

## A STUDY ON LEVEL OF STRESS FACED BY KINDER GARDEN SCHOOL WOMEN TEACHERS

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### ABSTRACT

Stress is a kind of feeling or outcome of every human being; it can be positive or negative. Stress is commonly considered as a negative feeling which happens in our day to day life, and it becomes unavoidable. But the vision of every human being is to leads a stress-free life. Stress is defined as an individual's total reaction to environmental requirements or force. If an individual can manage themselves from stress, he/she feel comfortable to perform any task, even decision making easier. This research paper examines the level of stress of women teachers in Kinder Garden schools in Tirupur District. The research methodology implement for the study was descriptive research design. Data were collected through convenient sampling method from 100 teachers by preparing a structured questionnaire. The statistical tool used for the study such as Simple percentage analysis, Mean value analysis, and Chi-Square test. This research study expresses its result that the respondents are stressed with some factors and they can make somehow able to manage them using some of the coping strategies to overcome their stress at the workplace and personal situations as well.

**Keywords:** Coping strategies, Decision Making, Environmental Force, Human Being, Stress

### I. INTRODUCTION

#### Definition of stress:

Stress is defined as an organism's total reaction to environmental demands or pressures. The concept of stress was primarily studied in the 1950s; the word was used to point out both the reason and the qualified effect of this pressure. Higher recently, however, the word stressor has been applied for the stimulus that aggravates a stress response. One many difference among researchers concerns the definition of stress in humans. Is it primarily an outside response which can be deliberate by the change in glandular secretions, skin reactions, and other bodily functions, or is it an internal explanation of, or reply to, a stressor; or is it both?

#### Stress Management means:

Do we never notice that a good laugh has a way of lightening the burdens? Or maybe a person experienced a scenario like one of these. Our day feels completely stressful and devastating, but then the coach oneself to step out from the frenzy, collect your thinking, make a list of what's going on— prioritizing what's important. Did the list ever help to discover that perhaps the day is higher manageable than it seemed?

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Or maybe a person usually goes walking with a friend before starting the workday. This week seems entirely busy and stressful to fit in such “frivolities.” But to decide that instead of skipping it, a person will go ahead and walk. Afterward, notice it was good for an individual physically, socially, and emotionally and upon sitting down for the work day, which feel higher able to attack the list of tasks.

## Learn to “Pump the Brakes” on Stress

Laughter, physical activity and thought-sorting can be good stress-management technique. But something as simple as a short break can too. Dr. Robert Sapolsky, stress experts and neurology professor at Stanford University, says that we all need to commit to regular stress management and learn how to "pump the brakes" on stress without loading it on to other people. Let's talk about why and how.

## The Purpose of Stress

Emotions are kind of signals to help us recognize problems. Stress hormones help us fight-or-flee when we are in danger. But our body's stress response can become a problem when it invariably signals are danger about issues, and that isn't necessarily a threat, or it grows to the stage of overwhelming the health, well-being and clear cut thinking.

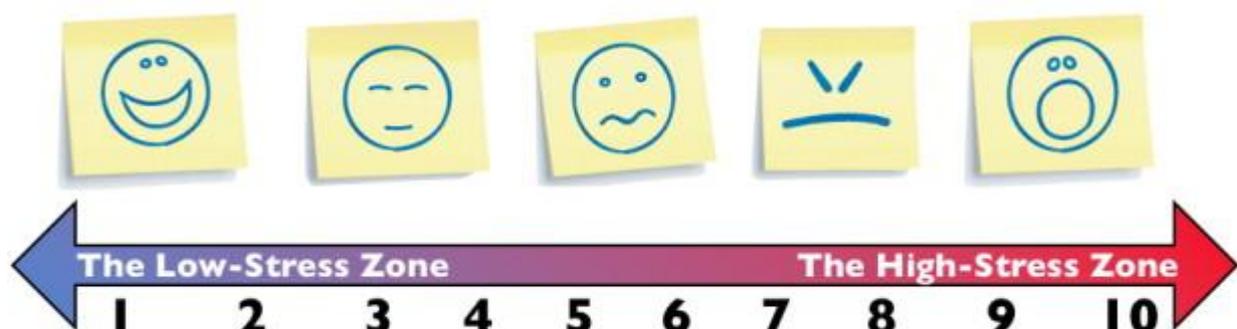
## Why to Practicing Stress Management:

Our mind deserves better than to be loaded down with the never-ending job of worrying! Some stress might lead to real problem-solving, but most of the stress is unwanted and are even dangerous. The research stated clearly that stressed brains do not operate the same aspect as the non-stressed brain. John Medina, Ph.D., Director of the Brain Center for Applied Learning Research at the Seattle Pacific University indicates creativity, productivity, motivation and sometimes even your immune system will all suffer under pressure.

