

Research Article

A Study On Stress Coping Among High School Teachers Working In Tribal Schools

U.Narayanasamy

Ph.D Research Scholar,

Dr.V.Vasudevan

Assistant Professor,

^{1&2}Department Of Educational Psychology, Tamil Nadu Teachers Education University, Karapakkam, Chennai-97, India.

Abstract

The Present Study Has Been Conducted To Find Out The Patterns Of Stress Coping Among High School Teachers Working In Tribal Schools. The Sample For The Investigation Was Drawn From The High School Teachers To Working In Tribal Schools Located In Thiruppathur District, Tamilnadu State By Using Simple Random Sampling Technique. It Comprises 167 High School Teachers. Stress Coping Mechanism Tool (Scm) Developed And Validated By Arockia Elizabeth Josephine(2017) Is Standardized Tool Was Used In The Present Study. The Study Revealed That There Is A Significant Difference In The Patterns Of Stress Coping Among High School Teachers Working In Tribal Schools With Respect To Their Gender. The Study Also Revealed That There Is No Significant Difference In The Patterns Of Stress Coping Among School Teachers Working In Tribal Schools With Respect To Their Locality And Academic Streams.

Keywords : Stress Coping, Tribal Schools And High School Teachers.

Introduction

Stress Is A Very Familiar Condition Faced By Students When They Are Incapable To Bear The Risks Involved In Education. The Main Sources Of Stress Are Academic And Time Concerns, Fear Of Failure, Classroom Relations, And Financial Issues. Apart From This, The Parental System Also Affects A Lot Of These Students. They Are Often Found In Frightening, Abusive, Depressing, Threatening, Competitive, Impulsive, And Confusing Situations. The Proportion Of Suicides Is More Among The Students Compared To The Other Ones And These Suicides Are Mostly Linked With Academic Failure Or Underachievement (Carver, 2011).

Stress Is The Tension Or Pressure A Person Feels In His/Her Body To React To Everyday Events Or Events That Make People Feel Uncomfortable. Stress Is A Natural Part Of Living. It Can Be Positive And Motivating. But It Can Also Produce An Uneasy Feeling. Every Person Has Problems When They Have Too Much Stress (Feel Tensed) Or Too Little (Feel Bored And Unmotivated).

Coping Has Been Regarded As Having A Central Role In Adjustment. Growth Of Interest In The Concept Of Stress Has Popularized To Do Research In The Area Of Coping. Controlled Stress May Cause Severe Harm To The Individual And Cost The Organization Where He/She Works. Therefore Coping With Stress Is Compulsory For The Good Of The Individual And The Society. Coping Involves Behavioral Or Cognitive Strategies Or Both An Individual May Adopt To Contract With The Stress.

Stress Coping

Stress Is Increasingly Becoming A Part Of Our Everyday Lives. Historically, The Latin Word “Stress” Has Been In Common Language Since The Seventeenth Century And Was Used To Address Hardship, Adversity, Or Affliction. However, Stress Is Best Described As A Situation Where Environmental Demands Go Over The Capacity For Effective Response By The Individual And Can Potentially Have Physical And Psychological Consequences. Coping With Stress, On The Other Hand, Is Important For Human Survival And Can Be Defined As The Process Of Managing External Or Internal Demands That Are Supposed As Demanding On Personal Capacities And Resources.

The Researcher Felt Essential To Study The Stress Coping Of A Teacher As Teacher Carries Multilayer Effect In The Schools. The Stress Coping Influence Their Teaching-Learning Process And Classroom Behaviour Which Determines On Classroom Culture And Student Pupil Teacher Learning. In The Context Of Globalization And Information Age The Speed Of Social Change And Knowledge Construction Has Taken Enormous Change In The Field Of Education.

Stress Is A Condition Of Mental Or Emotional Strain Or Tension Resulting From Adverse Or Demanding Circumstances. Stress Causes A Physical Response From The Body As It Aims To Protect Itself From Danger, However, When The Body Is Stressed Beyond A Certain Point It Can Start To Damage The Mental Well-Being And Up-Setting The Way Of Life.

