack of personal growth opportunities:**

	Lack of personal growth opportunities	
	FREQUENCY	PERCENTAGE



NO STRESS	1	1.6
SLIGHTLY STRESS	14	23.4
MODERATE STRESS	22	33.6
VERY STRESS	20	33.4
EXTREME STRESS	3	5
	60	100

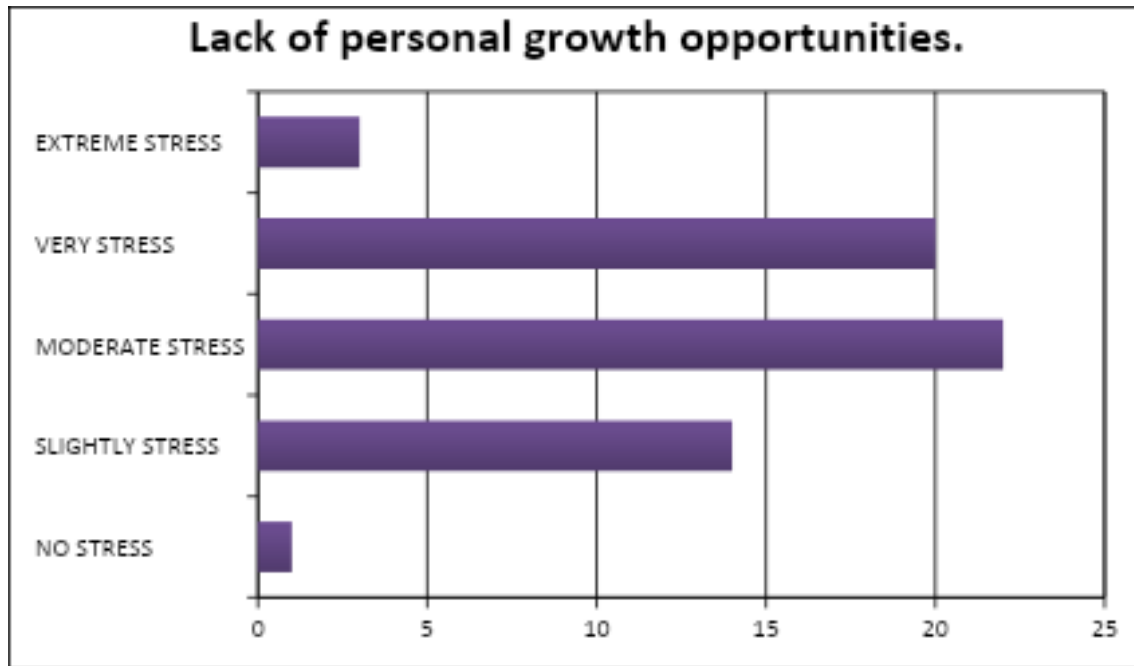


Table and figure shows stress due to “Lack of personal growth opportunities”. 1.6% of the respondents having **no stress**, 23.3% having **slightly stress**, 33.6% having **moderate stress**, 33.3% having **very stress**, 5% having **extreme stress**.

**7. Poor amenities and perks:**

Poor amenities and perks		
	FREQUENCY	PERCENTAGE
NO STRESS	2	3.4
SLIGHTLY STRESS	8	13.4
MODERATE STRESS	25	41.6
VERY STRESS	19	31.6
EXTREME STRESS	6	10
	60	100

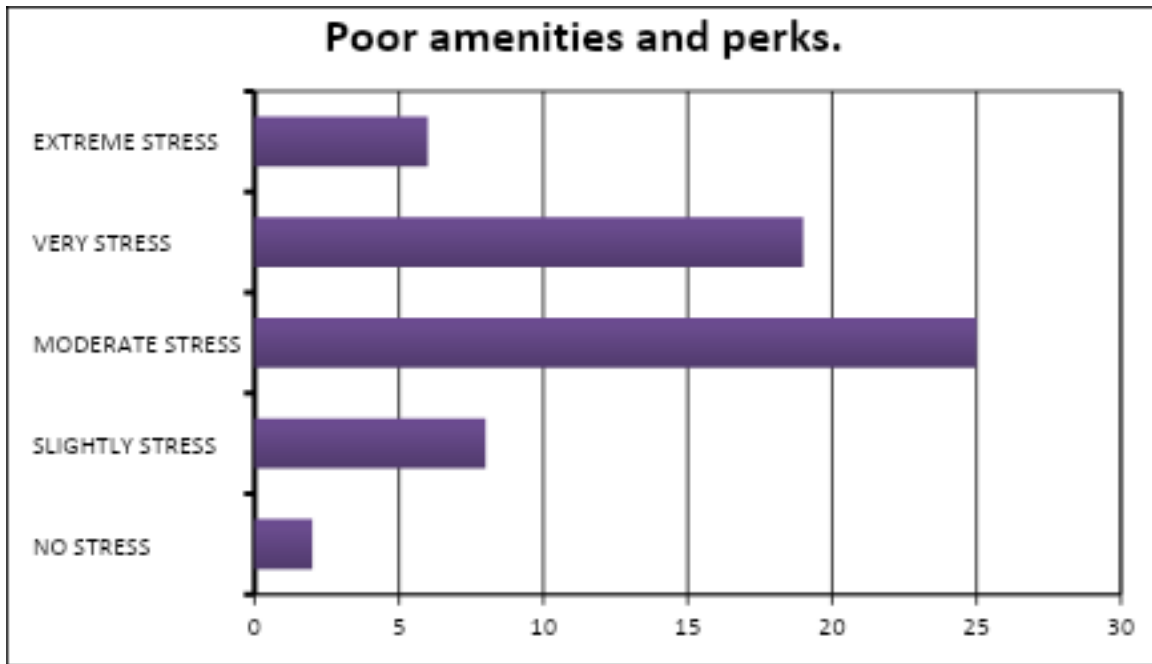


Table and figure shows stress due to “Poor amenities and perks”. 3.4% of the respondents having **no stress**, 13.3% having **slightly stress**, 41.6% having **moderate stress**, 31.6% having **very stress**, 10% having **extreme stress**.

