



Study of Stress Management among Teachers in Relation to Life Style

Dr. Navkiran Kaur

Assistant Professor, Baba Mangal Singh Institute of Education, Moga

ABSTRACT

The present study analyses the relationship between stress management and life style among teachers. The total sample of 100 school teachers were taken. Sample was collected through random sampling technique. The study test of stress management by Singh and Srivastava (2001) and Life Style Scale by S.K Bawa (2010) were administered. The major findings of the study revealed that there exists significant difference between stress management and life style of male and female teachers. There exist significant relationships between stress management and life style of teachers.

Key Words: Stress Management, Life Style, Teachers.

Introduction

Man is a rational being, being a rational, always try to solve the problems or face the situations with courage that is not possible without intelligence. A person, who handles the entire novel or crucial situations very carefully, we call him an intelligent person. Intelligence helps every person i.e. a student, a shopkeeper, a leader and especially a teacher, to deal effectively with the situation and to take right decision at right time because teacher has to face many problems in school and has to give guidelines to the students. Teachers are the central character in education, facilitators of learning and knowledge. Teacher's character, competence and their moral commitment deeply affected the students. They often suffer from stress particularly when they have to perform certain roles to meet their incompatible expectations. Sources of the stress are poor working conditions, lack of infrastructure, low salary, heavy work load, lack of cooperation and student's behaviour, etc. Stress is a normal psychological and physical reaction to the demands of life. Unfortunately, the nonstop stress of modern life means that our alarm system rarely shuts off. That's why, stress management is so important and gives the tools to reset our alarm system. Stress management is a large family of techniques which can be used to help people to cope with stress. These techniques range from methods to reduce the occurrence of stress to techniques which can be used by people who feel overwhelmed by stress. A number of approaches are currently being used to treat and control stress responses. Major methods include stress management, relaxation techniques, meditation, bio feedback and drugs, all can have therapeutic psychological effects. A way to deal with stress is to apply multiple techniques to prevent or reduce in life style also plays a positive role in managing stress. So life style change is must to cope with stress.

Definitions

Stress management

Jeanie Civil (2003) defines "All the behavior to erase the aversive effects of the stress are coping behavior."

Life style

Collins English Dictionary (2016) defines "lifestyle as a set of attitudes, habits or possessions associated with a particular person or group."

Review of related Literature

Studies related to stress management

Vijaya (2019) aimed at studying the stress, coping strategies and job satisfaction among teachers in relation to their gender, work experience and work sector. The findings of the study exposed that there found no significant difference between male and female teachers with respect to stress, coping strategies and job satisfaction. There found no significant difference between government and private school teachers in respect to stress, coping strategies and job satisfaction. There is partial relationship between gender and work experience with respect to stress, coping strategies and job satisfaction among teachers. There is a partial relation between gender and work sector with respect to coping strategies.

Mohan et al (2020) conducted a study that attempted to study the correlation between mindfulness, perceived stress and coping strategies and further assessed gender differences in these variables. Result revealed that there were significant gender difference on coping styles between males and females. Overall, females scored higher than males on engagement and disengagement coping strategies and less on perceived stress.

Studies related to life style

Lata and Sharma (2019) studied teacher effectiveness of elementary school teachers in relation to work motivation and job satisfaction. Descriptive survey method of research was used for this study. A sample of 400 elementary school teachers from government schools of Himachal Pradesh was selected by random sampling technique. Teacher Effectiveness Scale by Kulsum (2000), Work Motivation Scale by Aggarwal (2012) and Teacher Job Satisfaction Scale by Sharma and Singh (1994) were used to collect the data. Mean, S.D., partial correlations and multiple correlations were used to analyze the data. The findings of the study revealed that teacher effectiveness and work motivation of elementary school teachers correlated positively and significantly with each other irrespective of their level of job satisfaction. Work motivation and job satisfaction did not contribute significantly to the teacher effectiveness of elementary school teachers. The study also found no significant correlation between teacher effectiveness and job satisfaction of elementary school teachers irrespective of their level of work motivation.

Ibrahim (2020) conducted a broadly similar study to investigate job satisfaction among 517 teachers in Libya. The demographic variables examined were gender, teaching level, marital status and qualifications, while the five dimensions of the questionnaire were working conditions, incentives, salary, interpersonal relationships and the principal. Job satisfaction was high overall, at around 75 per cent, and the most significant contributory factor was the relationship with the principal, followed by conditions, while teachers were less satisfied with salary and incentives. Greater satisfaction was shown by male teachers than females when it came to relationships with colleagues and the principal, as well as incentives. Teachers with higher qualifications showed less satisfaction than the less well-qualified, but there were no significant differences related to marital status or teaching level.

Statement of the problem

STUDY OF STRSS MANAGEMENT AMONG TEACHERS IN RELATION TO LIFE STYLE.

Objectives of the Study

Following objectives were set in the present study:

1. To study the Stress Management among teachers.
2. To study the Life Style among teachers.
3. To find out the significant difference between Stress Management among teachers with respect to gender.
4. To find out the significant difference between Life Style among teachers with respect to gender.
5. To find out the significant relationship between Stress Management and Life Style among teachers.

