

Stress Management of Gender- A study of Secondary School Teachers of Kashmir Division.

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ABSTRACT

The purpose of this paper is to study and compare the stress management of secondary school teachers with respect to gender. Usable questionnaires were collected from 324 teachers in secondary schools. The research design for the current study is a combination of exploratory, quantitative and descriptive. The research method used in this particular study involves the use of descriptive hypothesis testing. The results indicated that stress management vary according to gender and the stress management among both the genders is also found to be significant. The stress management of teachers should be developed among the teachers especially female teachers. In schools, the whole environment should be such so that their stress levels should be decreased and therefore they can actively manage their daily day to day life problems.

Keywords: *Teacher Stress Management, Quantitative, Exploratory, Descriptive, Secondary School.*

INTRODUCTION

Education is the process of instruction aimed to develop the knowledge, skills, attitude or character of individuals for preparing them to live in a meaningful way (**John Dewey 1944**).According to (**Singh and Nath, 2005**) and (**Shashi,**

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2007) the etymological roots of the word” Education are in the Latin expression for root or train. It is education that makes an individual rational. Education is a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity. Education is stabilizer of social order, conservator of culture, an instrument of change and social reconstruction. Education is a process that goes on throughout life, and is promoted by almost every experience in life (**S.S. Mackenzie**). An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers.

All educational thinkers, policymakers, administrators and all educational committees and commissions hold that the effectiveness of instruction depends vitally upon the quality of the teacher, who is the pivot of an educational system.

Stress Management

Modern era is the era of science and technology where everyone is striving to excel in his/her field whether it is at home or at work place. In this modern era, stress has become a universal phenomenon that essentially manifests itself in every human as a result of pressure emanating from several experiences or challenging situations. The concept of stress was first introduced in the life sciences by **Selye Hans in 1936**. It was derived from the Latin word

‘stringere’; that means the experience of physical hardship, starvation, torture and pain. Stress is an abnormality in behavior, psychology, and emotional outburst, restraint in performing day-to-day routine work or physiological changes in human being. Stress is a complex concept. It can be routine stress at home, at school and at work, might fairly begin individually, but collectively they could create great strain. Stress management is a means to enhance coping with external stressors and their internal consequences. Stress management has three broad options—prevent or control, escape from it, or learn to adopt it. As prevention is better than cure, steps should be taken to prevent the occurrence of stress rather than treat its harmful effects or bear a heavy cost when the damage is already done. Effective stress management can be done at the individual level and at the organizational level in many different ways. Stress management can be divided into two phases: the first is coping with stress and the second is counteracting the stress with the help of relaxation response. In our daily lives, we are often among the above-mentioned teachers include headache, sleep, and fatigue while anxiety and irritability are the emotional aspects of stress.

Emotional intelligence significantly differs among teachers with respect to burnout, anxiety, depression, and stress (Martínez-Montegudo, Inglés, Granados, teachers with low emotional intelligence profiles obtain a high score on emotional exhaustion, depersonalization, anxiety, depression, and stress but obtain a low score on the personal accomplishment.

Stress management programs enhance the professional commitment and the life satisfaction of teachers (Bandana, 2018). Occupational stress and burnout are higher in government school teachers than private school teachers (Doss et al. 2018). The study included a sample of 240 teachers from both government and private schools. The results exhibit a significant difference between government and private school teachers with respect to occupational stress and burnout.

The constraint in personal care, leisure, and sleep of married female high school teachers is time (Kavita & Sangwan, 2005). High physical stress levels and less emotional stress levels were found among the 300 married female high school teachers. It also signifies that stress significantly correlates with physical, behavioral, mental and emotional wellbeing. Further, it also revealed that stress management mechanisms including relaxation, organization, entertainment, delegation, sleep, institutionalism, and exercise were negatively correlated with stress.

The main causes of occupational stress among female secondary school teachers are large class size, problem in managing student's behavior, lack of opportunities for professional enhancement, lack of healthy interaction among staffs and shortage of time to cover the syllabus (Rabha, 2016), heavy workload, problem in managing students' behavior, large class size, lack of opportunities for professional enhancement, lack of healthy interaction among staffs, shortage of time to cover the syllabus, lack of inner satisfaction, lack of time limit to complete the syllabus, lack of proper teaching aids, financial problem at

home, family interference into their career, inadequate salary, heavy workload and lack of family support in doing household chores (Kamboj, 2017).