**8. Demoralization:**

	Demoralization	
	FREQUENCY	PERCENTAGE
NO STRESS	12	20
SLIGHTLY STRESS	27	45
MODERATE STRESS	18	30
VERY STRESS	3	5
EXTREME STRESS	0	0
	60	100

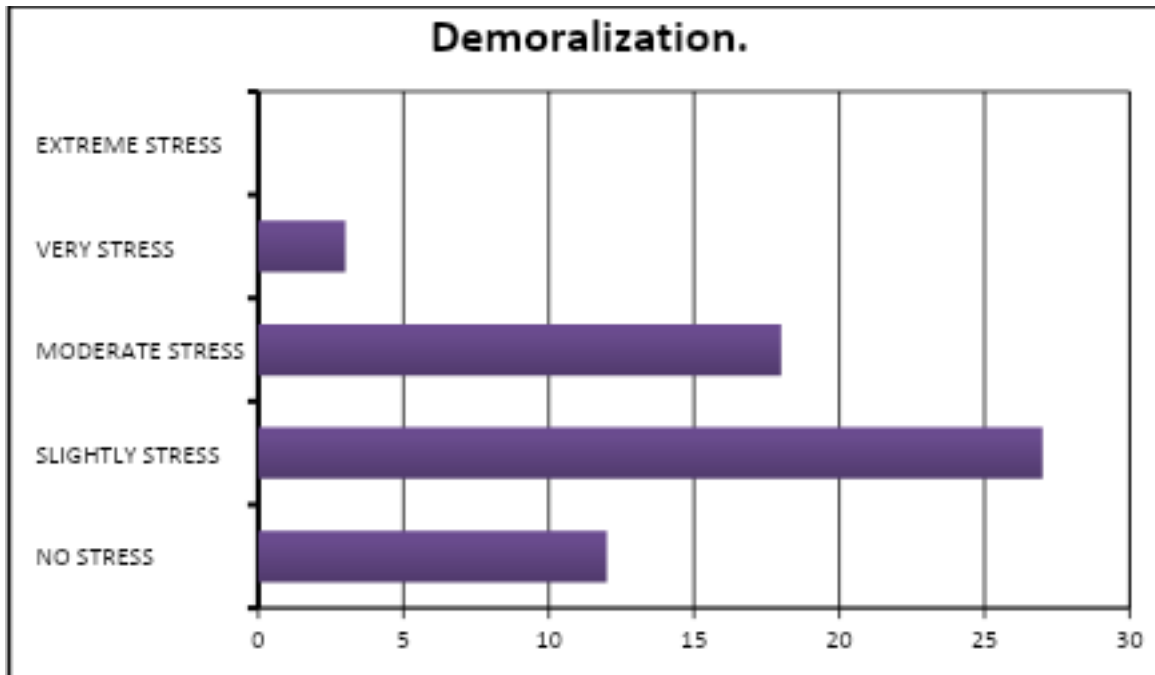


Table and figure shows stress due to “Demoralization” 20% of the respondents having **no stress**, 45% having **slightly stress**, 30% having **moderate stress**, 5% having **very stress**, 0% having **extreme stress**.

**9. Reduction in job satisfaction:**

	Reduction in job satisfaction	
	FREQUENCY	PERCENTAGE
NO STRESS	5	8.4
SLIGHTLY STRESS	19	31.6
MODERATE STRESS	20	33.4
VERY STRESS	15	25
EXTREME STRESS	1	1.6
	60	100

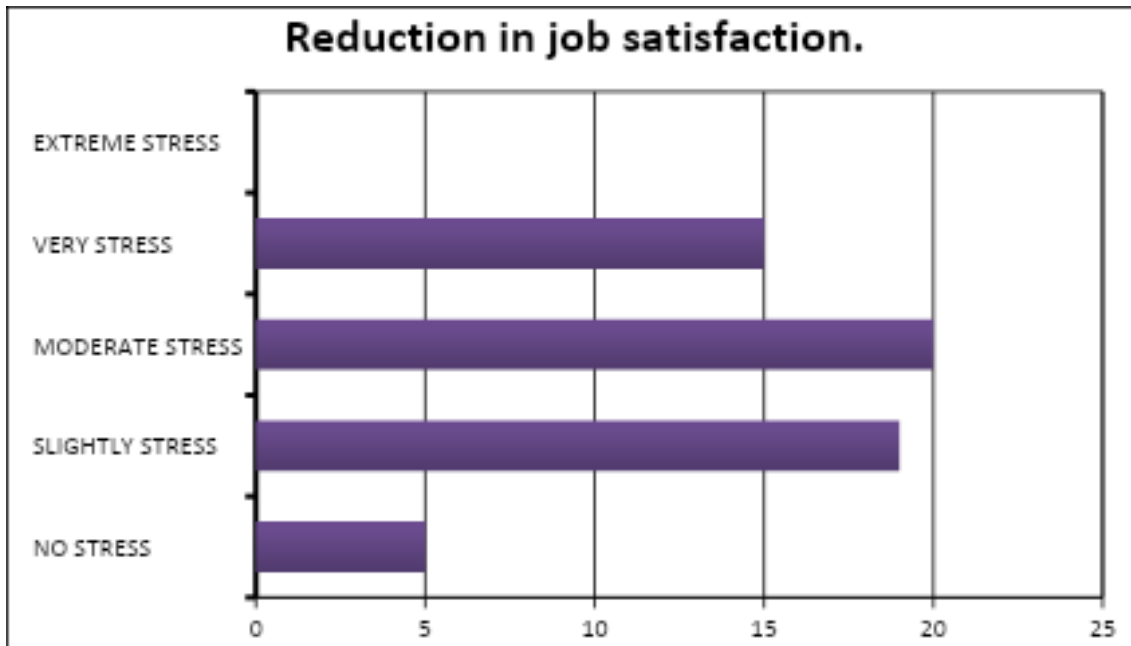


Table and figure shows stress due to “Reduction in job satisfaction” 8.3% of the respondents having **no stress**, 31.6% having **slightly stress**, 33.3% having **moderate stress**, 25% having **very stress**, 1.6% having **extreme stress**.

**10. Involvement in non-teaching duties:**

	Involvement in non teaching duties	
	FREQUENCY	PERCENTAGE
NO STRESS	0	0
SLIGHTLY STRESS	9	15
MODERATE STRESS	14	23.4
VERY STRESS	26	43.6
EXTREME STRESS	11	18.5
	60	100

