



## STUDY OF LIFE SATISFACTION AMONG DEGREE COLLEGE TEACHERS IN RELATION TO STRESS MANAGEMENT.

### Education

**Ms. Yogita**

Assistant Professor, L.L.R.M. College of Education, Dhudike, Moga.

### ABSTRACT

The present study have been undertaken to study the life satisfaction among degree college teachers in relation to stress management. This study proposed to gain an insight into how much the teachers are satisfied in their life and how much they can manage their stress during work. For this questionnaire for Life satisfaction scale (2001) by Dr. Ramji Srivastava and Q.G.Alam and Stress management scale (SMS) by Dr. Pushpraj Singh & Dr. Anjali Srivastva were used. Sample of 200 teachers from degree colleges of Ludhiana district were taken. The sample was further categorized into male and female from both rural and urban areas. The results revealed that male teachers are more satisfied in their life and can better manage stress also. It was also revealed that teachers of urban areas shows positively significant relationship between life satisfaction and stress management.

### KEYWORDS

### INTRODUCTION

Education is considered as a vital instrument in bringing about a peaceful and silent economic and social revolution for ushering in a era of harmony, peace, progress and prosperity. Education is the foundation stone of nations intellectual power which shapes the power profile of a nation in the community of world nations, thus it is rightly said that progress of a country particularly of democratic country depends upon the quality of its system of education. Education is the process of learning and changing as a result of schooling and other experiences.

As a teacher, we expect to get the very best out of our students-all of the students that are assigned to teach. Teaching performance of a teacher mainly depends upon the teachers psychological state of mind. It is observed from many research studies that the performance usually drops off, when the stress is raised to high levels. The teacher's performance and behaviour are strongly affected by stress. Facets of teachers performance such as creativity, classroom management and implementation of educational techniques may suffer when teachers experience high level of stress. Stress of teaching profession may affect the college as an organization, teacher performance and the physical and emotional well being of teacher.

### LIFE SATISFACTION

Life satisfaction could be intrinsic as well as extrinsic. The criteria of life satisfaction of a person is the amount of happiness the individual obtains through his work in life. It includes many aspects as health, job, personal, economic, mental as well as social. Man should be satisfied in all these aspects. A dissatisfied person always surrounded by various troubles, obstacles and he faces hurdles in the performance of his duties assigned to him instead of becoming a good teacher and good citizen in future, he becomes an irritable person. So life satisfaction must be there one's occupation is the water shed down which one's life flows. Hence, it is quite possible that a person dissatisfied in his life may carry over his dissatisfaction to his occupation and vice versa. As such a person, who is dissatisfied in his life may be dissatisfied with the job for no reasons related to the job.

### STRESS MANAGEMENT

Stress is a normal psychological and physical reaction to the demands of life. Unfortunately, the nonstop stress of modern life means that our alarm system rarely shuts off. That's why; stress management is so important and gives the tools to reset our alarm system. Stress management is a large family of techniques which can be used to help people cope with stress. These techniques range from methods to reduce the occurrence of stress to techniques which can be used by people who feel overwhelmed by stress. A number of approaches are currently being used to treat and control stress responses. Major methods include stress management, relaxation techniques, meditation, bio feedback and drugs; all can have therapeutic psychological effects.

### REVIEWS RELATED LITERATURE

**Kumar (2014)** found that there exists no significant difference in life satisfaction of teachers belonging to different sex and also the type of

institution i.e. Govt. and private. Further, it was found that teachers working in Govt. schools are more satisfied than the teacher working in private schools. **Konert (1979)** observed that teacher job stress was not significantly related to age of middle school teachers. **Richard and Krieshok (1989)** studied on Occupational stress, strain and coping in university teacher found higher stress scores for female teachers than for male teachers. **Panda (1991)** found stress negatively related to the level of job satisfaction, addressing the issues of mental health and adjustment, attention has been directed to teacher stress and burn out, student stress and stress among the unemployed. **Kamau (1992)** found that male teachers are more capable of coping with ordinary demands and stresses of life as compared to females. **Ushashree (1993)** reported that there was no significant difference in gender as related to intensity of reactions of stress. **Reddy and Srinivas (1997)** found that stress reduction significantly enhanced teacher effectiveness. **Kochhar and Khetarpal (2006)** found that there is a negative relationship between job satisfaction and occupational stress and permanent teachers cope with stress in a better way than temporary teachers. **Eniola and Busari (2007)** found that there was a significant difference in the level of stress experienced by total blind and partially sighted students.

### STATEMENT OF THE PROBLEM

**“STUDY OF LIFE SATISFACTION AMONG DEGREE COLLEGE TEACHERS IN RELATION TO STRESS MANAGEMENT.”**

### OBJECTIVES OF THE PRESENT STUDY

1. To find out the relationship between life satisfaction and stress management among degree college teachers.
2. To investigate the significance of difference in the mean scores of life satisfaction among male and female degree college teachers.
3. To investigate the significance of difference in the mean scores of life satisfaction among degree college teachers of rural and urban area.
4. To investigate the significance of difference in the mean scores of stress management among male and female degree college teachers.
5. To investigate the significance of difference in the mean scores of stress management among degree college teachers of rural and urban area.

