

**STUDY OF STRESS MANAGEMENT OF SECONDARY SCHOOL TEACHERS****Indu Rathee**

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Abstract

Stress is an integral part of natural fabric of life. The present study conducted on the stress management of secondary school teachers. In the research procedure investigators has taken a sample of 100 teachers at secondary level schools of Sonapat district (HARYANA), out of which 50 working in Government and 50 working in Non-Government schools with using random sampling techniques. Stress Management inventory developed by Dr. Vanadana Kaushik (Udaipur) and Dr. Namarata Arora Charpe (Banasthali) is used. It is found that there is a significant difference between stress management of Government and Non-Government secondary school teachers.

Key words: *Stress Management of Secondary School Teachers*

Introduction:

Today everyone is in stress whether one acknowledges it or not. Nowadays stress becomes universal phenomenon. Abrol (1990) discussed about, Every person wants more and more for the attainment of pleasure, due to this competition is increased in every field of life and this competition generates stress among people no doubt the competition is must but we don't ignore its results. Workplace stress occurs when there are an imbalance the demands and perceived pressures of the work environment and an individual ability to cope. Teaching is becoming more challenging as a profession: a more paper work, more bureaucracy and more unruly classes. There is definitely a need of stress management for teachers. It is found that teacher work-related stress is a widespread problem. Large numbers of teachers report high levels of stress (Jarvis, 2002). Worldwide surveys reveal widespread concern about the effects of stress on teachers' sense of well-being and their willingness to stay in the profession. Compared to the general population, teachers are at risk for higher

levels of psychological distress and lower levels of job satisfaction (Schonfield, 1990). Borg (1990) reports that up to one third of teachers perceive their occupation as highly stressful. It is clear that teachers can be exposed to a number of sources of stress. Kyriacou (2001), reports that the main sources of teacher stress are teaching students who lack motivation, maintaining discipline in the classroom, confronting general time pressures and workload demands, being exposed to a large amount of change, being evaluated by others, having challenging relationships with colleagues, administration, and management, and being exposed to generally poor working conditions.

OBJECTIVES OF STUDY

1. To compare the stress management of teachers of Government and Non-Government secondary schools.
2. To compare the stress management of male and female teachers of Government secondary schools.
3. To compare the stress management of male and female teachers of Non-Government secondary schools.
4. To compare the stress management of male teachers of Government and Non-Government secondary schools.
5. To compare the stress management of female teachers of Government and Non-Government secondary schools.

HYPOTHESES OF STUDY

1. There is no significant difference between stress management of teachers of Government and Non-Government secondary schools.
2. There is no significant difference between stress management of male and female teachers of Government secondary schools.
3. There is no significant difference between stress management of male and female teachers of Non-Government secondary schools.

4. There is no significant difference between stress management of male teachers of Government and Non-Government secondary schools.

5. There is no significant difference between stress management of female teachers of Government and Non-Government secondary schools.

SAMPLE

The sample of the present study is drawn randomly from Government and Non-Government secondary schools of Sonapat district. The sample consists of 100 teachers (25 male and 25 female from Government secondary school and 25 male and 25 female from Non-Government secondary school teachers).

TOOL USED

“STRESS MANAGEMENT SCALE (SMS-KC) “developed by Dr.Vandana Kaushik (Udaipur) and Dr. Namrata Arora Charpe (Banasthali)

STATISTICAL TECHNIQUES

To analyze the data and interpret the data, the investigator used the following statistical techniques.

1. Mean and Standard Deviation
2. t-Test to compare group

ANALYSIS AND INTERPRETATION

Objective 1:

To compare the stress management of teachers of Government and Non -Government secondary schools.