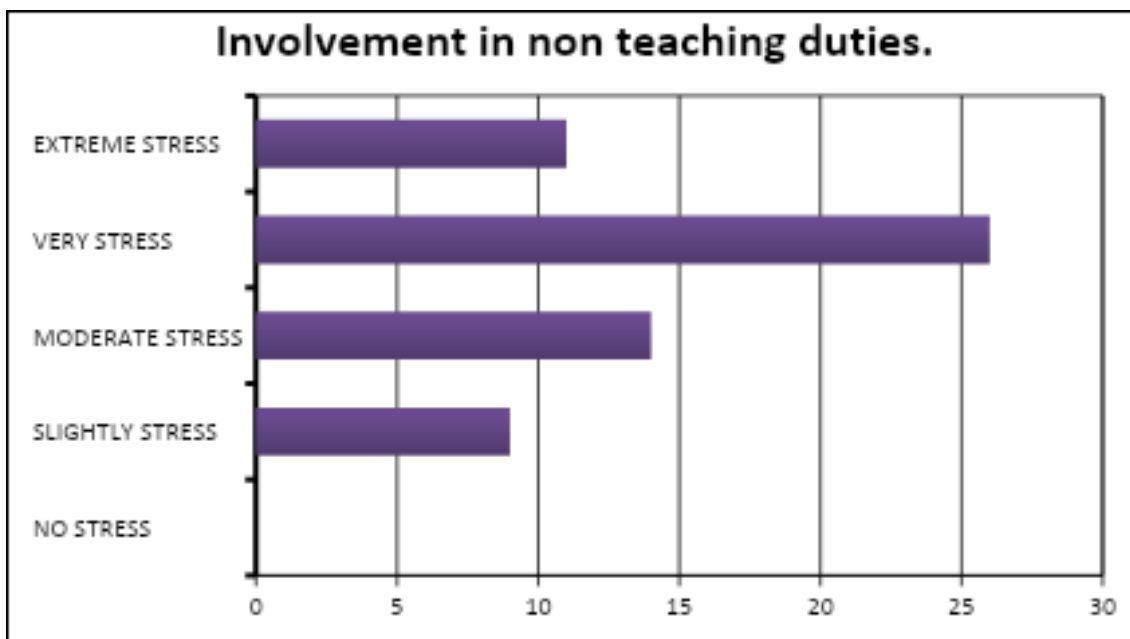


Table and figure shows stress due to “Involvement in non teaching duties” 0% of the respondents having **no stress**, 15% having **slightly stress**, 23.3% having **moderate stress**, 43.3% having **very stress**, 18.3% having **extreme stress**.

**11. Absence of adequate safety and health measures:**

Absence of adequate safety and health measures		
	FREQUENCY	PERCENTAGE
NO STRESS	0	0
SLIGHTLY STRESS	4	6.6
MODERATE STRESS	26	43.4
VERY STRESS	27	45
EXTREME STRESS	3	5
	60	100

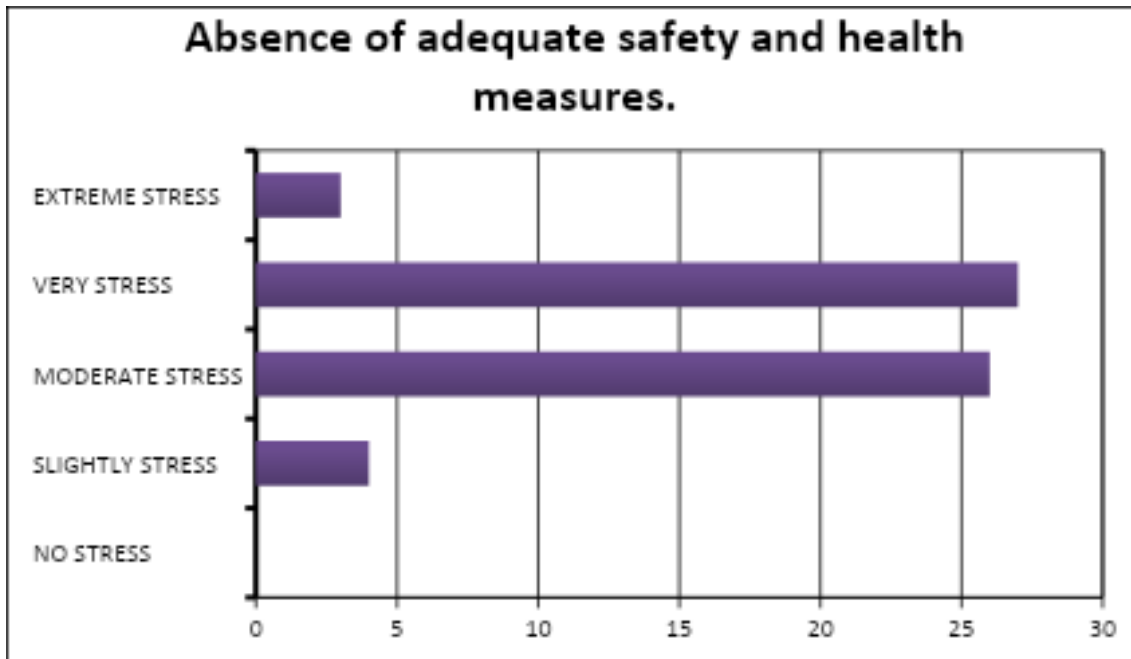


Table and figure shows stress due to “Absence of adequate safety and health measures” 0% of the respondents having **no stress**, 6.6% having **slightly stress**, 43.3% having **moderate stress**, 45% having **very stress**, 5% having **extreme stress**.

**12. Inadequate career opportunities:**

Inadequate career opportunities		
	FREQUENCY	PERCENTAGE
NO STRESS	3	5
SLIGHTLY STRESS	12	20
MODERATE STRESS	24	40
VERY STRESS	20	33.4
EXTREME STRESS	1	1.6
	60	100



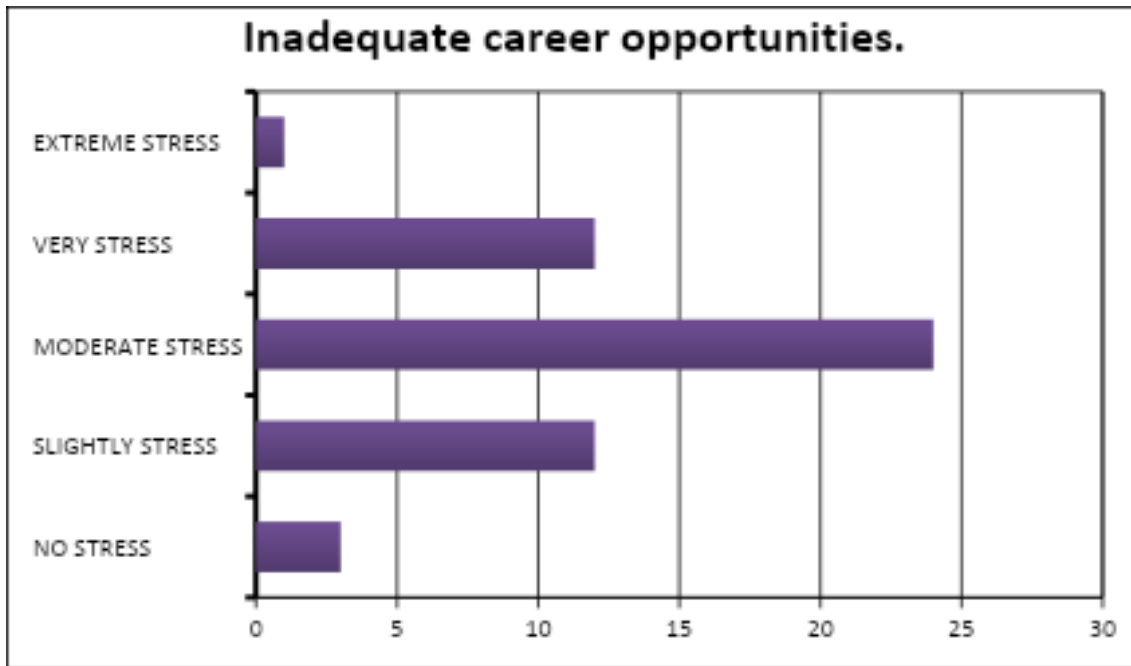


Table and figure shows stress due to “Inadequate career opportunities” 5% of the respondents having **no stress**, 20% having **slightly stress**, 40% having **moderate stress**, 33.3% having **very stress**, 1.6% having **extreme stress**.