## How to Learn to Manage Stress?

### Step 1: Awareness! Learn about your “Low Zone.”

Stress has a path of becoming chronic as the worries of everyday living weigh us down. Or perhaps you've become accustomed to stress in your life, and you allow whatever is currently the most stressful problem to dictate what you will do each day. But everyone needs pleasure, productivity, and creativity. Chronic stress robs us of these.



1 — I am creatively and cheerfully engaged in life.

2 — I am relaxed and expect to stay this way.

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3-4 — I can handle stresses and think of positive solutions to my challenges.

6-7 — I am moderately irritable, anxious or overwhelmed, and stresses feel burdensome.

8 — my problems seem unsolvable. Many things are irritating or upsetting me.

9 — Help! I'm about to lose it!

10 — I have chart-topping negative emotions

## Symptoms of stress:

The signs of stress may be physical or mentally. Stress-based physical illnesses, such as irritable bowel syndrome, chronic headaches, heart attacks, arthritis, and, results from the long-term overstimulation of a part of the nervous system that regulates the heart rate, blood pressure, and digestive system. Stress-based emotional illness results from inadequate or inappropriate responses to significant changes in a person's life situations such as marriage, completing one's education, becoming a parent, lose a job or retirement from the post. Psychiatrists sometimes use the terminology adjustment disorder to describe these types of illness are possible. In the working environment, stress-related illness often takes the form of burnout—a loss of involvement in the ability to perform one's job due to the long-term high-stress level. For instance, palliative care of nurses is at a high chance of burnout because of their inability to safeguard their patients from dying or even to relieve from their physical suffering in some circumstance.

## Treatment for stress:

Recent trends in an understanding of many complex connections between the human mind and the body produce a variety of mainstream approaches to stress-related illness. Present treatment regimens may include one or higher of the following treatments:

- **Medications.** It includes some of the drugs to manage blood pressure and other physical symptoms of stress, and also the drugs that disturb the patients' mood (tranquilizer or antidepressant).
- **Stress management programs.** Those may be either individual or group treatments, and usually, involve analysis of the stressors in the patient's life. They often focus on the job or workplace-related stress.
- **Behavioural approach.** These strategies are breathing exercises, relaxation techniques, and physical exercise programs such as walking,
- **Massage,** therapeutic massage free ups stress by relaxing the large groups of muscles in the back, neck, arms, and legs.
- **Cognitive therapy.** These approaches educate patients to reframe or mentally reinterpret the stressors in their lives to modify the body's physical reactions.
- **Meditation and associated spiritual or religious practices.** Recent research has found positive correlations between these practices and stress hardiness.

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## II. REVIEW OF LITERATURE

Much is known anecdotally regarding the stressors on teachers, especially following the Ever - increasing demand for changes related to the development in technology and prospectus. There is an essential content of review of literature says psychological distress in the inhabitants (Australian Bureau of Statistics reports in the National Survey of Mental Health and Wellbeing: Summarizes the Result. ABS Category No. 4326.0. Canberra: ABS, 2007), among the university students, but these are mainly in health-related faculties and (Dyrbye, Shanafelt, Thomas, 2006; Humphris, Blinkhorn, Freeman, Gorter, Hoad-Reddick, Murtomaa, O'Sullivan, & Splieth, 2002) rather than the education. Similarly, strategies for stress management have been focused on health faculty (Pritchard, Wilson, & Yamnitz, 2007).

A well-being study results in teachers stresses (Montgomery & Rupp, 2005; Pillay, Goddard, & Wilss, 2005), less concentration has been paid to the demand of the practicum and the mental health and well-being of student-teachers. This paper examines 21st-century psychological distress, requirements associated with the student-teachers' internship, the impact of distress, and strategies to presented for coping and well-being. The review of the literature highlights the ramifications for student-teachers who may be distressed, and the outline of the stress management practices offer an important path for the teachers' education.