### HYPOTHESES

1. There will be no significant relationship between life satisfaction and stress management among degree college teachers.
2. There will be no significant difference in the mean scores of life satisfaction among male and female degree college teachers.
3. There will be no significant difference in the mean scores of life satisfaction among degree college teachers or rural and urban area.
4. There will be no significant difference in the mean scores of stress management among male and female degree college teachers.
5. There will be no significant difference in the mean scores of stress management among degree college teachers of rural and urban area.

**SAMPLE**

The present study conducted on a representative sample of 200 degree college teachers of Ludhiana district only. Purposive sampling is done.

**TOOLS USED**

1. Life satisfaction scale (2001) by Dr. Ramji Srivastava and Q.G.Alam
2. Stress Management Scale (SMS) by Dr. Pushpraj Singh & Dr. Anjali Srivastava

**STATISTICAL TECHNIQUES**

Mean, S.D., Correlation and t-ratio.

**RESULTS AND INTERPRETATION OF DATA**

**Hypothesis – I :** “There will be no significant relationship between life satisfaction and stress management among degree college teachers.”

Group	N	R	Level of significance
Life Satisfaction	200	-0.051	significant at 0.05 level and 0.01 level
Stress management	200		

The above table shows the co-efficient of correlation between life satisfaction and stress management among degree college teachers comes out to be -0.051 which is not significant at 0.05 level and not significant at 0.01 level. **Hence Hypothesis 1 Accepted.**

**Hypothesis 2:** There will be no significant difference in the mean scores of life satisfaction among male and female degree college teachers.

Variables	N	Mean	S.D.	S. ED	t-ratio	Levels of confidence
Life satisfaction (male)	100	46.27	4.50	0.61	1.37	Not significant at 0.05 and 0.01 levels
Life satisfaction (female)	100	45.44	4.17			

The above table shows that mean scores of life satisfaction among degree college teachers, male are 46.27 and female are 45.44, their S.D. are 4.50 and 4.17 respectively. When we calculated S.ED it comes out to be 0.61 and the calculated t-ratio is 1.37 which is not significant at both the levels of confidence i.e. 0.05 as well as 0.01 because calculated t-ratio is lesser than tabulated value at both the levels. This shows that there exists no significant difference in the mean scores of life satisfaction among male and female degree college teachers. **Hence, Hypothesis VI Accepted.**

**Hypothesis 3:** There will be no significant difference in the mean scores of Life satisfaction among degree college teachers of rural and urban area.

Variables	N	Mean	S.D.	S. ED	t-ratio	Levels of significance
Life satisfaction (rural)	100	45.67	8.36	2.32	0.25	Not significant at 0.05 and 0.01 level
Life satisfaction (urban)	100	45.91	12.76			

The above table shows that mean scores of Life satisfaction among degree college teachers of rural and urban area are 45.67 and 45.91, their S.D. are 8.36 and 12.76 respectively. When we calculated S.ED it comes out to be 2.32 and the calculated t-ratio is 0.25 which is not significant at both the levels of confidence i.e. 0.05 as well as 0.01 because calculated t-ratio is lesser than tabulated value at both the levels. This shows that there exists no significant difference in the mean scores of Life satisfaction among degree college teachers of rural and urban area. **Hence, Hypothesis VII Accepted**

**Hypothesis 4** There will be no significant difference in the mean scores of Stress management among male and female degree college teachers.

Variables	N	Mean	S.D.	S. ED	t-ratio	Levels of significance
Stress management (male)	100	111.49	10.61	1.52	0.95	Not significant at 0.05 and 0.01 level
Stress management (female)	100	110.07	10.94			

The above table shows that mean scores of stress management among

degree college teachers, male are 111.49 and female are 110.07 their S.D. are 10.61 and 10.94 respectively. When we calculated S.ED it comes out to be 1.52 and the calculated t-ratio is 0.95 which is not significant at both the levels of confidence i.e. 0.05 as well as 0.01 because calculated t-ratio is lesser than tabulated value at both the levels. This shows that there exists no significant difference in the mean scores of stress management among male and female degree college teachers. **Hence, Hypothesis VIII Accepted.**

**Hypothesis 5:** There will be no significant difference in the mean scores of Stress management among rural and urban secondary school teachers.