**13. Lack of team spirit:**

	Lack of team spirit	
	FREQUENCY	PERCENTAGE
NO STRESS	0	0
SLIGHTLY STRESS	25	41.4
MODERATE STRESS	24	40
VERY STRESS	12	20
EXTREME STRESS	1	1.6
	60	100

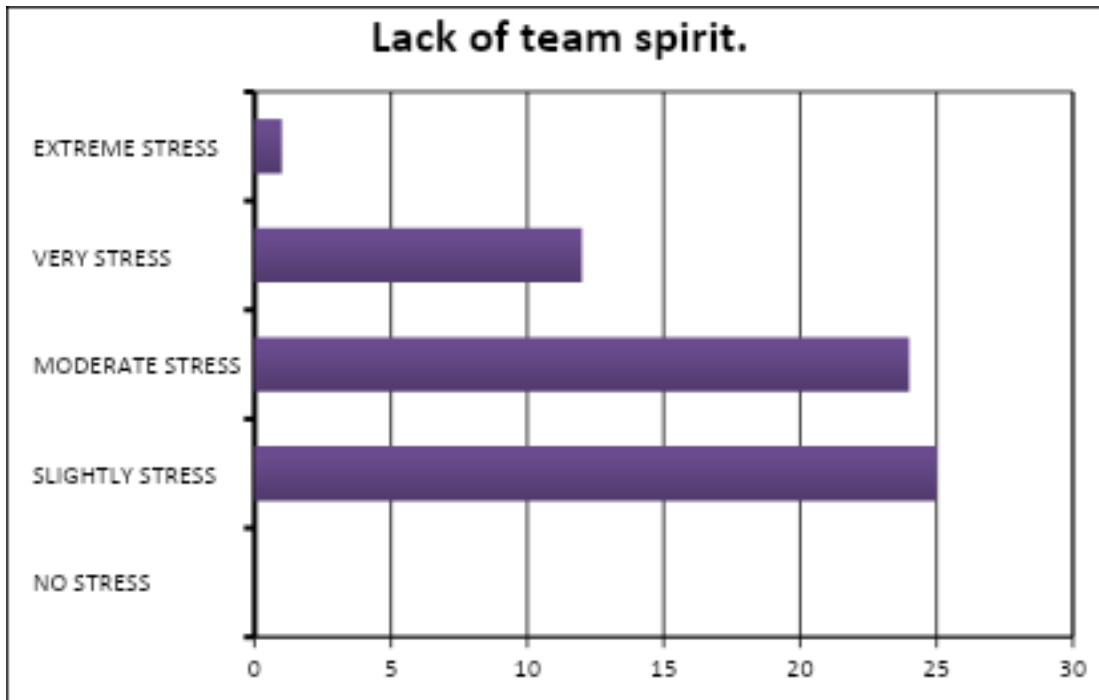


Table and figure shows stress due to “Lack of team spirit” 0% of the respondents having **no stress**, 41.6% having **slightly stress**, 40% having **moderate stress**, 20% having **very stress**, 1.6% having **extreme stress**.

**14. Too much work load:**

	Too much work load	
	FREQUENCY	PERCENTAGE
NO STRESS	0	0
SLIGHTLY STRESS	7	11.6
MODERATE STRESS	13	21.6
VERY STRESS	23	38.3
EXTREME STRESS	17	28.3
	60	100

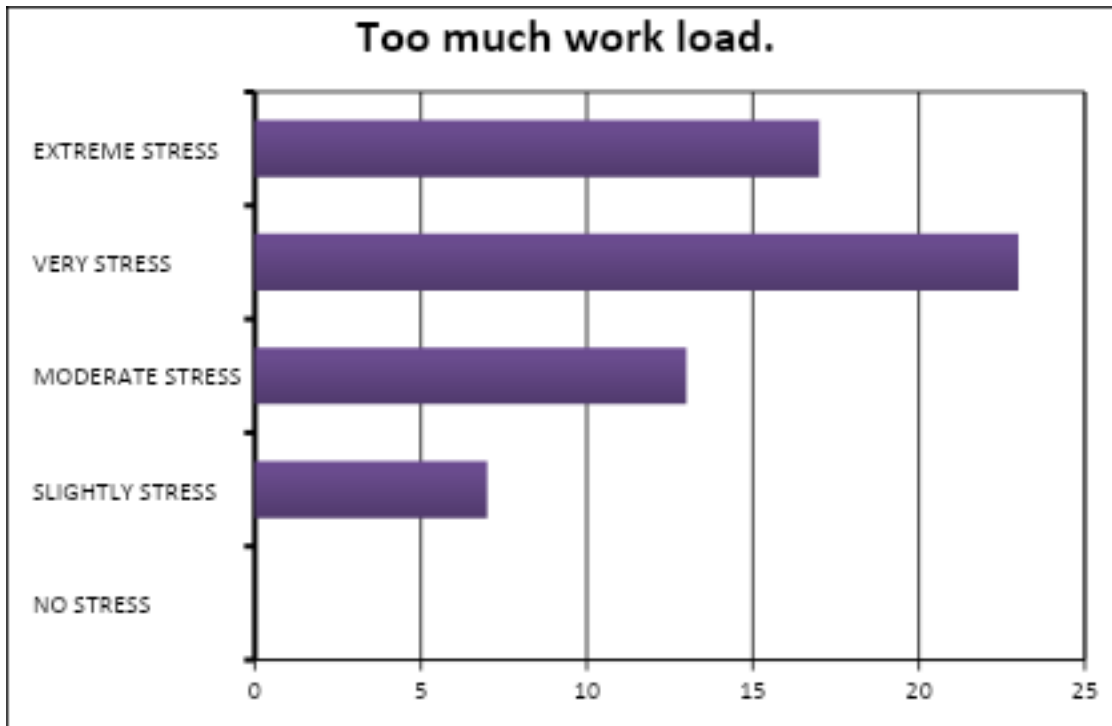


Table and figure shows stress due to “Too much workload” 0% of the respondents having **no stress**, 11.6% having **slightly stress**, 21.6% having **moderate stress**, 38.3% having **very stress**, 28.3% having **extreme stress**.