Psychological distress research studies appear to occur primarily in health care. It is importantly defined as a vital aspect. Physician Hans Selye mentioned the term distress to detail the impact on the body of arousal through stress (Selye, 1982). The term psychological distress has since been expressed in the passage of strain, stress, and distress (Ridner, 2004), and incorporate anxiety and depression are the two disorders commonly occur (Bultmann, Van Amelsvoort, Huibers, Kasl, & Swaen, Kant, 2005; Hirschfeld, 2001). The approved Medicare in Australia "Initial Formulation to GP by MBS Allied Health Practitioner" is focused on the depression, anxiety and stress scores obtained using either the Depression, Anxiety and Stress Score (DASS 21) In this article, Vol 35, 8, December 2010 Australian Journal of Teachers Education psychological distress says a mental state that involves depressed anxiety and mood (Dammeyer & Nunez, 1999; Sherina, Rampal, & Kaneson, 2004; Humphris et al., 2002; Wong, Cheung, Chan, Ma, & Tang, 2006), experiences anxiety (Dyrbye et al., 2006) and/or depression (Christensen, Jorm & Griffiths 06). In the Global Burden of Disease study (Murray & Lopez, 1997), it was guessed by the year 2020 depression is the disease that comes next to heart disease. That the report also results that mental disorders, alcohol-use disorders, were considered a disability and even death by suicide.

The occurrence of psychological distress, as defined above, referring to a mental state characterized by anxiety and mood (includes depression), and also the alcohol use, was also mentioned in the report of 2004-2005 Australian National Health Survey, performed by Australian Bureau of Statistics (ABS, 2006). In the survey, 13% of the Australian population are suffered from very high levels of psychological distress. Out of them, 45% included both anxiety and depressed mood. The findings indicated that the most significant increases in the dominance of psychological distress were amongst the people aged 18-24, and females aged 35 years and over, particularly women who were separated. This was significant, as the primary teaching profession in Australia is

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predominantly female, (Source: ABS 1986 and 2001 Census of Population & Housing 4, Australian Social Trends, 2003).

Stages of psychological distress have been reported to be greater among university students than among the general population and were published in many university faculties around the world (Wong et al., 2006). In the study, the occurrence of psychological distress was in the moderate severity (depression: 21%, anxiety: 41% and stress: 27%). It was expected to impact on the students' educational attainment and quality of life, and these students were likely to suffer impairment, and require attention from health-care professionals.

The high levels of psychological distress among students constitute a serious health concern for those affected. At the Karolinska Institute of Medical University, Stockholm, Sweden, 12% of students were anxious or had depressed mood (Dahlin, Joneborg, & Runeson, 2005). Among those students, there was an association between stress factors, including financial concerns, worry about the future and workload, gender and depression. In a more extensive United States study conducted approximately 2,500 UG students who did a web-based survey (Gollust, Eisenberg Gollust, Golberstein, & Hefner, 2007), the estimated prevalence of depressive and Anxiety disorder was 15.5%. Out of that, 2% of them had suicide thoughts. Even the rate of response was less than 50%, in spite of a non-response bias, 44.3% reported that emotional or emotional difficulties had affected their performance in the previous 4-weeks, and there were strong associations between anxiety disorder and major depression (13.8% had major depression). There was less psychological distress in the group who were older than 25 years of age, and among those who lived on campus (not with parents) or with a partner (we're not unmarried).

Academic pressure, social issue, financial problems may be the reason for the stress of university students (Vitaliano, Russo, & Mitchell, Maiuro, 1989). An Australian survey conducted to university students to found a high level of psychological distress for the students were attending university health service (Stallman, 2008). However, students who are above the age of 24 results in higher levels of psychological distress. In the study, 53% of the students had significant (moderate, high levels) of psychological distress. It was a higher level of psychological distress in all the age groups the compared to general population results from 2001 National Health Survey (Australian Bureau of Statistics), but there were no significant difference in gender.

Stress levels among practicing teachers are very high. Kyriacou in the year 2001 it was reported that 37% of teachers were stressed. Teacher distress has been said more significant than the general population (Tuettemann & Punch, 1992). A study, conducted with a large sample in December 2010 about 19 Australian Journal of Teachers Education of teachers in Western Australia, says that 45% of the Australian secondary-school teachers were psychologically distressed. Distress was relevant that, whether or not the teachers considered themselves to be very active, supported by their working colleagues, and if they are getting recognition for their work. This level of psychological distress was "twice that for the general population, and perhaps four times as high as that for the professional population."

### III. STATEMENT OF THE PROBLEM

A study on the level of stress of women teachers' in kinder garden school in Tirupur. This study was started with the intention to find out the level of stress faced by women teachers' in kinder garden school. The study was done throughout the leading kids' school in Tirupur. The result of this study is compiled and discussed at the various schools in Tirupur. Through this study is found to be analyzed that most of the schools were taking some measures and providing the same to the teachers' working there. This study is conducted to find out the level of stress and measures taken by the management to prevent them from the stress of teachers' in kids' school in Tirupur.

### IV. OBJECTIVES OF THE STUDY

#### Primary objective:

- To study the level of stress faced by women teachers in kinder garden schools in Tirupur.

