



“A STUDY ON STRESS MANAGEMENT SKILLS OF TEACHER TRAINEES OF COLLEGES OF EDUCATION”

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Abstract

The present study was conducted to find The Stress Management Skills of Teacher Trainees of Colleges of Education and whether a significant difference exists in Stress Management Skills of Teacher Trainees of Colleges of Education with respect to their gender, Locality and stream. The data for Stress Management Skills was collected from 80 Teacher Trainees of Colleges of Education. The Teacher Trainees were selected from Colleges of Education affiliated to Chamarajanagara University. Survey method was adopted for the study. The Stress Management Skills constructed by Researcher was used for collection of data. Percentage analysis test and one way ANOVA were used for analysis of data. The results showed that there is no significant difference in Stress Management Skills of male and female Teacher Trainees, Rural and urban Teacher Trainees and Science, Arts and Commerce Teacher Trainees that is 73.75% of teacher trainees possess high stress management skills, 26.25% of teacher trainees were found to have average stress management skills and 00% of the students were found to have a low stress management skills.

Key words: Stress Management Skills, Teacher trainees.

1. INTRODUCTION

Stress is mental tension caused by demanding, taxing or burdensome circumstances. Stress doesn't just affect our mental state and mood, also affects our physical health as well. When we are much stressed, a hormone called cortisol is released into our bloodstream, suppressing the functioning of our immune, digestive and reproductive systems. That is why it is so important to practice stress management in order to keep our mind and body healthy.

Stress is actually a survival response when our body thinks that it is in danger. That is why our sympathetic nervous system kicks in and makes our heart rate increase and gives us a burst of the energy hormone, adrenaline, so that we can deal with whatever situation is being thrown at us.

Effective management of stress can benefit the both professional and personal life of individuals. Stress management comprises strategies proposed to equip a person with successful problem management mechanism. to manage internal pressure. “**Stress Management** refers to the wide spectrum of techniques and psychotherapies aimed at controlling a person's levels of stress, especially chronic stress, usually for the purpose of improving everyday functioning.” “it is a technique developed to help individuals to cope with or lessen the physical and emotional effects of everyday life pressure.” Stress management may explain healthier ways to manage pressure, can help to minimize its damaging effects and stop pressure from rising uncontrollable again in the future. Stress management involves changing the stressful situation when it is possible; and when it is not possible, changing reaction to the stressful situation. The initial step is usually to identify the true sources of stress in your life.

Stress Management Skills

The skills that enable an individual to identify and control stress. Is referred as stress management. In the process of stress management, in order to prevent the stress from occurring at the outset the individuals adopt strategies. But the strategies of stress management varies from person to person based on individual's stressors. The individuals adopt various stress management skills that can implement to handle the stress effectively. Some approaches that address stress physically and psychologically and helps to develop the skill of resilience are broadly classified as follows.

1. Action Orientated Approaches: used to take action to change a stressful situation
2. Emotion-oriented approaches: used to change the way we perceive a stressful situation
3. Acceptance-oriented approaches: used for dealing with stressful situations you can't control

2. NEED AND IMPORTANCE OF THE STUDY

In the present advanced, and competitive world the students are experiencing stress to reach their goal. The aspirations of educational institutions, teachers, peer pressure and pressure of highly ambitious parents cause stress among students. This leads to imbalance in the physical and mental development in turn affecting their mental health. Research studies also support the view that stress has become one of the impediment in the development. The New York University publication affirms that the biggest factor of stress is academic in nature. The study of Dusselier (2015) revealed that most of the emotional and physical symptoms among student population is because of stress.

The students with stress especially before the term and exams suffer from symptoms like restlessness, inability to concentrate, not confident about their studies, continue to procrastinate important things, irritability, anxiety, depression, negative self-image, low self-esteem, lack of interest, and the like. These symptoms indicate that the student could be under continuous stress. According to Hans Selye, stress is not something necessarily bad. Stress that leads to creativity and productivity may be desirable against that which affects creativity and productivity. Therefore it is the stress with a negative impact that needs to be managed.

The stress among teacher trainees leads to the problems of adjustment in their future career of teaching. If they acquire enough knowledge of stress causing factors in the academic environment and skills of managing the stress makes them capable to perform the multiple tasks in the classroom and in the community. Hence it is essential that the teacher trainees should possess enough level of stress management of skills important role in the management of stress among individuals. Hence the researcher had taken up the study to know the stress management skills of teacher trainees of colleges of education.

3. STATEMENT OF THE PROBLEM:

The study has been entitled as,

“A STUDY ON STRESS MANAGEMENT SKILLS OF TEACHER TRAINEES OF COLLEGES OF EDUCATION ”

4. OBJECTIVES OF THE STUDY:

The following are the objectives of the study:

1. To study the stress management skills of Teacher Trainees of colleges of education.
2. To study whether there is a significant difference between stress management skills of male and female Teacher Trainees of colleges of education.
3. To study whether there is a significant difference between stress management skills of rural and urban Teacher Trainees of colleges of education.

4. To study whether there is a significant difference among stress management skills of arts science and commerce Teacher Trainees of colleges of education.

5. HYPOTHESES:

1. There is no significant difference between stress management skills of male and female Teacher Trainees of colleges of education.
2. There is no significant difference between stress management skills of rural and urban Teacher Trainees of colleges of education.
3. There is no significant difference between stress management skills of arts science and commerce Teacher Trainees of colleges of education.