**15. Delay in promotion:**

	Delay in promotion	
	FREQUENCY	PERCENTAGE
NO STRESS	12	20
SLIGHTLY STRESS	15	25
MODERATE STRESS	18	30
VERY STRESS	10	16.6
EXTREME STRESS	5	8.3
	60	100

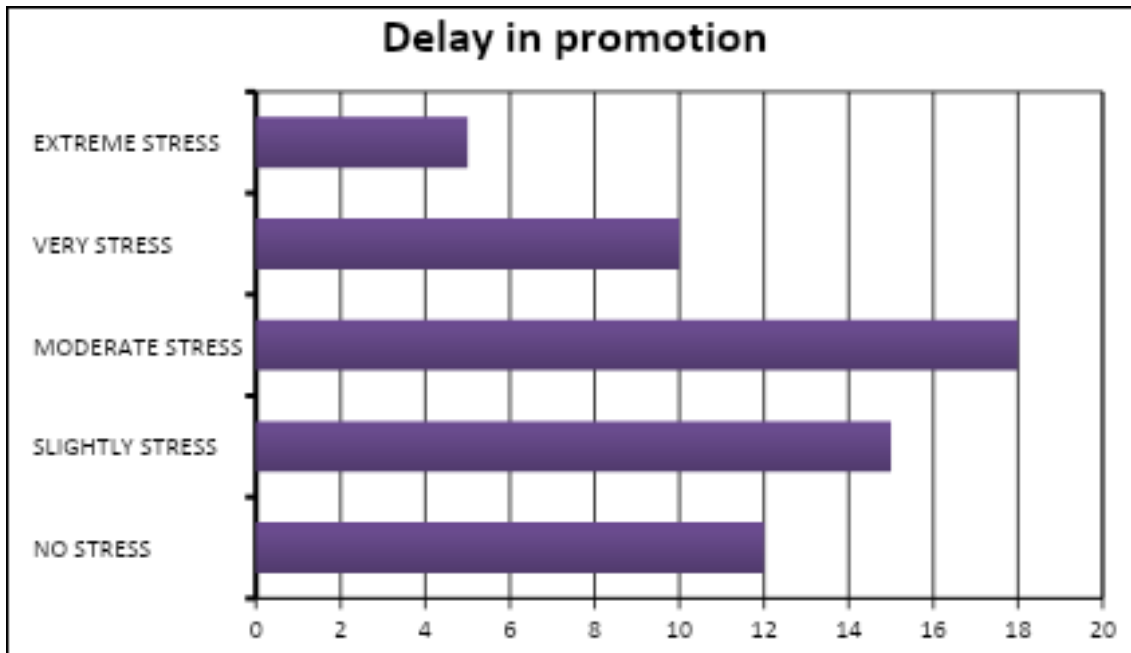


Table and figure shows stress due to “Delay in promotion” 20% of the respondents having **no stress**, 25% having **slightly stress**, 30% having **moderate stress**, 16.6% having **V**, 8.3% having **extreme stress**.

**16. Lack of recognition for good teaching:**

	Lack of recognition for good teaching	
	FREQUENCY	PERCENTAGE
NO STRESS	0	0
SLIGHTLY STRESS	12	20
MODERATE STRESS	28	46.6
VERY STRESS	19	31.6
EXTREME STRESS	1	5
	60	100

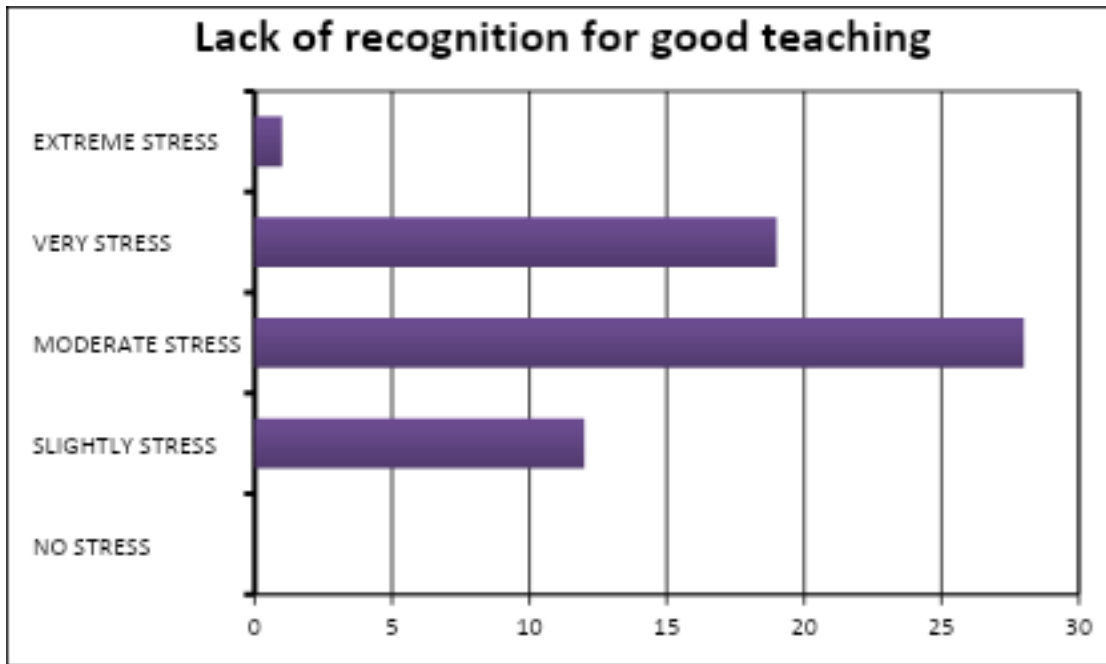


Table and figure shows stress due to “Lack of recognition for good teacher” 0% of the respondents having **no stress**, 20% having **slightly stress**, 46.6% having **moderate stress**, 31.6% having **very stress**, 1.6% having **extreme stress**.

**17. Ineffective leadership at department level:**

	Ineffective leadership at department level	
	FREQUENCY	PERCENTAGE
NO STRESS	2	3.4
SLIGHTLY STRESS	22	33.6
MODERATE STRESS	19	31.6
VERY STRESS	14	23.4
EXTREME STRESS	3	5
	60	100