STUDY OBJECTIVES

1. To study the Stress Management of Secondary School teachers of Kashmir Division in relation to gender.
2. To compare the mean scores of Male and Female Secondary School teachers on Stress Management.

HYPOTHESES

H1: There is a significant difference between Male and Female Secondary School teachers on Stress Management.

METHODOLOGY

POPULATION FOR THE STUDY

Population is the larger group from which the sample can be drawn. In selecting a sample, it is very essential that the researcher should define his/her population and estimate its characteristics. The present population comprised of higher secondary school teachers posted in the Kashmir division.

SAMPLE SIZE

Krejcie and Morgan Table (Krejcie & Morgan, 1970) was used to draw the sample size for the current study. The sample size for the current study came out to be 290. The larger sample size was chosen because of the nature of the present study. Moreover, the sample size of 300 or above is always better (Tabachnick & Fidell, 1996). However, the questionnaire was distributed to 360 respondents. The reason for distributing the questionnaire to additional

respondents in the study was to account for the possibility of any non-responses, incomplete entries, unengaged responses and outliers in the questionnaires. However, the total number of responses received back from the respondents was 324.

SAMPLING TECHNIQUE

Multi-stage sampling was chosen for the present study. The present study was conducted in Kashmir valley which comprised 10 districts. For the sake of reliability, the Kashmir division was divided into three geographical units/strata as North, South, and Centre. From each geographical unit, one district was randomly selected and 10 government higher secondary schools were again randomly selected from each district. In this way, the total number of selected schools was 30. Thereafter, using the flat criteria 120 questionnaires were distributed in equal proportion among male and female teachers of three chosen districts. It resulted in the distribution of 360 questionnaires.

RESEARCH INSTRUMENT

A structured questionnaire was employed for collecting primary data from government higher secondary school teachers working in three selected districts of Kashmir. The relevance of any research work depends on the appropriateness of the tools employed in the study. The tools for the present study were selected so as to achieve an optimum level of confidence for the future steps to be taken by the investigator. The details about the source of the questionnaire is given as:

Stress Management Scale: The Stress Management Scale

was developed and standardized by Kaushik and Charpe and was therefore adopted to identify the strategies adopted by individuals to overcome stress. Information from Stress Management Scale will allow sufferers to understand and experts to implement various programmes to address the phenomenon of stress and the latest techniques used in managing the level of stress. It is also helpful in the identification of the levels of stress, provide valuable suggestions and help in organizing programmes to enhance the stress management proficiency in teachers. The tool can also be employed in understanding the bond between the environment and the sufferer and therefore provide ways to handle the situation in a better manner.

Scale Construction

Kaushik and Charpe developed the scale on the pattern of the Likert summated rating scale to recognize the common strategies or techniques used to overcome the extent of stress.

Reliability of Scale

The system reliability developed by Kaushik and Charpe was founded by calculating the correlation coefficient scores. The scores of correlation coefficient were determined by test-retest and split-half methods and the values are given below (See Table 3).

Table 1: Reliability scores of the scale adopted

S. No.	Method	Reliability
1	Test-Retest	0.87
2	Split-Half	0.91

Validity of the Scale

Kaushik and Charpe decided the scale validity by using content and construct validity and a lot of measures were therefore adopted viz., item creation after thorough literature review and by scanning and brainstorming with a panel of 100 experts. After that, the panel was, therefore, requested to decide the favourable and non-favourable items related to the concept that helps in modifying the scale without having any effect on the meaning of desired aspects to be enquired in the items. The stress management scale is useful in assessing the proficiency of an individual in managing stress. The estimates exhibit sufficient reliability and validity of the scale used in the present study. The scale is designed for assessing the proficiency of an individual in managing stress. The level of stress management proficiency can be assessed by the cumulative scores achieved by individuals on any single dimension on 0-30 or of the total scale on a scale 0-180 scale. Thereafter the weighted score is assigned for each response opted and finally, the scores obtained by the respondents on the 36 items of the scale are added.

