Original Research Paper

Education

ANALYSIS OF AFFILIATION BETWEEN RESILIENCE AND STRESS MANAGEMENT OF HIGH SCHOOL TEACHERS

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ABSTRACT
This study aimed to analyse the relationship between Resilience and Stress Management of high teachers. And this paper also reveals the any comparison of Resilience and Stress Management of high school teachers. For selecting the teachers the investigator used random sampling survey method. Data was gathered from 300 High School Teachers in Pudukkottai District from various schools. The findings showed that High School Teachers are exposed to different source of stress but the fear of their performance in the teaching is the greatest source of stress. The findings also revealed that while students were somehow resilient, emotional and spiritual support along with getting more involved in physical/school activities are the main strategies used to deal with stress. Research findings reveal that teachers indicated a positive and somewhat strong relationship between the Resilience level and Stress Management of High School teachers.

KEYWORDS : Resilience, Stress Management, High school teachers.

Introduction:

Stress generally occurs when a situation is highly complicated and demanding to a person. Stress has a major impact on an individual's social, physiological and physical health. "teaching pupils who lack motivation; maintaining discipline in the classroom; confronting general time pressures and workloads demands; being exposed to large amounts of change; being evaluated by others; having difficult or challenging relationships with colleagues, administration or management; and being exposed to generally poor work conditions"(Kyriacou,ibid,p.29).

Edwards (2010) argues that research on resilience should not only make explorations into the capacity for personal adaptation and an ability to 'bounce back' from adversity, but also uncover the social situations and practices that a person engages with that enable resilience to develop. It is in this context that this study was undertaken, thereby seeking to analyse the relationship between Resilience and Stress Management of High School teachers.

In recent decades research on resilience has expanded from children to adults, especially to teachers (Le Cornu,2009). Moreover, the purpose of the research has expanded to the level of school units and classes, taking special conceptual dimensions. Strengthening of classes and their function as protective factors for learning and developing skills is a particular dimension of educational resilience (Cefai,2007;Dolletal.,2014). Teachers' resilience is linked with the effectiveness of education (Gu&Day.,2013), job satisfaction and with the quality of the educational process. Resilience constitutes a dynamically developing field of investigation in social sciences, where significant scientific developments are observed, aiming to "promote health and well-being" of certain social groups (Kolar,2011).

Review of Literature:

According to Kyriacou,(2011) that research into the effects of school climate on teacher stress has led to increased recognition that more attention should be placed upon supporting schools to develop mechanisms that enhance teachers' perceptions of choice and control over their teaching and positive relationships with pupils, parents, supervisors and colleagues (Skaalvik,2011). In response to this, a main focus area for whole school interventions to reduce teacher stress has been to explore the influence of changes to school climate on teachers perceived levels of stress and burnout (Kyriacou,2011).

In recent study, the concept of 'teacher resilience' has been notably absent from the literature on resilience, with research predominantly focused upon childhood studies and those who have overcome extreme and significant adversity (Beltman,Mansfield &Price, 2011). Day etal.,(2009) suggests that because the sources of teacher stress occur for many teachers on a daily basis, teachers require a daily resilience.

Within education, many factors have a cumulative effect on teacher stress, which can then be exacerbated by stressful experiences within the context of a teacher's personal life (Schroeder, 2006; Steinhardt, Jaggars, Faulk, & Gloria, 2011; Torres, Lawver, & Lambert, 2009; Wattoo.etal., 2009; Yoon, 2002). Resilience, or the ability to bounce back when faced with adversity, is found to be developed and strengthened as a function of surviving past.

Need and Significance of the study:

Being resilient – being able to overcome challenges and setbacks – helps to promote social and emotional wellbeing. Psychologists see stress as an energizing force – up to a point, beyond which it becomes debilitating. Highly resilient people have a higher tipping point and, when things threaten to get them down; they know how to deal with it. Sources of stress are unique to you: to boost your resilience, you need to identify what your stressors are and how to counteract them. There are also personality traits that make some individuals more stress-prone.

Stress management falls into 2 categories – distraction and resolution. Distraction techniques include exercise, breathing deeply, walking or extracting you from the situation. Resolution is focused on solving the problem.

Stress can contribute greatly to job burnout; therefore, should be monitored frequently so that burnout can either be eliminated or reduced (Zhong, et al. 2009). The need of this study is established by outlining the factors that cause teacher stress, along with identifying strategies teachers use to cope with stress.

Objectives of the study:

The following are the objectives of the present study.

To find out the Mean value of the Resilience level of High School Teachers.

To find out the Mean value of the Stress Management of High School Teachers.

To find out whether the High School Teachers differ in their Resilience level on the basis of Gender. **[Female / Male]**

To find out whether the High School Teachers differ in their Resilience level on the basis of Subject Specialization. **[Social studies, Language subjects / Science]**

To find out whether the High School Teachers differ in their Stress Management on the basis of Gender. **[Female / Male]**

To find out whether the High School Teachers differ in their Stress Management on the basis of Subject Specialization. **[Arts / Science]** To find out the significant relationship between Resilience level and Stress Management among High School Teachers.

