

A STUDY ON STRESS MANAGEMENT AMONG EFFECTIVE TEACHERS

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ABSTRACT

Since teachers are at the top of the educational pyramid, their function is vital in their pupils' intellectual, emotional, social, and moral growth. A teacher's job is not easy. To properly teach and learn, a teacher must be able to deal with stress. Given the importance of instructors in the educational process, it is crucial to constantly urge them to do their best. Effective and ineffective instructors share many personal and professional traits. The study examines the stress management of effective teachers using Stress Management Scale. Singh and Srivastava's Stress Management Scale was used to assess effective and ineffective teachers' stress management skills

Keywords

Stress Management, Effective Teachers, Stress Management Scale, Effect of Stress on Teaching

1. INTRODUCTION

It is the period of student- centered education, where all educational activities are done for a student's whole growth. Since teachers are at the top of the educational pyramid, their function is vital in their pupils' intellectual, emotional, social, and moral growth. A teacher's job is not easy. Every level of education, primary, elementary, secondary, and higher, requires certain activities. Stress is a major concern for the working class. It is vital in the teaching profession that teachers manage their stress well in order to sustain their performance. Stress is increasingly defined as a negative psychological condition involving cognitive and emotional components, with significant health consequences.

2. Understanding Teachers' Stress

A teacher's stress is characterised by Kyriacou (1987) as "unpleasant emotions stemming from parts of job as a teacher". According to this definition, Teacher Stress is an unpleasant emotion experienced by a teacher as a result of parts of their job that threaten their mental and physical health. Teachers today encounter significant levels of stress that can affect their

health, longevity in the profession, and student interactions. The notion that demands create a harm to self-esteem and coping strategies triggered to decrease the perceived threat are described as a reaction syndrome by Gelvin (2007).

To properly teach and learn, a teacher must be able to deal with stress. Given the importance of instructors in the educational process, it is crucial to constantly urge them to do their best. Effective and ineffective instructors share many personal and professional traits. A teacher's personal attributes do influence his/her professionalism in various ways, both positive and negative, and understanding these traits can help improve instructors as required by the educational system. So, the current study aims to investigate the link between stress management and teaching efficacy.

3. Research Methodology

The current study examines the relationship between effective and ineffective teachers' stress management. The study sample consisted of 386 teachers chosen at random. Instructors who scored 350 or more out of 600 on the Kulsum Teacher Effectiveness Scale were deemed effective, while teachers who scored less than 250 were deemed ineffective.

3.1 Scale Used - Stress Management Scale

Dr. Pushpraj Singh and Dr. Anjali Srivastava's Stress Management Scale was used to assess effective and ineffective teachers' stress management skills. It is a standard stress management scale for Indian settings that objectively measures stress management ability. It is a 5-point scale. It has 30 things. There were 5 strong agrees, 4 agrees, 3 undecideds, 2 disagrees and 1 strongly disagrees. A respondent can score from 30 to 150. It has been demonstrated that this scale is test-retest reliable. Test-retest reliability was 0.79 and divided half reliability was 0.83, both acceptable. After the content was examined and face legitimacy established, the purpose of the next stage was to collect data from the sampled teachers.

4. Data analysis

Based on the study aims, the data was collected and analysed. To fulfill the same, hypotheses have been set.

H₁- There is significant relationship between teacher effectiveness and stress management of the effective and ineffective teachers working in colleges.

H₀₁-There is no significant relationship between teacher effectiveness and stress management of the effective and ineffective teachers working in colleges.

H₂- There is significant relationship between teacher effectiveness and stress management of the male effective and ineffective teachers working in colleges.

H₀₂-There is no significant relationship between teacher effectiveness and stress management of the male effective and ineffective teachers working in colleges.

H₃- There is significant relationship between teacher effectiveness and stress management of the female effective and ineffective teachers working in colleges.

H₀₃-There is no significant relationship between teacher effectiveness and stress management of the female effective and ineffective teachers working in colleges.