6. VARIABLES OF THE STUDY:

The following are the variables of the study:

❖ Main variables:

- Stress management skills

❖ Background variables:

- Gender
- locality
- Stream

7. OPERATIONAL DEFINITION OF THE KEY TERMS:

❖ Stress Management Skills:

Stress management skill is describe an individual's ability to understand the causes and feelings of tension or anxiety. **Stress** is often thought of as a condition, or feeling, experienced when an individual perceives that demands exceed the personal and social resources of the individual.

In the present study it refers to management of stress effectively various strategies based on Action-Orientated Approaches, Emotion–Orientated Approaches and Acceptance-Orientated Approaches of Teacher Trainees of Colleges of Education.

In the present study the Stress Management Skills of Teacher Trainees of Colleges of Education is represented by the scores obtained by Teacher Trainees on Stress Management skills scale developed by researcher.

8. METHOD OF THE STUDY: THE STUDY IS DESCRIPTIVE RESEARCH METHOD AND SURVEY METHOD IS USED TO COLLECT THE DATA.

9. SAMPLE OF THE STUDY:

The sample for the present study consists of 80 teacher trainees of colleges of education were selected from various Colleges of Education affiliated to Chamarajanagara University using simple random sampling technique.

10. TOOLS USED FOR DATA COLLECTION:

❖ **Stress management skills Scale** - constructed by Investigator

Content validity: the item of stress management skills were examined by the expert from the field of education and psychology. the stress management skills scale was found to have content validity because the expert found that the item fairly represented the concept.

Reliability of the scale: Cronbach's Alpha method was employed to determine the reliability of the teacher trainees stress management skills scale. cronbach's alpha reliability was found to be .815 which indicates good reliability .hence the tool was considered suitable to use the present study.

11. STATISTICAL TECHNIQUES:

The following statistical techniques were adopted to analyze the data:

- **Percentage analysis**
- **'t' test**
- **Chi-square test**

ANALYSIS AND INTERPRETATION OF THE DATA:

Table No 1: Showing the percentages of Teacher Trainees possessing various levels of Stress management skills.

Level of stress management skills	Frequency	Percent
Low	00	00.00
Average	21	26.25
High	59	73.75
Total	100%	100%

Table1 No. reveals that 73.75% of teacher trainees possess high stress management skills, 26.25% of teacher trainees were found to have average stress management skills and 00% of the students were found to have a low stress management skills.

Hypotheses 1

There is no significant difference between Stress management skills of male and female Teacher Trainees of colleges of education.

Table No 2: Showing the number, mean scores, SD, t-value and level of significance for Stress management skills of male and female Teacher Trainees.

Variable	Gender	N	Mean	S.D	Df	't' Value	Level of Significance
Stress management skills	Male	14	186.35	18.33	78	0.70	NS
	Female	66	181.45	18.84			

NS - not significant

Table No 2 shows that the obtained 't' value of 0.70 is less than the tabled 't' value of 1.99 at 0.05 level of significance for degrees of freedom 78. Therefore hypothesis 1 is accepted and it is concluded that there is no significant difference between Stress management skills of male and female Teacher Trainees of colleges of education.

Hypotheses 2

There is no significant difference between stress management skills of rural and urban Teacher Trainees of colleges of education.

Table No 3: Showing the number, mean scores, SD, t-value and level of significance for Stress management skills of rural and urban Teacher Trainees.

Variable	Gender	N	Mean	S.D	Df	't' Value	Level of Significance
Stress management skills	Rural	34	179.91	19.27	78	0.54	NS
	Urban	46	184.08	18.33			

NS - not significant

Table No 3 shows that the obtained 't' value of 0.54 is less than the tabled 't' value of 1.99 at 0.05 level of significance for degrees of freedom 78. Therefore hypothesis 2 is accepted and it is concluded that there is no significant difference between stress management skills of rural and urban Teacher Trainees of colleges of education

Hypotheses 3

There is no significant different between stress management skills of arts science and commerce Teacher Trainees of colleges of education

Table No. 4: Summary table of One Way ANOVA of stress management skills of arts science and commerce Teacher trainees of colleges of education

Source of Variance	Sum of Squares	df	Mean square	F- value	Level of Significance
Between Group	1424.768	2	710.884	2.08	NS
Within Group	26309.419	77	341.681		
Total	27731.187	79			

NS- Not Significant

Table No. 4 shows that the obtained 'F' value of 2.08 is less than the tabled 'F' value of 4.88 at 0.05 level of significance for the degrees of freedom 2 and 79. Therefore hypothesis 3 is accepted and it is concluded There is no significant different between stress management skills of arts science and commerce Teacher Trainees of colleges of education.

13. FINDINGS OF THE STUDY:

- ❖ It was found that 73.75% of teacher trainees possess high stress management skills, 26.25% of teacher trainees were found to have average stress management skills and 00% of the students were found to have a low stress management skills.
- ❖ There is no significant difference between stress management skills of male and female Teacher Trainees of colleges of education.
- ❖ There is no significant difference between stress management skills of rural and urban Teacher Trainees of colleges of education.
- ❖ There is no significant different between stress management skills of arts science and commerce Teacher Trainees of colleges of education.

14. EDUCATIONAL IMPLICATIONS: The significant stress is high 73.75% of teacher trainees of colleges of education so through organizing many seminars, conference stress management programs, and life skills training .students to better prioritize new responsibilities, leaving them more time for sleep and activities, which have been shown to reduce stress .additionally working towards or maintaining healthy sleep habit helps individuals well balanced of stress.

15. CONCLUSION: Stress comes about because our mind is everywhere, either regretting the past or glorifying the future. That is why we should develop certain stress management skills to cope up with stress in our daily activities and be able to adore a healthy life.

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