Hypotheses of the study

In conronance with objectives, following hypotheses were framed for verification in the present study.

1. There will be no significant difference between Stress Management among teachers with respect to gender.
2. There will be no significant difference between Life Style among teachers with respect to gender
3. There will be no significant relationship between stress management and Life Style among teachers.

Tools Used

1. Stress Management Scale by Sing and Srivastava (2001)
2. Life Style Scale by S.K Bawa (2010)

Methodology

The present study was a descriptive study that was conducted on the 100 school teachers of Moga district. The sample was further categorized on the basis of gender- male and female.

Result and Discussion

Objective 1: To study stress management among teachers.

Table 1 showing the stress management of teachers

GROUP	NO OF TEACHERS	PERCENTAGE
High Stress Management	22	22

Low Stress Management	78	78
Total	100	100%

Table1 shows that the stress management of teachers. 22% of the teachers are having high stress management tendency and 78% teachers are having low stress management tendency. It means that most of the teachers having the low stress management tendency.

Objective 2: To study the life style among teachers

Table 2 showing the life style of teachers

GROUP	NO OF TEACHERS	PERCENTAGE
High Life Style	66	66%
Low Life style	34	34%
Total	100	100%

Table 2 shows that the lifestyle of teachers. 66% of the teachers are having high lifestyle and 34% teachers are having low lifestyle. It means that most of the teachers are having the high life style.

Hypothesis 1: There will be no significant difference between stress management among teachers with respect to gender.

Table 1showing the mean, S.D., S.ED, t-ratio of stress management of male and female teachers.

Stress Management	No of teachers	Mean	S.D	S.ED.	t-value	Level of Significance
Male	50	78	11.22	2.47	2.80	Significant at 0.05 and 0.01 level
Female	50	81	8.00			

Table 1 shows the stress management of male and female teachers. The mean score of male teachers is 78 and the mean score of female teachers is 81. The S.D. of male teachers is 11.22 and the S.D. of female teachers is 8.00. The S.ED of male and female teachers is 2.47. The calculated t-ratio is 2.80. But tabulated t-ratio at point 0.05 level is 1.97 and at 0.01 point level is 2.60. Our calculated t-ratio is 2.80 which is more than tabulated value at both levels. So there is significant difference between stress management of male and female teachers at both 0.01 and 0.05 level. Hence hypothesis is rejected. It means that there is significant difference between stress management of male and female teachers.

Hypothesis No. 2. There will be no significant difference between life style among teachers with respect to gender.

Table 2 shows the mean, S.D., S.ED, t-ratio of stress management of male and female teachers.

Life Style	No of teachers	Mean	S.D	S.ED.	t-Value	Level of Significance
Male	50	80	10.22	2.51	2.05	Significant at 0.05 and 0.01 level
Female	50	85.5	11.20			

Table2 shows the life style of male and female teachers. The mean score of male teachers is 80 and the mean score of female teachers is 85.5. The S.D. of male teachers is 10.22 and the S.D. of female teachers is 11.20. The S.ED of male and female teachers is 2.51. The calculated t-ratio is 2.05. But tabulated t-ratio at point 0.05 level is 1.97 and at 0.01 point level is 2.60. Our calculated t-ratio is 2.05 which is more than tabulated value at both levels. So there is significant difference between life style of male and female teachers at both 0.01 and 0.05 level. Hence hypothesis is rejected. It means that there is significant difference between life style of male and female teachers

Hypothesis No : 3 : There will be no significant relationship between stress management and life style among teachers.

Table:3 showing the co-efficient of correlation between stress management and life style

S. No.	Variables	No. of Teachers	Correlation	Level of Significance
1	Stress Management	100	0.25	Significance at 0.05 and 0.01 level
2	Life style	100		

Table 3 represents the correlation between stress management and life style of teachers. The correlation between them is 0.25. It shows the positive correlation between them. The tabulated value of 'r' at 0.05 level is 0.138 and 0.01 point level is 0.181. The calculated value of 'r' is greater than tabulated at both the levels. Hence hypothesis is rejected. It means there is a significant positive relationship between stress management and life style of teachers.

Conclusion

- 22% of the teachers are having high stress management and 78% teachers are having low stress management. It means that most of the teachers having the low stress management.
- 66% of the teachers are having high life style and 34% of the teachers are having low life style. It means that most of the teachers are having high life style.
- There exist significance of difference between stress management of male and female teachers.
- There exist significance of difference between life style of male and female teachers.
- There exist significant relationship between stress management and life style of teachers.

Educational implications

On the basis of the findings of the present study a few educational Implications are indicated as follows:

- It could help in organizing guidance programme on stress management for teachers.
- It will help the teachers to reduce the stress in daily life.
- It will help the teachers to develop in spite which further lead to self realization.
- These results will be very beneficial in the development of personality of the teachers.
- These results will give immense help to researchers, guidance workers, teachers and counselors to develop and select suitable methods of their teachers.

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