#### Secondary objectives:

- To study the factors influencing stress.
- To study the nature of stress.
- To study the optimum level of stress.
- To study the consequences of stress.
- To offer suggestions based on the result.

### V. LIMITATIONS OF THE STUDY

- The time constant was a limiting factor, as the higher time required carrying out the study on other aspects of the topic.
- Sample size has taken only 100
- The result of the study is subject to bias.

### VI. INDUSTRY PROFILE:

A **kindergarten** (German Kindergarten **children's garden**) is a preschool educational approach based around playing, practical activities, singing and social interaction as part of the transition from home to school. Many aspects of the method, developed by Friedrich Frobel in Germany, are now seen as essential elements of early-years education around the world. Frobel created the first kindergarten in Bad Brandenburg in 1837 as an experimental social experience for children entering school, believing that children should be nurtured of and nourished 'like plants in a garden.' The term is using in many countries to describe a variety of educational institutions for children between the age of two to seven based on the type of teaching methods.

In India, pre-schools is divided into two stages - Lower Kindergarten (LKG) or Junior Kindergarten (Jr. KG) and Upper Kindergarten (UKG) or Senior Kindergarten (Sr. KG). Typically, an LKG alias Jr. KG class would

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comprise children three to four years of age, and the UKG alias Sr. KG class would comprise children four to five years of age. After finishing UKG alias senior KG, a child who enters Class One or Standard One of primary schools. Kindergarten is the internal category under main schools, though sometimes they are independent units and are often part of a larger chain. The most popular kindergarten chains in India include Euro kids, Apple kids, and, etc. But, most popular Kindergarten curriculum is provided by Preschool for child rights. It is also known as nursery school.

## VII. RESEARCH METHODOLOGY

### The Research Design:

The fundamental problem to be addressed is the awareness of the various causes of stress for the teachers' in kids' school. To gain a sharper perspective of the problem and develop the research dilemma into a higher precise formulation and state the problem clearly, a few days was spend in studying the actual issue. The objectives and the problem became clear when the researcher started interacting with the various people in the Human Resource department. By this process, the purposes of the study could be stated explicitly.

### Data Collection:

#### Sources Of Data:

#### Primary data:

The primary data were collected through an administered questionnaire. The questionnaire consisted of a variety of questions that lay consistent with the objectives of the research

#### Secondary data Source:

The secondary source of data was collected from already published sources such as pamphlets, annual reports, reports and internal records the data includes. Reference from textbooks is also done for the data.

#### Area of the study:

The field of the study is the kids' school in Tirupur.

#### Sampling design:

Sample selection is of the convenient sampling method.

#### Sample size:

The sample is limited to 100.

#### Statistical Tools:

The Statistical tools used for the calculations are the Chi-square test and Simple Percentage Analysis method.

#### 1. Chi-square test

Chi-square test is a significant non- parametric test. We required only the degree of freedom for using this test.

#### 2. Simple Percentage Analysis:

In this method, based on the opinion of the respondents, the percentage is calculated for the respective scale of each factor.

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### 3. Mean Value Analysis:

The mean is the average of numbers. It is easy to figure; add up all the names, then divide by large numbers are there. In other words, it is the sum divided by the total count.

## VIII. ANALYSIS AND INTERPRETATION

### Simple Percentage Analysis

Majority 36% of the respondents are in the age group of 21-25yrs, 40% of the respondents' educational qualifications are undergraduate, Majority 37% of the respondents working experience is between 2-3yrs, 28% of the respondents' monthly incomes are between Rs. 8,001- Rs. 10,000, Majority 57% of the respondents are married, 43% of the respondents family members are 4, Majority 34% of the respondents said role over load is a major factor which cause higher stress, 36% of the respondents are suffered by mental stress in their job, Majority 34% of the respondents are suffered with physical inconvenience due to stress, 24% of the respondents feels that teaching as a profession is never a stressful one, Majority 28% of the respondents opinioned that severe behavioural problems are the unique reason for stress in primary school setting, 31% of the respondents said work is too hard as a factor influence stress always, Majority 39% of the respondents' variety of tasks at school is mostly a factor influence stress, 29% of the respondents said tired during accomplish at work as a factor which influences stress, Majority 22% of the respondents said too much to accomplish at work cause stress sometimes, 30% of the respondents said that unfair treatment at work is never a stress factor, Majority 27% of the respondents said pressure & lack of consistency from administration never cause stress, 30% of the respondents opinioned that salary as a factor cause stress, Majority 25% of the respondents said juggling work and family responsibilities is mostly caused as a factor for stress, 24% of the respondents fees that homework after school as a factor which causes stress in most of the time, Majority 30% of the respondents opinioned that childcare duties always cause stress, 30% of the respondents opinioned they family members sometimes cause stress, Majority 29% of the respondents said time spent for travelling to and from work never cause stress, 26% of the respondents opinioned that job requires you to do a lot of paperwork sometimes causes stress, Majority 25% of the responsibilities said student assessments always causes stress, 24% of the respondents said planning required to do your job never cause stress, Majority 34% of the respondents said take care of the student all day for an entire year always cause stress, 32% of the respondents opinioned that behavioural issues of the students never cause stress, Majority 32% of the respondents initially cope from work stressors by vent to family members or friends, 32% of the respondents are listening music cope up with stress, Majority 52% of the respondents adapted to manage stress by the school by giving effective training & development programme.