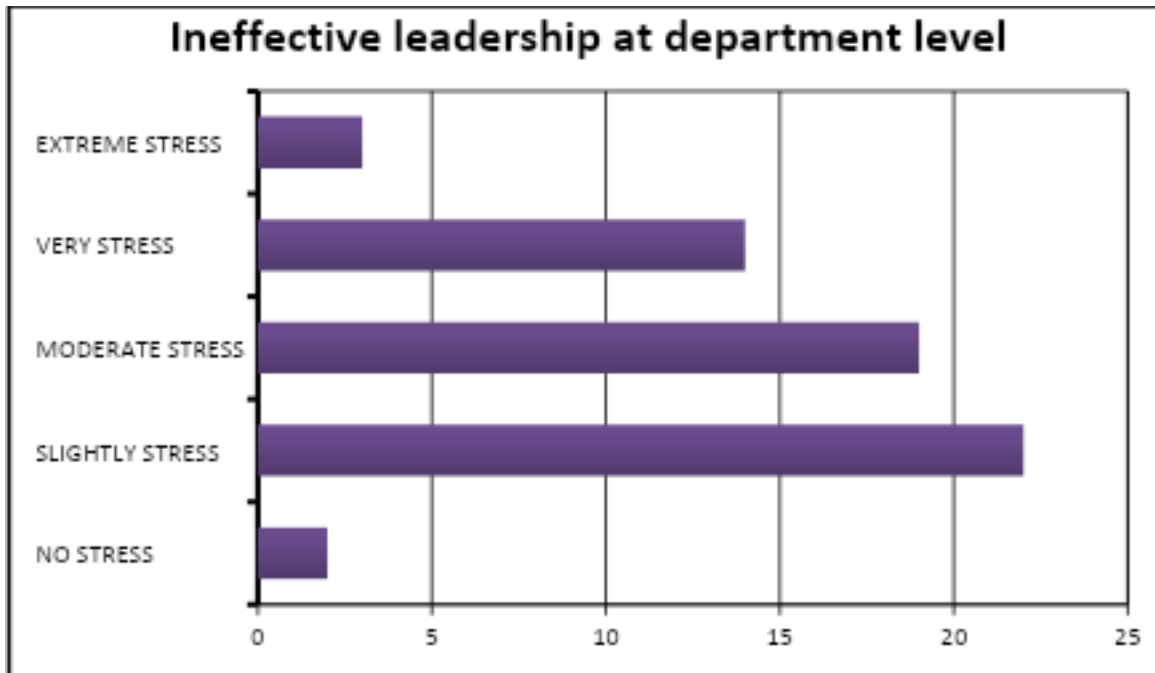


Table and figure shows stress due to “Ineffective leadership At Department level” 3.4% of the respondents having **no stress**, 33.6% having **slightly stress**, 31.6% having **moderate stress**, 23.3% having **very stress**, 5% having **extreme stress**.

**18. Lack of ownership commitment on the organization:**

Lack of ownership c commitment on the organization		
	FREQUENCY	PERCENTAGE
NO STRESS	4	6.6
SLIGHTLY STRESS	14	23.4
MODERATE STRESS	19	31.6
VERY STRESS	21	35
EXTREME STRESS	2	3.4
	60	100

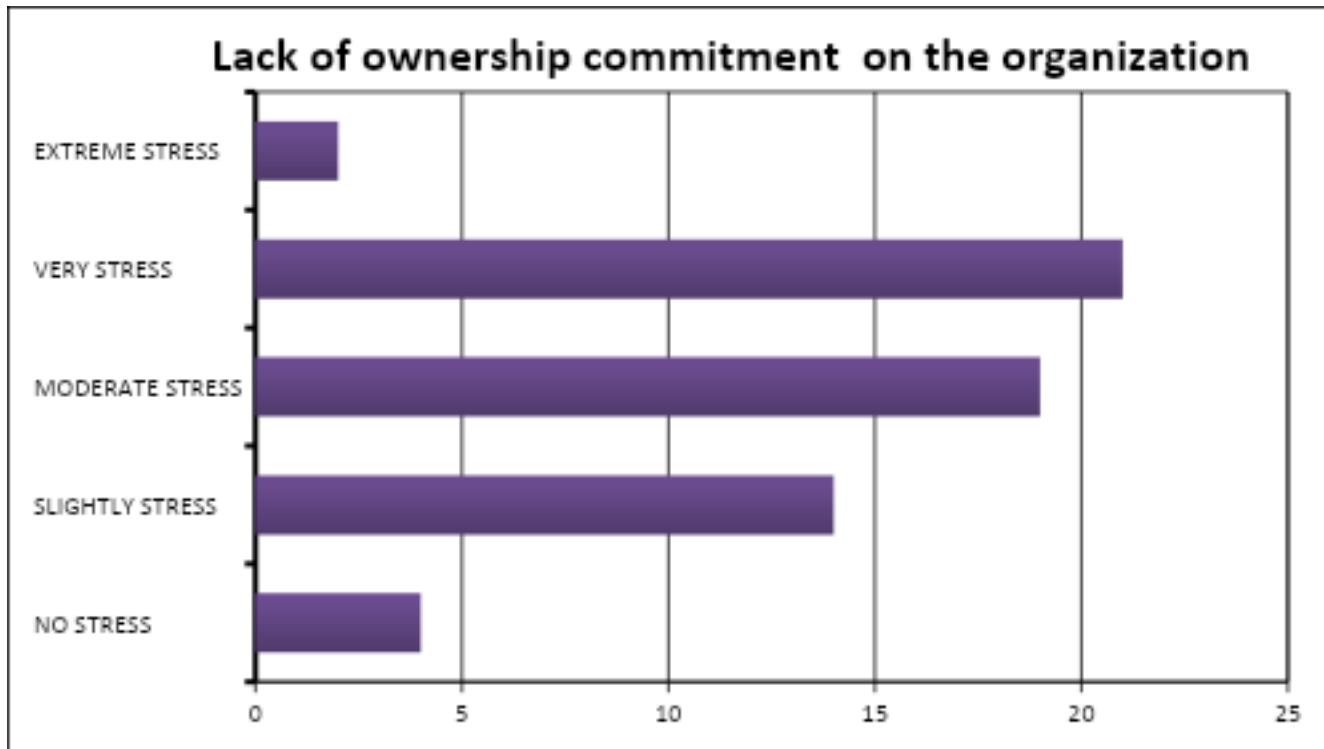


Table and figure shows stress due to “Lack of ownership commitment on the organization” 6.6% of the respondents having **no stress**, 23.3% having **slightly stress**, 31.6% having **moderate stress**, 35% having **very stress**, 3.4% having **extreme stress**.

**19. Pressure to teach other disciplines:**

	Pressure to teach other disciplines	
	FREQUENCY	PERCENTAGE
NO STRESS	2	3.4
SLIGHTLY STRESS	11	18.4
MODERATE STRESS	16	26.6
VERY STRESS	19	31.6
EXTREME STRESS	12	20
	60	100