Stress Becomes Distressed When It Is Not Needed Unexpected, Incomplete, Due To Serious Life- Changing Events Or Situations (E.G. Family Violence, Death Of A Family Member, Divorce, Separation, A Jail Term, Etc.). When A Person Experiences Distress, He /She Is Out Of Balance. In This Case, The Body And Mind Cry Out For Some Kind Of Help. This Call For Help May Receive Many Forms Such As Moodiness, Irritability, Depression, Nervousness, Insomnia, Or Physical Symptoms Such As Stomach Upset Or Headache.

Coping Strategies Can Be Either Control Strategies Or Escape Strategies. Control Strategies Use Behaviors And Cognitions To Directly Anticipate And Solve The Problems. Escape Strategies Use Behaviors And Cognitions To Run Away From Situations Or To Avoid The Problem. Another Type Of Strategies Which Are Called Symptom Management Strategies Consists Of Using Methods Such As Recreation, Meditation Or Medication To Manage The Symptoms Of Occupational Stress (Terry, 1994). Coping Strategies Can Be Cognitive, Emotional, Behavioural Or Physical.

Review Of Related Literature

Keeping In View The Importance Of Review Of Related Literature The Investigators Reviewed The Studies Conducted By The Other Researcher As Follows;

Chew Et All. (2019) Was Found That Reported Better Perception Of Learning Environment Over Time, Together With Increased Use Of Problem-Focused Coping And Lowered Perceived Stress Levels. Junior-Year Residents Reported No Changes In Learning Environment Perception And Coping Strategies, Despite Rating Greater Perceived Stress Levels Over Time. Perception Of Learning Environment Negatively Correlated With Perceived Stress Levels And Specific Coping Strategies. Dada Et All. (2019) Found That The Results Of T-Test Indicated That Except For Five Out Of Twenty Seven Identified Causes Of Student Academic Stress, There Is No Statistically Significant Difference In The Perceptions Of Male And Female Students. The Study Further Identified 30 Coping Strategies Employed By Students In Dealing With Academic Stress, Out Of Which Six Identified Coping Strategies Were Considered Important.

Dexter Voisin Et Al. (2016) Found That Mental Health Problems, Delinquent Behaviors, Juvenile Justice Involvement, Drug Use, Risky Sex, And Lower School Engagement Factors. Ahmed Waqas Et Al. (2015) Found That The Logistic Regression Was Run To Identify Associations Between The Group Of Stressors, Gender, Year Of Study, Student's Background, Stress, And Quality Of Sleep. A Very High Prevalence Of Academic Stress And Poor Sleep Quality Was Found Among Medical Students. Academic Stressors Contributed Significantly To Stress And Sleep Disorders In Medical Students. Samson. (2019) Found That Role Of Coping

In Stress, Majority Of Students Reported Moderate To Extremely Severe Levels Of Stress, Anxiety, And Depression. Students Mostly Used Problem-Focused Coping Strategies. A One-Way Manova Revealed Statistically Significant Differences Among The Levels Of Problem-Focused Coping. Smritikana Mitra Ghosh (2016) Observed That Students In Private Schools Have More Academic Stress Than Their Counterparts In Government Schools. Female Students Practiced Higher Academic Stress Than Male Students. Sibnath Deb Et Al. (2015) Found That Academic Stress Was Positively Correlated With Parental Pressure, The Mother's Occupation, And The Educational Levels Of The Parents. Ravi Thaker Et Al. (2014) Found That Central Board (Private) School Students Adopted Positive Coping Methods While Students Of State Board (Government) School Adopted Negative Coping Styles. Males Scored Higher Than Females On Stress Score And Later Had Positive Coping Strategies Whereas Former Perused Negative. Sanjeev Kumar Et Al. (2013) Conducted A Study On Stress Levels And Coping Strategies Of College Students, Found That Coping Strategy Was Higher In Boys Than Girls Of Their Respective Profession, But Physical Education Girls Had Higher Coping Strategies Than Boys And Girls Of Engineering. Hence, It Was Concluded That Physical Education Students Had Better Coping Strategies Than Engineering Students.