Administration of the Research instrument

The sample for the present study was drawn from selected 30 government higher secondary schools located in three districts of the Kashmir region. Firstly, the concerned heads of the schools were approached who were made well aware of the intent of the study. The cooperative hand was extended by the institutions which saved the time of the study. Thereafter, the teachers were contacted and the questionnaires were distributed in equal proportion among

male and female teachers. No time limit was fixed for filling up the questionnaires. Every concerned teacher was allowed to devote his/her own time. The questionnaires were provided with suitable instructions and the teachers were informed to go through these directions before attempting to fill the questionnaires. Despite this, the verbal instructions were also provided to supplement the written ones. After collecting the questionnaires, the booklets were collected by the investigator for further scoring and analysis.

Scoring

Stress Management scale

The final Version of 36 items scale on Stress Management Techniques has half of the items selected randomly and written as in the form of positive and negative way of statements. The responses on the particular item range from the level of zero signifies strongly disagree while as the rating of 5 signifies strongly agree. While scoring the positive statements, the respondents achieve a higher scores for agreement and the lower for disagreement whereas in case of negatively worded statements the scoring pattern will be reversed i.e. the respondents get more score for disagreement and the lower for agreement.

DESCRIPTIVE ANALYSIS

In the descriptive analysis, the percentage distribution of both the genders on different levels of stress management has been shown:

Stress Management of Teachers (Gender Wise).

- i) **Stress Management of Male Teachers:** The Percent wise distribution of male teachers on different levels of Stress Management is exhibited in the table below.

Table 2: Percentage Distribution of Male respondents on Stress Management (N=150)

Sr. No.	N	%age	Grade	Stress Management Level
1.	37	25%	A	Excellent Management
2.	52	34.66%	B	Very Good Management
3.	43	29%	C	Good Management
4.	17	11.33%	D	Moderate Management
5.	1	0.66%	E	Poor Management
6.	0	0%	F	Very Poor Management
7.	0	0%	G	Extremely Poor Management

From the above table, it can be seen that out of 150 male respondents, 37 respondents accounting to 25% belonged to the 'Excellent Stress Management' category, 52 accounting to 34.66% belonged to 'Very Good Stress Management' category, 43 accounting to 29% represented 'Good Stress Management' level, 17 accounting to 11.33% represented 'Moderate Stress Management' level and 1 respondent accounting to 0.66% represented 'Poor Stress Management' level. So, it can be concluded that the majority of male

respondents belonged to the category of ‘Very Good Stress Management’ level.

ii) Stress Management of Female Teachers: The table below showing the Percentage distribution of female teachers on different levels of Stress Management.

From the table 3, it can be seen that out of 150 male respondents, 30 respondents accounting to 20% belonged to the ‘Very Good Stress Management’ category, 32 accounting to 21.33% belonged to ‘Good Stress Management’ category, 57 accounting to 38% represented ‘Moderate Stress Management’ level, 25 accounting to 17% represented ‘Poor Stress Management’ level and 6 respondents accounting to 4% represented ‘Very Poor Stress Management’ level. So, it can be concluded that the majority of female respondents belonged to the category of ‘Moderate Stress Management’ level.

Table 3: Distribution of the Female Sample on Stress Management levels (N=150)

Sr. No.	N	%age	Grade	Stress Management Level
1.	0	0%	A	Excellent Management
2.	30	20%	B	Very Good Management
3.	32	21.33%	C	Good Management
4.	57	38%	D	Moderate Management
5.	25	17%	E	Poor Management
6.	6	4%	F	Very Poor Management
7.	0	0%	G	Extremely Poor Management

COMPARATIVE ANALYSIS

A comparative Study of Gender with respect to Stress Management

The difference between the genders of the sample respondents with respect to stress management was assessed by employing a t-test. The difference was assessed by comparing the mean and standard deviation values of both the genders. The results exhibited by independent samples t-test are as follows:

Table 4: t-test for noteworthy difference in gender concerning Stress Management

Dependent Variable	Gender	N	Mean	SD	Std. Error Mean	t-Value	Sig. (2-Tailed)
Stress Management	Male	150	145.28	7.065	.577	25.683	.000
	Female	150	122.13	8.481	.692		
	Total	300					

FINDINGS

Stress Management of Male Teachers: While discussing the Stress-management level of male teachers, it has been observed that 25% of the total sample was found in the level of excellent stress management, 34.66% of subjects were found in the category of very good management. 29% of subjects belonged to a good management category and 11.33% belonged to a moderate level of stress management. 0.66% was observed in the category of poor level of management. However, 0% were found in the category of the very poor and extremely poor levels of stress management. Therefore, from above it was revealed that the highest percentage of sample subjects were placed in a very good level of stress management (refer Table 4.5)

followed by a good and excellent level of self-confidence.