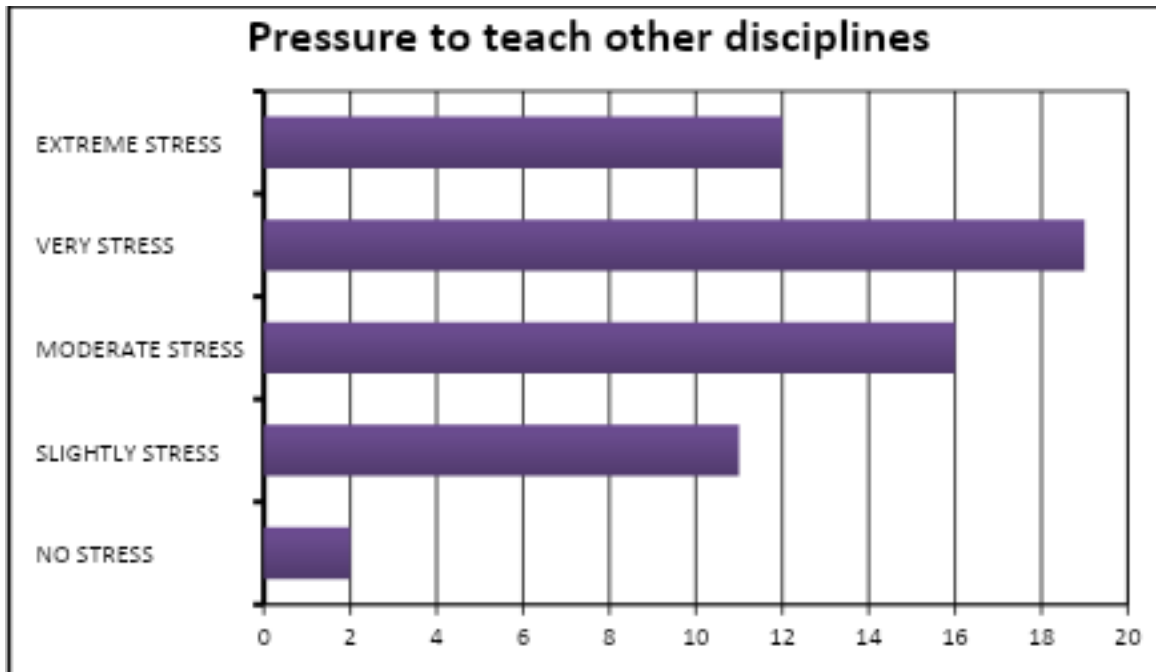


Table and figure shows stress due to “Pressure to teach other disciplines” 3.4% of the respondents having **no stress**, 18.3% having **slightly stress**, 26.6% having **moderate stress**, 31.6% having **very stress**, 20% having **extreme stress**.

**20. Salary at beyond par:**

Salary at beyond par		
	FREQUENCY	PERCENTAGE
NO STRESS	1	1.6
SLIGHTLY STRESS	12	20
MODERATE STRESS	18	30.4
VERY STRESS	16	26.6
EXTREME STRESS	13	26
	60	100



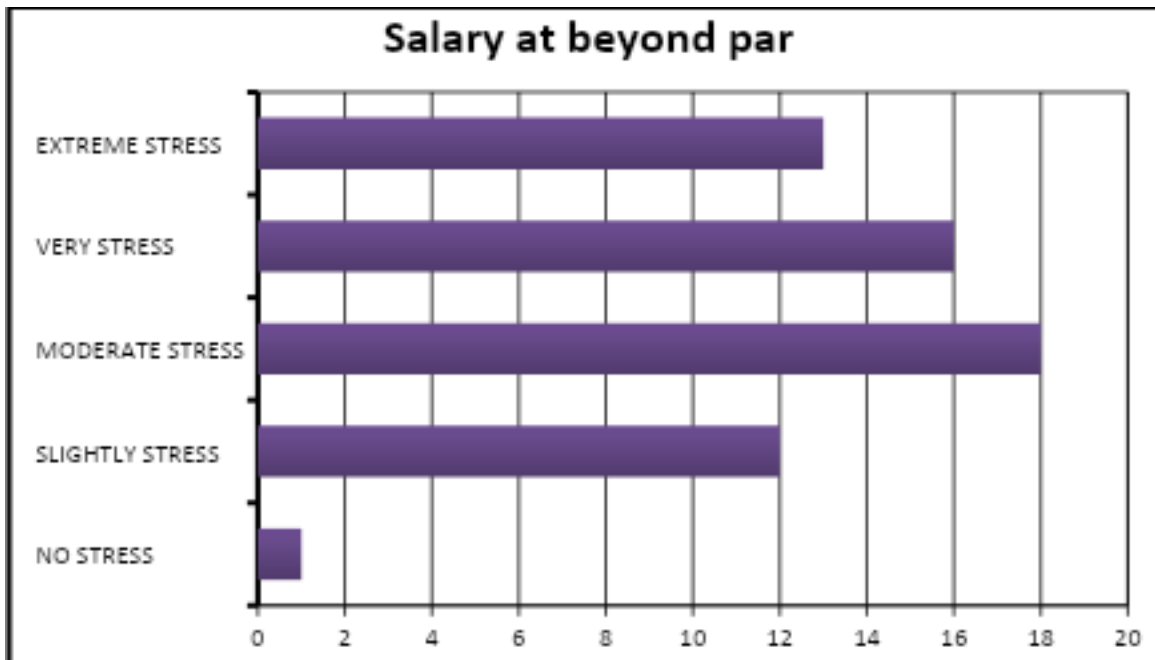
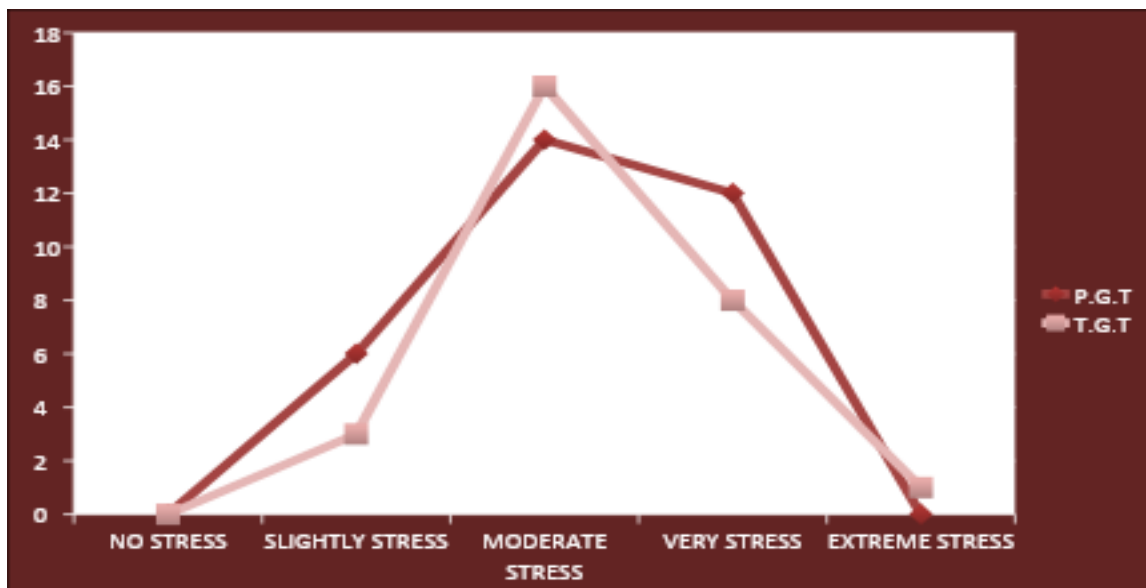


Table and figure shows stress due to “Salary at beyond par” 1.6% of the respondents having **no stress**, 20% having **slightly stress**, 30% having **moderate stress**, 26.6% having **very stress**, 21.6% having **extreme stress**.