Significance Of The Study

The Study Has Unique Significance Because The Results Of The Study Can Be Used In Designing Of Policies To Improve The Performance Of The Tribal Teachers; And Through Improved Performance Of The Teachers, The Education Levels Of The Tribal Students Will Enhance, And Thereby Leading To The Development Of Holistic Society That Is Rich Due To Its Diversity.

Teachers Are Frequently Very Good At Thinking About The Well-Being Of Their Pupils. We Consider Ourselves To Have A Responsibility Of Care To Our Pupils. We Do Not Usually Think About Our Own Well-Being, Until It Is Too Late And We Are Sick. People Who Take On Caring Roles Are Often Not Good At Looking After Themselves. It Is Vital That We Manage Our Own Well-Being, As We Cannot Manage Pupils And Learning If We Cannot Manage Ourselves. Children Come In Every Day To School And More Or Less Do The Same Thing, Sometimes Having Slightly Better Or Worse Days. What Makes The Difference Is The Reaction Of The Adults Around Them. Taking Time To Manage Our Stress Is Essential In Order To Teach Effectively And To Help Students With Their Stress Around Learning.

Take A Moment And Think About All The Feelings Had Yesterday, From The Time You Got Up In The Morning, To The Time You Went To Bed. Possibly A Roller-Coaster Of Powerful, Awesome Feelings Which Can Change Dramatically In A Second. We Can Be In The Depths Of Despair One Minute And Then Elated The Next. We Were Most Likely Dealing With Students All Day Who Were Experiencing Wildly Unpredictable Emotions And Trying To Help Everyone. Teaching Is About Managing Relationships In An Intense, Public Arena All Day. Some Emotions Will Be Overwhelming And Difficult To Manage. They Will Not Be Helpful For Teaching And Learning.

The Role Of A Teacher Is Demanding And Many-Sided, And Thus, So Are The Stressors Whether It Be The Pressure To Perform, Finding Time To Master Learning Objectives Or That Dream Of Work-Life- Balance. While We Likely Can't Eliminate All Our Work-Related Stressors, There Are A Few Strategies To Support Stress Management For Teachers In Order To Better Manage Day-To -Day. Teacher Crisis Is Affecting Students' Educational Outcomes, Impacting Teachers' Health, The Authors Suggest Improving School Organization, Job Demands, Support And Autonomy, And Personal Emotional Resources For Teachers.

Therefore, The Researcher Has Taken Up This Study To Know The Stress Coping Of High School Teachers Working In Tribal Schools Of Thiruppathur District, Tamilnadu State On The Basis Of The Following Objectives For The Present Study.

Objectives

- To Find Out The Significance Of Stress Coping Among High School Teachers Working In Tribal Schools With Respect To Gender.

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- To Find Out The Significance Of Stress Coping Among High School Teachers Working In Tribal Schools With Respect To Locality.
- To Find Out The Significance Of Stress Coping Among High School Teachers Working In Tribal Schools With Respect To Subject Teaching.
- To Find Out The Significance Of Stress Coping Among High School Teachers Working In Tribal Schools With Respect To Type Of Family.

Hypotheses

- There Is No Significance Difference In The Stress Coping Among High School Teachers Working In Tribal Schools With Respect To Gender.
- There Is No Significance Difference In Among High School Teachers Working In Tribal Schools With Respect To Locality.
- There Is No Significance Difference In Stress Coping Among High School Teachers Working In Tribal Schools With Respect To Subject Teaching.
- There Is No Significance Difference In The Stress Coping Among High School Teachers Working In Tribal Schools With Respect To Type Of Family.

Method:

Descriptive Survey Research Method Has Been Used In Present Study.

Sample:

The Sample For The Investigation Was Drawn From The High School Teachers Working In Tribal Schools Located In Tirupathur District Of Tamilnadu State, By Using Simple Random Sampling Technique. It Comprises 125 High School Teachers Working In Tribal Schools.

Tools Used:

Stress Coping Mechanism Inventory Developed By Arockia Elizabeth Josephine (2017) Was Used In The Present Study.

Reliability Of The Tool

The Investigator Used Test – Retest Method In Establishing The Reliability Of The Tool On Stress Coping. The Response Of Both The Test And Retest Were Scored And The Correlation Co-Efficient Of 0.79 Was Found Between The Test And Retest. Thus The Reliability Of The Tool Was Established.