Variables	N	Mean	S.D.	S. ED	t-ratio	Levels of significance
Stress management (rural)	100	110.98	8.36	2.32	0.25	Not significant at 0.05 and 0.01
Stress management (urban)	100	110.4	12.76			

The above table shows that mean scores of Stress management among degree college teachers, rural are 110.98 and urban are 110.4 their S.D. are 8.36 and 12.76 respectively. When we calculated S.ED it comes out to be 2.32 and the calculated t-ratio is 0.25 which is not significant at both the levels of confidence i.e. 0.05 as well as 0.01 because calculated t-ratio is lesser than tabulated value at both the levels. This shows that there exists no significant difference in the mean scores of Stress management among degree college teachers of rural and urban area. **Hence, Hypothesis IX Accepted.**

**5.1 MAJOR FINDINGS OF THE STUDY**

1. It has found that coefficient of correlation between life satisfaction and stress management among secondary school teachers is -0.051
2. It has been found that mean scores of life satisfaction among secondary school teachers Male are 46.27 and Female are 45.44, their S.D. are 4.50 and 4.17 respectively.
3. It has been found that mean scores of life satisfaction among secondary school teachers rural are 45.67 and urban are 45.91 their S.D. are 8.36 and 12.76 respectively.
4. It has been found that mean scores of stress management among secondary school teachers, male are 111.49 and female are 110.07 their S.D. are 10.61 and 10.94 respectively.
5. It has been found that mean scores of stress management among secondary school teachers, rural are 110.98 and urban are 110.4 their S.D. are 8.36 and 12.76 respectively.

**CONCLUSIONS**

**Following are the main conclusions of the study :-**

1. There is negative relationship between life satisfaction and stress management among degree college teachers.
2. Male degree college teachers are more satisfied in life as compared to female degree college teachers.
3. Degree college teachers of urban area are more satisfied in life as compared to degree college teachers of rural area
4. Male degree college teachers effectively manage their stress as compared to female degree college teachers.
5. Degree college teachers of rural area more effectively manage their stress as compared to degree college teachers of urban area.

**EDUCATIONAL IMPLICATIONS**

The present study reveals almost male degree college teachers of rural area are more satisfied in life and male teachers of rural area manage their stress effectively as compared to female degree college teachers. With the result the output regarding life satisfaction and stress management is becoming less satisfactory day by day. In order to have high effectiveness in stress management and life satisfaction among teachers proper strategy should be adopted to deal with it. I want to improve the education system, strategies and work load among colleges in India. The teachers of education should be properly guided for stress management and satisfaction in life.

As the result showed that female teachers had poor stress management and life satisfaction in comparison to male teachers. The result helps the female teacher to be well adjusted in their working environment. Thus, it can be a significant step to improve the quality of education.

**REFERENCES**

1. Aggarwal, Y.P., Kaur, M & Sachdeva, M.S. (2007) : Educational management planning administration, first edition, twenty first century publishing, patiala.2,3
2. Barry, D.S(1998) Psychology, Science and understanding, International edition, University of Maryland, McGraw-Hill
3. Eniola, M and Busari (2007) Effects of stress management training of self image perception of the visually impaired individual, Essays in education, 19
4. Gakhar, S.C., (2006) Seminars at department of education, Panjab university, Chandigarh., 79-80
5. Gupta, J & Sharma, K. (2011), Impact of occupational stress on transactional styles: Role of B.Ed. colleges, EDUTRACKS, 10(12)40-43.
6. Kaila, H.L. (2006) Counseling Psychology, The Associated Publishers, Ambala Cantt, 45
7. Kaiser & Polozynski (1982) ct in Kanwalvir, K (2008), Study of occupational stress among secondary school teachers in relation to gender, locale and type of school, Unpublished M.Ed. dissertation, Panjab University, Chandigarh.
8. Kamav, W.C (1992) Burnout, Locus of control and mental health of teacher in eastern province of Kenya, unpublished Doctoral thesis, P.U., Chandigarh
9. Konert, E(1979) The relationship between middle school Teachers, Burnout Stresses, job satisfaction and coping styles, DAI, 1998, 58(11), 4143- A.
10. Kochar and Ketarpal (2006) A study of stress, job satisfaction and locus of control in permanent and temporary college teachers, journal of All India Association for Educational Research, 18(1 & 2), 104-107
11. Kumar, M (2014) Study of life satisfaction among primary, middle and secondary school teachers of district Kathua, International journal of research(IJR), 1(5), 492-498.
12. Retrieved on 01.11.2014 from <http://internationaljournalofresearch.files>
13. Reddy, B.S.K. and Srinivas, P.B. (1997) Efficiency & behavioural programme in managing teacher stress and improving teacher effectiveness in teacher empowerment and school effectiveness at primary stage. International Prospective : NCERT in Indian Educational Abstracts, 6, 47.
14. Reddy, L. G. (2006) Role of performance of special education teachers, problems and prospects, first edition, Discovery publishing house, New Delhi., 1-10
15. Richardson, C. & Dell (1989) The relationship of occupational stress and Certain other variables
16. Of job satisfaction of licensed professional counselor's in Virginia. Dissertation Abstract International, 50(2) 360--A
17. Selye, H., 1956, The Stress of Life, New York: McGraw Hill.
18. Sodhi, T.S. & Sodhi, A.(2002) Management of school education, Bawa publications, Patiala, 8
19. Solomon (1960) ct in Kanwalvir (2008), Study of occupational stress among secondary school teachers in relation to gender, locale and type of school, Unpublished M.Ed. dissertation, Panjab University, Chandigarh.
20. Ushashree, S. (1993) A study of source, relations and coping resources of schools teachers to stress, Independent Study, Sri Venkateshwara University (ERIC Funded)