**DATA ANALYSIS ACCORDING TO THE PARIMETERS:**

**Comparison between P.G.T and T.G.T:**

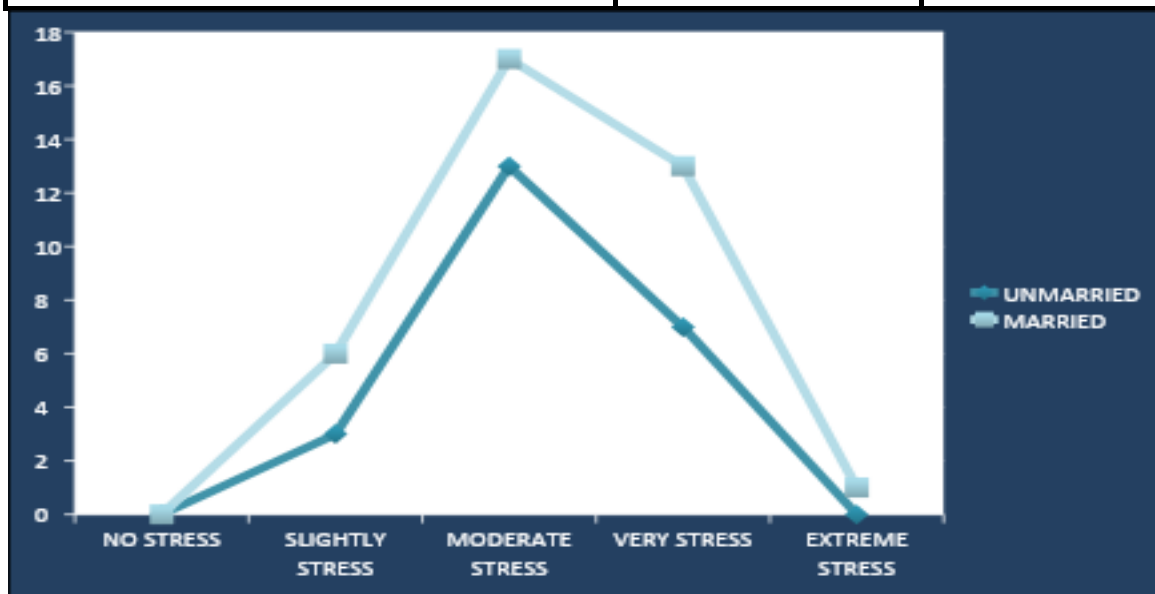
	P.G.T	T.G.T
NO STRESS	0	0
SLIGHTLY STRESS	6	3
MODERATE STRESS	14	16
VERY STRESS	12	8
EXTREME STRESS	0	1



Most of the teachers are moderately stressed and among them T.G.T's are found to be in more stressed than P.G.T.'s

**Comparison between Unmarried and Married:**

	UNMARRIED	MARRIED
NO STRESS	0	0
SLIGHTLY STRESS	3	6
MODERATE STRESS	13	17
VERY STRESS	7	13
EXTREME STRESS	0	1



Most of the teachers are moderately stressed but among them married teachers have more stress than unmarried teachers.

**Comparison between Experienced and Newly joined:**

	<b>EXPERIENCED</b>	<b>NEWLY JOINED</b>
NO STRESS	0	0
SLIGHTLY STRESS	8	1
MODERATE STRESS	19	11
VERY STRESS	15	5
EXTREME STRESS	0	1



Most of the teachers are moderately stressed but experienced teachers have more stress than newly joined teachers.

**FINDINGS:**

The data when analyzed and tabulated give some findings.

The present study has provided comprehensive information about stress among the teachers of schools in G.S.K.V. School E-block Nandnagri and S.K.V. Janta Flats under Zone-6. From the results of the study, it is clear that the school teachers found to be highly stressed. The first finding of this study revealed that on the basis of work stress, newly joined teachers faces less stress than the experienced teachers. Second finding revealed that on the basis of income stress, teacher holding higher degree face less stress than the teachers who are just eligible. Third finding revealed that on the basis of stress, married teachers are facing more stress than unmarried teachers. Fourth findings revealed that T.G.T are facing more stress than P.G.T.

- 6 Most of the teachers are moderately stressed but experienced teachers have more stress than newly joined teachers.
- 7 Most of the teachers are moderately stressed but among them married teachers have more stress than unmarried teachers.
- 8 Most of the teachers are moderately stressed and among them T.G.T are found to be in more stressed than P.G.T.

## LIMITATIONS:

- ❧ Time constraint.
- ❧ The sample size was limited to 60 school teachers.
- ❧ The Respondent's opinion could be biased.
- ❧ The study was a one-time cross-sectional study; presence of any immediate stressor may just alter the study result.
- ❧ Work-family conflict, work atmosphere, Stress among teachers, which are considered as important controlling factor in various studies have not included here due to limited time frame of the study.

## CONCLUSION:

There is an urgent need to address our nation's teacher crisis. Teachers have a critical role in children's lives and teaching has become one of the most stressful occupations, with alarmingly high rates of job dissatisfaction and turnover. This escalating crisis is affecting students' educational outcomes, impacting teachers' health.

The primary concern regarding stress among women teachers highlights the significant impact of workplace pressures and societal expectations on their mental well-being. Addressing these stressors is essential for fostering a healthier and more supportive educational environment.

Women teachers employ various coping methods to manage stress, highlighting the importance of self-care and support systems in maintaining their well-being and effectiveness in the classroom. These strategies not only enhance their resilience but also contribute to a healthier work environment.

## STRATEGIES FOR COPING UP FROM STRESS:

- ❧ Recently mindfulness techniques are often included into other practices such as yoga or meditation. This helps in health benefits such as normalizing the blood pressure, treat heart disease, reduce chronic pain, improve sleeping habits and increase concentration.
- ❧ Vacations, recreational activities, sports should be provided to employees after specific intervals to avoid the sense of isolation, sleeping disorder etc.
- ❧ Stress Management Counseling is another technique to reduce stress where professional assistance and guidance is provided to trigger the personal and psychological problems.
- ❧ Restructuring the workplace.
- ❧ Establish work schedules that are compatible with demands and responsibilities of the job.
- ❧ Ensure job rotation to avoid repetitive and monotonous work.
- ❧ There should be a clear job descriptions and job promotion policy and paths.
- ❧ There should be a proper communication channel.
- ❧ Organization should conduct a stress management workshop on a regular basis.
- ❧ Restructuring the salary package.
- ❧ Organization should provide emotional support as well as support in fulfilling tasks and other assigned responsibilities.
- ❧ Focusing on performance evaluation system, which helps to identify the strength and weakness of employees and then providing training accordingly. It reduces the stress as well as helps in skill development to achieve the organizational goals.

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