Hypothesis : 1

There Is No Significant Difference Of Stress Coping Among High School Teachers With Respect To Gender.

Table : 1: Stress Coping Among High School Teachers With Respect To Gender

Variable	Gender	N	Mean	T- Value	Level Of Significance	Remarks
Stress Coping Mechanism	Male	12	66.58	0.564	0.588	Ns
	Female	113	65.98			

From The Above Table 1 It Is Inferred That T Value Is 0.564, Which Is Less Than Table Value (2.58) At 0.01 Level Of Significance. Therefore, The Null Hypothesis Is Accepted. Hence, It Is Concluded That There Is No Significant Difference In Stress Coping Among High School Teachers Working In Tribal Schools With Respect To Gender. While Comparing The Stress Coping Mean Scores Of The Male High School Teachers Working In Tribal Schools Are Better Than The Female High School Teachers Working In Tribal Schools.

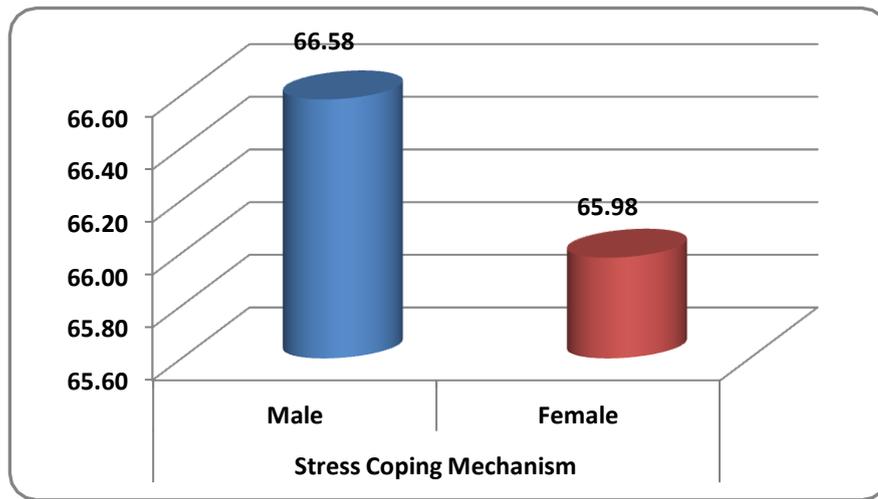


Figure: 1: Stress Coping Among High School Teachers With Respect

To GenderHypothesis :2

There Is No Significant Difference In Stress Coping Among High School Teachers With Respect ToLocality.

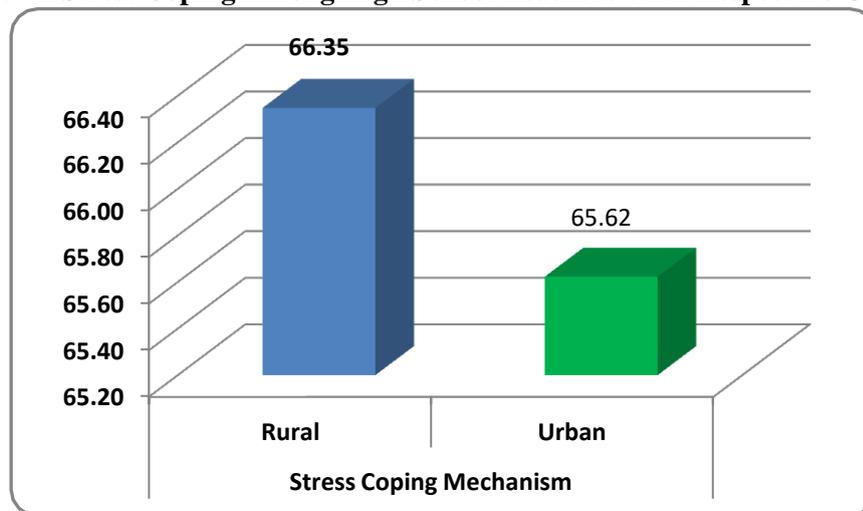
Table : 2: Stress Coping Among High School Teachers With Respect To Locality.

