



STRESS MANAGEMENT AWARENESS AMONG TEACHER EDUCATORS IN B.ED. COLLEGES

Dr. R. Sivakumar

Principal Cum Professor, Sri Raaja Raajan College of Education for Women, Karaikudi.

Dr. KR. Balasundari

Professor, Sri Raaja Raajan College of Education for Women, Karaikudi

ABSTRACT

In the present world of science and technology, it is education that has to determine the levels of well-being and prosperity of the people. Education is considered to be one of the most powerful agencies in moulding the character and determining the future of individuals. Education is regarded means establishing clear and concerted objectives and doing and everything possible to achieve them. In the ultimate analysis, it is what we get and gain as a result. It is the button line in the balance sheet which matters most. Stress is being experienced by everyone nowadays. Stress Management has become very essential. Stress can be constructively channelized to reduce the stress. Managing stress is also a skill which we all have to develop. Stress can alter the relationships dynamics, in the family. Stress in the workplace is a commonality throughout the world in every college. Managing that stress becomes vital in order to keep up job performance as well as relationship with co-workers and employers. This study is an attempt to find out the Stress Management among Teacher Educators'. The result reveals that there was no significant difference between the stress management of rural and urban area college teacher Educators. Government college teacher educators have better stress management. This means that there is high level of pressure on the minds of Private college teacher educators as compared to those of government college teacher educators. There is no significant difference between the stress management of male and female teacher educators.

KEYWORDS : Stress Management Awareness, Teacher Educators, B.Ed. Colleges**INTRODUCTION**

Education today extends major influence on society today. Many have emphasized detente dependence, neo colonialism or the development of multi polarity or inter sensitivity and vulnerability to decisions, trends and events. Education is the most powerful tool and it brings effective instrument of introducing radical change in the behavior of man. Stress can be defined as the physiological and psychological reaction with which it occurs as a consequence of perception of imbalance between the level of demand placed upon individuals and their capabilities to meet those demands. Hence the investigator is desirous to find out Stress Management Awareness among Teacher Educators.

Need and Significance for the Study

There are practically very few researches in this topic. Most of the student career is affected by their environment and learning situation. So, stress management awareness is needed to college teacher educators. Thirty Percent of all the teachers don't understand the difference between education and practical life. The teaching profession has been categorized as an occupation at high risk for stress. The stress is a relationship between the person and the environment within which the person finds it to be taxing or exceeding his or her resources and endangering his or her well-being. According to **Yin and Lee (2022)** demonstrated that emotional regulation triggers the effect of work stress on teaching efficacy and that psychological resilience might sometimes mitigate occupational exhaustion. There are very few researches made on stress causing factors among teacher educators in rural area. Education undoubtedly represents one of the most critical sectors when speaking of work related stress. Once high levels of work related stress among teacher educators were confirmed, many studies concentrated on identifying key stress factors among teacher educators. Hence the investigator is desirous to finding out the level of stress management awareness that influences among teacher educators at colleges of education level.

Statement of the Problem

Stress is the abnormal reaction that the organism displays against threatening environmental elements. Stress, which is a general term used for pressure that people are exposed to in life. The individual harmony effort that the person displays against a stimulant which has excessive psychological and physical pressure on the person. When a person feels insufficient in dealing with demands and challenges faced in life, after they experiences stress. Teacher educator's stress has been one of the longest-standing problems in the field of education. According to Kyriacou (2011), it is one of the most stressful jobs due to heavy workloads, student misbehaviors, and role ambiguity. Similarly, Montgomery and Rupp (2021) pointed out that chronic work stress causes emotional exhaustion and lowers the quality of

instruction. The World Health Organization (2020) stated that occupational stress is a major global health risk, and the OECD (2020) reported that almost half of teachers experience a high degree of emotional strain. The above findings underscore the importance of emotional regulation, which Gross (2015) defined as the processes through which individuals influence their own emotions to ensure their mental well-being and professional competence. Teachers who efficiently regulate their emotions are able to maintain positive climates in their classrooms even during stressful events. Stress in teaching and emotional regulation are emerging concerns in educational research in the Asia-Pacific region. Chan (2021) concluded that in Hong Kong and Singapore, teachers with high emotional regulation abilities reported higher job satisfaction with low levels of burnout.

Objectives

- To find out the significant difference in the mean score of stress management awareness between male and female teacher educators in B.Ed. colleges.
- To find out the significant difference in the mean score of stress management awareness between Rural and Urban area teacher educators in B.Ed. colleges.