Table 1

Shows the Mean, S.D. and t-value of teachers of Government and Non -Government secondary schools related to Stress Management

School	Number of Teachers	Mean	Standard deviation	't'-value	Level of significance at 0.05
Government school	50	132.34	9.110	13.54	Significant
Non-Government school	50	96.72	16.236		

Interpretation: It is observed from table 1 that t-value is 13.54, which is significant at 0.05 level. Thus null hypothesis “There will be no significant difference between stress management of teachers of Government and Non-Government secondary schools” is rejected. This shows that there is difference between the stress management of Government and Non-Government secondary school teachers.

Objective 2

To compare the stress management of male and female teachers of Government secondary schools.

Table 2

Shows the the Mean, S.D. and t-value of Male and Female teachers of Government secondary schools related to Stress Management

Government school Teacher	Number of teachers	Mean	Standard deviation	't'-value	Level of significance at 0.05
Male	25	130.16	6.7337	0.05558	Not Significant
Female	25	134.52	9.2045		

Interpretation: It is observed from table 2 that t-value is 0.05558 which is not significant at 0.05 levels. Thus null hypothesis “There will be no significant difference between stress management of male and female teachers of Government secondary schools.” is accepted. This shows that there is no difference between the stress management of male and female Government secondary school teachers.

Objective 3:

To compare the stress management of male and female teachers of Non-Government secondary schools.

Table 3

Shows the Mean, S.D. and t-value of male and female teachers of Non -Government secondary schools related to Stress Management

Non-Government school Teacher	Numbers of teachers	Mean	Standard deviation	't'-value	Level of significance at 0.05
Male	25	96.92	17.1121	0.931069	Not Significant
Female	25	96.52	15.663		

Interpretation: It is observed from table 3 that t-value is 0.931069 which is not significant at 0.05 level. Thus null hypothesis “There will be no significant difference between stress management of male and female teachers of Non-Government secondary schools” is accepted. This shows that there is no significant difference between the stress management of Non -Government male and female secondary school teachers.

Objective 4:

To compare the stress management of male teachers of Government and Non-Government secondary schools.

Table 4

Shows the Mean, S.D. and t-value of Male Teachers of Government and Non - Government secondary schools related to Stress Management

Male	Number of teachers	Mean	Standard deviation	't'-value	Level of significance at 0.05
Government school	25	130.16	6.7337	8.5213	Significant
Non-Government school	25	96.92	17.1121		

Interpretation: It is observed from table 4 that t-value is 8.5213, which are significant at 0.05 levels. Thus null hypothesis “There will be no significant difference between stress management of male teachers of Government and Non-Government secondary schools.” is rejected. This shows that there is difference between stress management of Government and Non-Government male secondary school teachers.

Objective5:

To compare the stress management of female teachers of Government and Non-Government secondary schools

Table 5

Shows the Mean, S.D. and t-value of Female teachers of Government and Non - Government secondary schools related to Stress Management

Female	Number of teachers	Mean	Standard deviation	't'-value	Level of significance at 0.05
Government school	25	134.52	6.7337	6.8560	Significant
Non-Government school	25	96.52	15.663		

Interpretation: It is observed from table 1.5 that t-value is 6.8560 which are significant at 0.05 levels. Thus null hypothesis “There will be no significant difference between stress management of female teachers of Government and Non-Government secondary schools.” is rejected . This shows that there is difference between the stress management of Government and Non-Government female secondary school teachers.

Conclusion:

On the basis of the discussion of results and findings of the study, it is concluded that-

There is significant difference between the stress management of Government and Non-Government secondary school teachers. Government school teachers have better stress management. This means that there is high level of pressure on the minds of non-government school teachers as compared to those of government teachers. There is no significant difference between the stress management of male and female Government secondary school teachers. There is no significant difference between the stress management of Non - Government male and female secondary school teachers. There is a significant difference between stress management of Government and Non-Government male secondary school teachers. Stress management of government male teachers is better as compared to those of non-government male teachers. There is a significant difference between the stress management of Govt. and Non-Government female secondary school teachers. Stress management of non-government female teachers is high as compared to those of government female teachers.

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