Variable	Locality	N	Mean	T- Value	Level Of Significance	Remarks
Stress Coping Mechanism	Rural	72	66.35	0.820	0.412	Ns
	Urban	53	65.62			

From The Above Table 2 It Is Inferred That T Value Is 0.820, Which Is Less Than Table Value (2.58) At 0.01 Level Of Significance. Therefore, The Null Hypothesis Is Accepted. Hence, It Is Concluded That There Is No Significant Difference In Stress Coping Among High School Teachers Working In Tribal Schools With Respect To Locality. While Comparing The Stress Coping Mean Scores Of The Rural High

School Teachers Working In Tribal Schools Are Better Than The Urban High School Teachers Working InTribal Schools.

Figure : 2:Stress Coping Among High School Teachers With Respect To Gender



Hypothesis :3

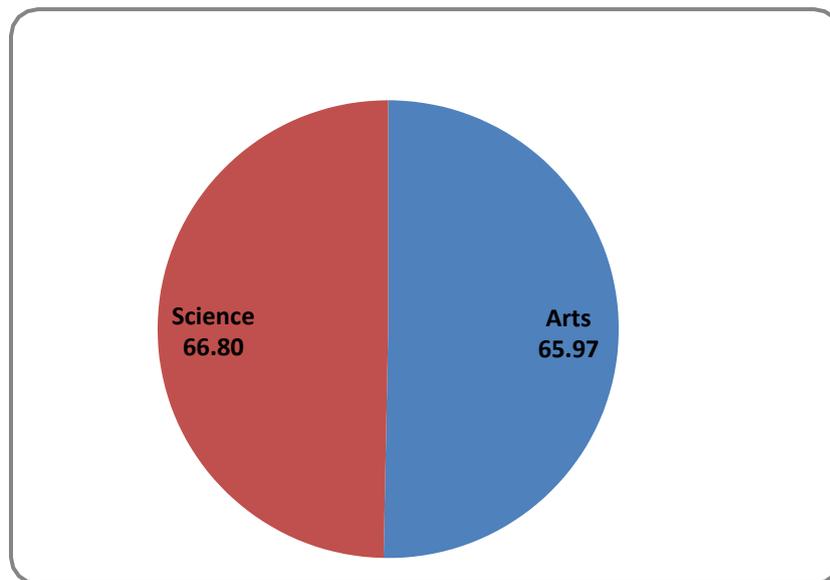
There Is No Significant Difference In Stress Coping Among High School Teachers With Respect To SubjectTeaching.

Table : 3: Stress Coping Among High School Teachers With Respect To Locality.

Variable	Subject Teaching	N	Mean	T- Value	Level Of Significance	Remarks
Stress Coping Mechanism	Arts	10	66.80	0.568	0.571	Ns
	Science	115	65.97			

From The Above Table 3 It Is Inferred That T Value Is 0.568, Which Is Less Than Table Value (2.58) At 0.01 Level Of Significance. Therefore, The Null Hypothesis Is Accepted. Hence, It Is Concluded That There Is No Significant Difference In Stress Coping Among High School Teachers Working In Tribal Schools With Respect To Subject Teaching. While Comparing The Stress Coping Mean Scores Of The Arts Subject High School Teachers Working In Tribal Schools Are Better Than The Science Subject High School Teachers Working In Tribal Schools.

Figure : 3: Stress Coping Among High School Teachers With Respect To Subject Teaching



Hypothesis :4

There Is No Significant Difference In Stress Coping Among High School Teachers With Respect To Subject Teaching.

Table : 4: Stress Coping Among High School Teachers With Respect To Locality.

Variable	Type Of Family	N	Mean	T- Value	Level Of Significance	Remarks
Stress Coping Mechanism	Nuclear Family	27	66.59	0.775	0.44	Ns
	Joint	98	65.89			

From The Above Table 4 It Is Inferred That T Value Is 0.775, Which Is Less Than Table Value (2.58) At 0.01 Level Of Significance. Therefore, The Null Hypothesis Is Accepted. Hence, It Is Concluded That There Is No Significant Difference In Stress Coping Among High School Teachers Working In Tribal Schools With Respect To Type Of Family. While Comparing The Stress Coping Mean Scores Of The Nuclear Family High School Teachers Working In Tribal Schools Are Better Than The Joint Family High School Teachers Working In Tribal Schools.