Hypotheses

- There is no significant difference in the mean score of stress management awareness between male and female teacher educators in B.Ed. colleges.
- There is no significant difference in the mean score of stress management awareness between Rural and Urban area teacher educators in B.Ed. colleges.

Sample and Sampling Procedure

The sample of present the study was drawn from various B.Ed. colleges located in the Sivaganga district. A sample of 50 teacher educators was finalized for the study. Purposive and convenient sampling techniques were used for the selection of colleges.

Tools

The present study used the following Tool

- Stress Management scale was standardized and validated by Drs. Vandana Kaushik and Dr.Namrata Arora Charpe.

Data Analysis and Findings

The final data collected through the questionnaire was subjected to qualitative analysis. The questionnaire data was analyzed, frequencies was used for determining information about the personal data, teachers educator' stress management in the work places. Mean and Standard Deviation used for determining teacher educators' stress management,

whereas t-test, used for comparing teacher educators' stress management varying by sex and educational background. Analysis of data usually mean studying the material in order to determine inherent facts are meaning it involves, breaking down the exciting complex factors into simple part and putting these parts together in new arrangement for the purpose of interpretation.

Hypothesis: 1

There is no significant difference in the mean score of stress management awareness between male and female teacher educators.

Table 1: Showing Mean, Standard Deviation and T-value for Comparing Teacher Educators Stress Management Awareness Among Male and Female Teacher Educators.

	Compared Group	N	Mean	SD	D.f	t-value.	Level of significance at 0.05.
Teacher Educators' Stress Management	Male	32	104.26	14.25	48	0.2946	Not significant
	Female	18	105.47	13.76			

The t-value of both male and female obtained was 0.2946 which was not significant. The null hypothesis was retained and was concluded that there is no significant difference between male and female teachers educator' stress management awareness. This may be because stress management is a new phenomenon thus male and female teacher educators have similar attitude about it.

Hypothesis: 2

There is no significant difference in the mean score of stress management awareness between Rural and Urban area teacher educators.

Table 2: Showing Mean, Standard Deviation and T-value for Comparing the Difference Between Rural and Urban Area Teacher Educators Towards Stress Management.

	Compared Group	N	Mean	SD	D.f	t-value.	Level of significance at 0.05.
Teacher Educators' Stress Management	Rural	27	108.53	12.64	48	1.087	Not significant
	Urban	23	112.96	15.68			

The t-value of both rural and urban teacher educators obtained was 1.087 which was not significant. The null hypothesis was retained and it was conclude that there is no significant difference between rural and urban teacher educators' towards stress management.

CONCLUSIONS

On the basis of analysis the following conclusion have been drawn

The stress management is creating a tedious situation among teachers educators. When we talk about modern education, many vital schemes have been implemented for modern education and the teacher's workload has been increased. Apart from teaching they are also involved in other administrative or non-teaching activities an due to involvement in other administrative activities teachers are facing overpressure. For a teacher, the stress may be related to a problem of workload, student misbehavior, lack of professional recognition, lack of classroom resources and poor colleague relations etc. Teaching is considered a noble profession. It is such professions which transmit the values of the society among youth and are significant in the lives of the students they teach. A teacher is the medium through which objectives and plans can be actualized, in these contexts, the schools and the teachers have more responsibility in molding the character of the students, thus, the role of the teacher in the society is vital for its improvement. Hence it felt that stress management awareness among teacher educators is moderate level.

There was no significant difference in the stress management awareness between male and female teacher educators at B.Ed. colleges. There was no significant difference in the stress management awareness between rural and urban teacher educators at B.Ed. colleges. The findings of the research that there is no significant difference between the stress levels with respect to gender are in consonance with the results of Dass Monika Ranjit (2012), who

studied adolescent stress in relation to gender and found that there is no significant correlation between the Adolescent Stress of males and females. Moderate level of stress is found in the adolescents which is in consonance with findings of Deepa K Damodaran, Varghese Paul (2015), studied Stress Management among Adolescents with an aim to determine the stress and the stress manifestations among adolescents and revealed that majority of adolescents (63%) experienced moderate stress.

Implications

The most outstanding characteristics of any research are that it may contribute something new to the development of the area concerned. So also is the case in educational research. On the basis of the findings, some implications are derived for the benefits of students, teachers, head of schools, administrators and the school system as whole. The present study reveals some interesting results that would be helpful to the teachers, educationists and educational planners as well. The result reveals that the mean score of Female is higher than Male in respect of their stress management of Teacher educators in B.Ed. college level.

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