## IX. MEAN VALUE ANALYSIS

The mean value of the response that, work is too hard is a factor for stress is (2.79) that is higher than the average of 5 point scale, the mean value of the response that variety of task at school is a reason for stress is (2.80) which are higher than the average of 5 point scale, the mean value of the response that getting tired

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during accomplishment at work is the cause for stress is (3.07) which is higher than the average of 5 point scale, the mean value of the response that too much to accomplish at work cause stress is (3.08) which is higher than the average of 5 point scale, the mean value of the response that unfair treatment at work cause stress is (3.48) which is higher than the average of 5 point scale, the mean value of the response that pressure and lack of consistency from administration cause stress is (3.22) which is higher than the average of 5 point scale, the mean value for the response salary as a factor of stress is (2.79) which is higher than the average of 5 point scale, the mean value of the response juggling work and family responsibilities cause stress is (2.80) which is higher than the average of 5 point scale, the mean value of the response, working in home after school hour causes stress is (2.85) which is higher than the average of 5 point scale, the mean value of the response, that the child care duties causes stress is (2.83) which is higher than the average of 5 point scale, the mean value of the response that the reason for stress is family members is (2.43) which is lesser than the average of 5 point scale, the mean value of the response that time spent for travelling for work cause stress is (3.27) which is higher than the average of 5 point scale, the mean value of the response that doing lot of paper work required for the job causes stress is (2.78) which is higher than the average of 5 point scale, the mean value of the response doing student assessment causes stress is (2.79) which is higher than the average of 5 point scale, the mean value of the response that planning is required to do a job is (3.03) which is higher than the average of 5 point scale, the mean value of the response that taking care of the students all the day for an entire year is the causes for stress is (2.59) which is higher than the average of 5 point scale, and the mean value of the response that behavioural issues of the students cause stress is (3.23) which is higher than the average of 5 point scale.

## X. CHI-SQUARE ANALYSIS:

FACTOR	DEGREE OF FREEDOM	LEVEL OF SIGNIFICANCE (5%)	TABLE VALUE	CHI-SQUARE VALUE	RESULT
The relationship between age and physical inconvenience due to stress by the respondents.	12	5 (0.05)	21.03	22.7448	Null Hypothesis rejected
The relationship between family members and salary as a	12	5 (0.05)	21.03	15.8216	Null Hypothesis accepted

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factor cause stress.					
The relationship between educational qualification and job requires doing a lot of paperwork cause stress.	12	5 (0.05)	21..03	35.0352	Null Hypothesis rejected

## XI. SUGGESTIONS

The kids' school should concentrate on staffs work allocation. Even though there is a lot of positive opinions given by the respondents that are not a much satisfactory one, so the institution should concentrate higher on bringing higher facilities and convenience for the teachers' who are working in the kinder garden. Even though the teachers have a responsibility to take care of the children, there must be an additional person to be appointed to take care of the children. Now a day's every activity are systematic and technology-oriented one so institutions can reduce paper works by introducing software or unique technologies to make the jobs easy. The management must create a risk-free work environment to feel convenient and feel satisfied. The institutions can arrange for recreations, classes like yoga, meditation, etc. for the teachers to take part in the working hours itself.

## XII. CONCLUSION

Stress is said to be an organism's complete response to the environmental requirements or pressure. When stress is a term first expressed in the year 1950s, the name was used to mention both the causes and the experienced effects of these pressures. The word stressor has been revealed for the stimulus that aggravates a stress response. One periodic disagreement among researchers concerns the definition of stress in humans. From the study, it is concluded that, even though the respondents positively give some aspects, it is the responsibility of the concern educational institutions to make a practical arrangement to feel convenient and stress-free and satisfactory working environment. It is better to gather suggestions and opinions from the working people itself to find their views and ideas for a stress-free working environment.

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