Major Findings Of The Study

Findings Related To Stress Coping Of High School Teachers Working In Tribal Schools.

- From The Table 1 It Is Inferred That T Value Is 0.564, Which Is Less Than Table Value (2.58) At 0.01 Level Of Significance. Therefore, The Null Hypothesis Is Accepted. Hence, It Is

Concluded That There Is No Significant Difference In Stress Coping Among High School Teachers Working In Tribal Schools With Respect To Gender. While Comparing The Stress Coping Mean Scores Of The Male High School Teachers Working In Tribal Schools Are Better Than The Female High School Teachers Working In Tribal Schools.

- From The Table 2 It Is Inferred That T Value Is 0.820, Which Is Less Than Table Value (2.58) At 0.01 Level Of Significance. Therefore, The Null Hypothesis Is Accepted. Hence, It Is Concluded That There Is No Significant Difference In Stress Coping Among High School Teachers Working In Tribal Schools With Respect To Locality. While Comparing The Stress Coping Mean Scores Of The Rural High School Teachers Working In Tribal Schools Are Better Than The Urban High School Teachers Working In Tribal Schools.
- From The Table 3 It Is Inferred That T Value Is 0.568, Which Is Less Than Table Value (2.58) At 0.01 Level Of Significance. Therefore, The Null Hypothesis Is Accepted. Hence, It Is Concluded That There Is No Significant Difference In Stress Coping Among High School Teachers Working In Tribal Schools With Respect To Subject Teaching. While Comparing The Stress Coping Mean Scores Of The Arts Subject High School Teachers Working In Tribal Schools Are Better Than The Science Subject High School Teachers Working In Tribal Schools.
- From The Table 4 It Is Inferred That T Value Is 0.775, Which Is Less Than Table Value (2.58) At 0.01 Level Of Significance. Therefore, The Null Hypothesis Is Accepted. Hence, It Is Concluded That There Is No Significant Difference In Stress Coping Among High School Teachers Working In Tribal Schools With Respect To Type Of Family. While Comparing The Stress Coping Mean Scores Of The Nuclear Family High School Teachers Working In Tribal Schools Are Better Than The Joint Family High School Teachers Working In Tribal Schools.

Suggestions For Further Research

- ✓ A Similar Study May Be Carried Out Drawing The Sample From College And University Teachers.
- ✓ Studies May Be Conducted To Know The Stress Coping Among Teachers At Variable Level.
- ✓ A Research Can Be Attempted To Know The Relationship Between Stress Coping And Academic Achievement Of Students.
- ✓ The Similar Study Conducted Among The Prospective Teachers.

Educational Implications

Teachers Stress Coping Is Dominant Important In The Effective Teaching. The Higher Mean In Stress Coping Of High School Teachers Indicates That Male Teachers Are More Effect In Their Teaching Then In Their Female High School Teachers Working In Tribal Area. The Study Also Through The Light On Various Strategies To Improve The Stress Coping Of High School Teachers.

Conclusions

Levels Of Teacher Stress Are A Growing Concern Across The Globe, With Both Short- And Long-Term Effects Of Stress Upon Teachers Being Researched. It Is Concluded That The High School Teacher Working In Tribal Schools Possess Integrated Stress Coping Further Female Teachers Are With More Integrated Stress Coping Then Male Teachers. Stress Coping Plays An Important Role In Teaching And Learning Process. The School Teachers Possess The Adequate Level Of Stress Coping Then Only The Student Community Immensely Benefited. Therefore Strengthening Stress Coping Among Tribal School Teachers Is Need Of The Hour. The Present Study Will Be Very Useful To The Policy Makers And Administrators In The Field Of Education. Sustained Monitoring Of Health And Well-Being By Teachers And Active Professional Support For

Teachers In Today's Schools Is Needed In Order For Quality Teaching And Learning To Be Upheld In A World That Is Ever Changing And Ever Challenging For Teachers And The Schools And Families They Serve.

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