Hypotheses of the study:
The following are the hypotheses of the present study.
*   The High School Teachers do not differ in their Resilience level on the basis of Gender.
*   The High School Teachers do not differ in their Resilience level on the basis of Subject Specialization.
*   ·The High School Teachers do not differ in their Psychologically Stress Management on the basis of Gender.
*   The High School Teachers do not differ in their Psychologically Stress Management on the basis of Subject Specialization.
*   ·There is no significant relationship between Resilience level and Psychologically Stress Management among High School Teachers.

Research Methodology:
The questionnaire method was quite useful in soliciting information from the High School Teachers. The survey was undertaken with the help of questionnaires designed for the purpose. For selecting the teachers the investigator used random sampling method. The minimum score that can be obtained from the Resilience scale and Stress Management scale was determined as 30 while the maximum score is 90 respectively. Data was gathered from 300 High School Teachers Pudukkottai District from various schools. For interpretation descriptive analysis and differential analysis were used.

Analysis and Interpretation of data:
The level of Resilience and Stress Management was examined of High School Teacher and the findings have been shown below:

Table 1:	N	Mean	S.D.
Level of Resilience	**300**	**81.12**	**5.23**
Level of Stress Management	**300**	**73.21**	**2.34**

From the Table-1 value High School Teachers levels of resilience who participated in the study was found to (= 81.12). According to the result of this research showed that was a high level of resilience of teachers. And also the Stress Management of the teachers who participated in the study was found (= 73.21). And so the result of this research showed that there was a high level of Stress Management.

Hypothesis : 1
There is no significant difference in their Resilience level on the basis of Gender among High School Teachers.

Table 2: Difference between Male and Female Teachers in their Resilience level.

Subject	N	M	SD	't' value	Level of significance
Male	175	72.34	6.23	1.89	Not Significant
Female	125	70.34	10.61		

The calculated 't'-value **1.89** is lesser than the table value 1.96 at 0.05 level of significance. It is inferred that, there is no significant difference in their Resilience level on the basis of Gender among High School Teachers. Hence the null hypothesis is accepted.

Hypothesis : 2
There is no significant difference in their Resilience level on the basis of Subject Specialization among High School Teachers.

Table 3: Difference between Arts and Science Teachers in their Resilience level.

Subject	N	M	SD	't' value	Level of significance
Arts	130	69.3	10.21	1.90	Not Significant
Science	170	72.1	15.32		

The calculated 't'-value **1.90** is lesser than the table value 1.96 at 0.05 level of significance. It is inferred that, there is no significant difference in their Resilience level on the basis of Subject specialization among Teachers. Hence the null hypothesis is accepted.

Hypothesis : 3
There is no significant difference in their Stress Management on the basis of Gender among High School Teachers.

Table 4: Difference between Male and Female Teachers in their Stress Management.

Subject	N	M	SD	't' value	Level of significance
Male	**175**	**74.23**	**5.34**	**12.31**	**Significant**
Female	**125**	**89.23**	**12.85**		

The calculated 't'-value **12.31** is greater than the table value 1.96 at 0.05 level of significance. It is inferred that, there is a significant difference in their Stress Management on the basis of Gender among High School Teachers. Hence the null hypothesis is rejected.

Hypothesis : 4
There is no significant difference in their Stress Management on the basis of Subject Specialization among High School Teachers.

Table 5: Difference between Arts and Science Teachers in their Stress Management.

Subject	N	M	SD	't' value	Level of significance
Arts	**130**	**80.53**	**10.11**	**6.36**	**Significant**
Science	**170**	**73.61**	**8.21**		

The calculated 't'-value **6.36** is greater than the table value 1.96 at 0.01 level of significance. It is inferred that, there is a significant difference in their Stress Management on the basis of Subject specialization among High School Teachers. Hence the null hypothesis is accepted.

Hypothesis : 5
There is no significant relationship between Resilience level and Psychologically Stress Management among High School Teachers.

Table: 6 Relationship between Resilience level and Psychologically Stress Management among High School Teachers.

No.s	x	y	x^2	y^2	xy	Correlation co-efficient	Level of Significance
300	1239	12321	869281	875911	809919	0.84	Significant

(At 5% level of significance, P-value is less than 0.05 (0.00001<0.05)). The result is significant.From the Correlational value it is inferred that there is a strong relationship between Psychologically Stress Management and Resilience level among High School Teachers. Hence the null hypothesis is rejected.

Major Findings:
The High School Teachers do not differ in their Resilience level on the basis of Gender, Subject and Specialization. They differ in their Stress Management on the basis of Gender and Subject Specialization. There is a significant strong relationship between Resilience level and Stress Management among High School Teachers. They are having positive Resilience level have a good Stress Management also.

Conclusion:
From the findings of the present study that the Resilience level and Stress Management of the High School Teachers capacity to manage such interactions is a sophisticated process which contributes strongly to the relative strength of their resilience. This present study concluded that the High School Teachers have high level of Resilience level and Stress Management and both these variables having strong relationship between them.

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