Table 1: Values of 'r' and significance of 'r' between teacher effectiveness and stress management of the effective and ineffective teachers

	Group	N	Value of 'r'	Significance of 'r'	Result
Overall	Effective teachers	200	0.66275	12.45	Significant**
	Ineffective teachers	186	0.50526	7.98	Significant**
Male	Effective teachers	100	0.54509	6.43	Significant**
	Ineffective teachers	98	0.48194	5.38	Significant**
Female	Effective teachers	100	0.56946	6.85	Significant**
	Ineffective teachers	88	0.38679	3.88	Significant**

For effective and ineffective instructors, the computed values of 'r' (correlation) between teacher effectiveness and stress management are 0.66275 and 0.50526, respectively. For effective and ineffective teachers, the significance of 'r' (correlation) is 12.45 and 7.98, respectively, which is significant at the 0.01 level of significance. With both competent and ineffective groups of instructors, these findings reveal a significant moderate positive connection between teacher effectiveness and stress management. For effective and unsuccessful male instructors, the computed values of 'r' (correlation) between teacher effectiveness and stress management are 0.54509 and 0.48194, respectively. For competent and ineffective teachers, the significance of 'r' (correlation) is 6.43 and 5.38, respectively, which are significant at the 0.01 level of significance. With both effective and ineffective groups of male instructors, these findings reveal a significant moderate positive connection between teacher effectiveness and stress management. For effective and unsuccessful female instructors, the computed values of 'r' (correlation) between teacher effectiveness and stress management are 0.56946 and 0.38679, respectively. The significance of 'r' (correlation) for effective and ineffective teachers is 6.85 and 3.88, respectively, which is significant at the 0.01 level. With both effective and ineffective groups of female instructors, these findings reveal a significant moderate positive connection between teacher effectiveness and stress

management.

5 Implications of the study

It has been discovered that teacher effectiveness has a moderately good link with stress management. According to the findings of the study, a teacher's stress management approaches or coping mechanisms have a reasonable relationship with his or her efficacy. Teachers in today's rapidly developing higher education are required to perform a wide range of activities in order to meet their social and professional responsibilities, which causes them stress. It is a well-known fact that a teacher's stress level is influenced by the specific stressors that he or she encounters at work, such as daily interactions with students, coworkers, and the incessant and fragmented demands of teaching in general, which can lead to overwhelming pressures and challenges, as well as their assessment of the stressor and their perceived ability to cope with stress or manage their stress. Though stress at a modest level is unavoidable and can lead to motivation, chronic stress in a teacher (if left mismanaged) can have negative consequences for the teacher's efficacy, which could be a factor in the failure of an effective teaching-learning process. Long-term teacher stress, according to Kyriacou and Sutcliffe (1978), leads to job unhappiness, a deterioration in teacher-student relationship, and a reduction in teacher effectiveness in reaching educational goals. Teachers Sabu and Jangiah's efficiency has been harmed as a result of increased occupational stress (2005). Teachers who are able to better manage their stress or keep stress levels under control appear to be able to progress their teaching learning process more successfully than teachers who are unable to manage their stress, according to the findings of this study. The findings of this study are consistent with those of Nahavandi and Malekzedah (1999), who found that by effectively managing stress, educators and schools can benefit by allowing for more productive personal and professional lives, limiting absenteeism, and transitioning from poor to good performance. Teacher effectiveness refers to a teacher's ability to achieve the highest level of efficiency and productivity possible, which can only be achieved when a teacher uses a skilled coping strategy or has the ability to manage his or her stress in the way that is desired from a teacher in a given stressful situation. The findings of the study highlight the importance of a teacher's stress management skills in generating internal power within a teacher to combat over stress in the workplace, as it was discovered that teachers who rated themselves as "better in stress management" in their self-reports were more effective than those who rated themselves as "less capable in stress management." When male and female teachers were studied independently, there was no significant gender difference in the degree and direction of the association.

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