Stress Management of Female Teachers: Table 4.6 gives details regarding the percentage distribution of female teachers on different levels of stress management. From the table, it has been interpreted that the highest percentage of female respondents (38%) were found in the category of moderate level of stress management. 21.33% belonged to the category of good and 20% belonged to the category of a very good level of management. However, a small percentage of females i.e. 17% and 4% were found in poor and very poor levels of stress management respectively. 0% of female teachers were reported to fall in the excellent level of stress management. Further, the total percentage of the female population falling in the different levels of stress management has been shown in the pie-chart also which shows the total distribution of female teachers on different levels of stress management.

From the results interpreted, objective number two, which reads as, “To study the Stress Management of Secondary School teachers of Kashmir Division in relation to gender has been fulfilled”.

A Comparative Study of Gender and Stress Management

From the Table, exhibit a difference in gender with respect to Stress Management. The Table 4.3 predicts that males have significantly higher mean value ($M= 54.19$) than females ($M=50.06$) with respect to their Stress Management level. Further, t-test also supports the above findings wherein the calculated t value ($t= 25.68$) came out to be significant at the 0.01 level of significance. Therefore,

it can be deduced that male teachers possess a high level of Stress Management than female teachers.

The above findings show that male teachers show stress management proficiency higher than that of the females and show higher physical sensitivity level towards stressful reactions. It can also be observed that the male teacher shows a physiologically more active response towards stressful situations than female teachers. The male teachers are also more emotionally active towards stressful circumstances and are showing psychologically more proficiency in managing stress than their female counterparts.

CONCLUSION

Stress management level vary according to gender and a lot of difference has been shown by male and female teachers on the variable. Suffice empirical evidence was provided by the study results which signifies that stress management vary according to gender and it has also been concluded that stress management can be used as an effective strategy to prevent or in managing the level of stress. Since from the traditional times less attention is given on the concept of stress management of teachers. Considering the importance of stress management, this research has put forward some important things. This endeavour has studied Stress Management from two perspectives. On the one hand, the Stress management level of gender have been studied. And on the other hand, the impact of cumulative Stress Management variable on gender has also been studied where again males show a higher score on both the

variables than the females. Thus, this comprehensive framework is a unique contribution in itself.

Limitations and Directions for Future Research

The data collection was done from only three districts of Kashmir valley which is a major research limitation. The contribution of the study to the existing literature is the integration of the concepts of self-confidence and stress management. The research study included only government teachers working in higher secondary schools. The present study only included teachers from 30 schools. Thus, this research study may not be generalized to other schools. Non-involvement of private schools is also a limitation of the present study. The future studies can include other levels of teachers as primary schools, middle schools, colleges, universities etc. Future studies can also test this relationship in some other departments, sectors and regions. The scope of the study can be extended by studying the relationship between self-confidence and stress management which may be mediated by other variables such as motivation, social freedom, academic performance, job satisfaction etc. The survey method adopted for collecting data suffers from the limitation on the part of respondents as some of them may not truly divulge their feelings. There is a probability of bias as the sample respondents might be hiding their true feelings about the dimensions used in the study on account of different reasons like fear of management, doubt on confidentiality of the information and the like. The concept of self-confidence and stress management is an under-researched area which can be fully explored by involving teachers from different levels i.e. primary, secondary, college and at

university. The present research study used cross-sectional data and therefore the future studies can include longitudinal data. Lastly, even though the sample size chosen for the research study is sufficient, generalizing the research results to all the teachers of higher secondary school posted in the Kashmir division may not be appropriate. Therefore, future studies can include a bigger sample size for further generalizing the findings.

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