Chapter-V

FINDINGS, CONCLUSION AND SUGGESTIONS

This chapter presents a summary, major findings and conclusion of research work in brief. The researcher has made an attempt to present the gist of her work on corrective measures systematically in this chapter.

5.1 Summary of the Study

Stress disturbs the equilibrium of the body. It affects physically, emotionally and mentally. When individuals experience stress or face demanding situation, they adopt ways of dealing with it, as they cannot remain in a continued state of tension. How the individual deals with stressful situation is known as coping or stress management. There are two major targets of coping: changing ourselves or changing our environment. Stress management is a mean to enhance coping with external stressors and their internal consequences. Stress management has three options, viz. (i) prevent or control, (ii) escape from it, and (iii) 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. So the present study was designed to study the stress management of secondary school teachers of Jowai town with the following objectives:
1) To study the stress management level of secondary school teachers of Jowai town;

2) To study the stress management level in relation to (a) Gender, (b) Age, and (c) Teaching Experience.

3) To study the stress management behaviour between male and female teachers.

The study was carried out during the year 2013-2014. The total sample of the study consisted of 40 males and 40 female teachers working in secondary schools of Jowai town. Thus, the final sample size consisted of 80 teachers.

5.2 Need and Importance

It goes without reiteration that better coping and better management by teachers with stressful situation on the job can lead to better quality and greater efficiency. At work, however, acknowledging stress is considered the same as admitting incompetence. Thus teacher with high stress may not be able to handle their responsibilities in a competent way. In order to equip teachers with proximal transaction skills, it is necessary to downsize the stressful situations through stress management. Teachers need to cope up with stress and by which they can regulate the external and internal stressors through efficient coping techniques. Such knowledge would have
immediate applications for teachers thereby empowering them to cope better with stressful situation at school.

A teacher’s task is involved not only in teaching-learning process but also in learning-teaching process to make the teaching-learning process effective in real sense. A teacher’s life is adversely affected by stress as it lowers his ability to function effectively.

This study was necessitated by a general lack of knowledge about teacher stress and stress management in general and stress and its management by secondary school teachers of Jowai town in particular. The study was conducted on secondary school teachers of Jowai town to explore the levels of stress management. It also explored coping strategies or stress management behaviour adapted by them and actions that should be taken to reduce teacher stress. The increased understanding of the stress and the levels of stress management, adapted stress management behaviour and the actions to reduce stress would hopefully make a significant contribution to the knowledge of teachers’ stress not only in Jowai particularly but also in other parts of our state, Meghalaya.

Therefore, in order to fill this gap, this study on stress management is needed.
5.3 Findings of the Study

Objective 1:

It was found that the stress management level of secondary school teachers of Jowai town is moderate.

The reason for this may be because majority of the teachers have high educational level, less teaching experience and are under the younger age-group. It may also be due to the fact that teachers of secondary education experienced lesser levels of stress compared to teachers of primary education and, therefore, are able to manage stress. It may also be due to the fact that school teachers were found to be lower on all kinds of role stresses in comparison to gazette officers and bank employees. Similarly, it may also be due to the fact that job satisfaction was reported among the school teachers. Therefore, it may be concluded that secondary school teachers of Jowai town in the present study were able to manage their stress moderately since they experienced lesser level of stress as they are highly qualified for the level of secondary education and they were satisfied with their job and teaching profession.

Similar findings was observed by Raju (2012) where both male and female teachers experience moderate stress. Pareek and Mehta (1997) observed that school teachers were found to be lower on all kinds of role stresses experienced by them. The major findings suggest that school
teachers were found to be lower on all kinds of role stresses in comparison to both gazette officers and bank employees.

**Objective 2(a):**

1. It was found that the stress management level between male and female teachers of secondary school in Jowai was excellent for male teachers with 30% compared to females with only 7.5%, whereas female teachers have good and moderate stress management with 35% at both levels.

2. Under very good management level 5% were males and 15% were females.

3. Under good management level, females were the highest with 35% compared to males with only 10%.

4. Under moderate management level, female teachers were with 35% whereas males were with 25%.

5. Under poor management level, majority was male teachers with 22.5% and female teachers were with only 5%.

6. Both male and female teachers fall under very poor management level with only 2.5% each.

7. None of the teachers scored 79 and below which fall under extremely poor management.
8. There is a significant difference between stress management level of male and female teachers.

9. The mean values showed that female teachers had higher stress management level than male teachers.

   This may be mainly due to the dual responsibilities that female teachers performed besides their teaching profession and hence they were more stressed than male teachers. Therefore, female teachers were able to manage their stress moderately as compared to the male teachers.

   Similar findings was observed by Raju (2012) where both male and female teachers experience moderate stress. Sen (1987) found that there was no sex difference in coping styles. Antonion et al. (2013) found that female teachers experience more stress and lower personal accomplishment than men.

**Objective 2(b):**

1. With regard to stress management level of teachers in relation to age, it was found that 35% of the teachers were under the age-group of 26-30 and that 15% of them fall under moderate stress management level.

2. 22.5% of the teachers were under 36-40 years of age and 10% of them fall under level of excellent management.

3. 13.75% of the teachers were under two age-group levels, i.e. 21-25 years of age and 41-45 years of age. Under 21-25 age-group, 6.25%
of teachers fall under poor management level and in the age-group of 41-45, only 5% fall under good stress management level.

4. 12.5% of the teachers fall under 31-35 years of age and about 3.75% fall under poor management level.

5. A low of 2.5% of the teachers fall under the age-group of 46-50 and 1.25% fall under excellent and moderate levels of stress management.

6. There is significant difference between stress management level and age.

This may be due to the fact that teachers below 40 years of age were more stressful than those above 40 years of age. Teachers of younger age-group experience role stress more than older age-group. Older age-group teachers normally occupy a better position in their job; the role burden usually gets lighter due to job clarity as compared to younger age group. It may be due to this, the younger age group teachers have to adopt more stress management behaviour techniques to manage stress than the older age-group counterparts.

Similar findings were observed by Chih-Lun (Vicky) Hung (2011) where teachers aged less than 30 years were the most stressed. Uday and Nageswara (2007) found that teachers below 40 years of age were more stressful than those above 40 years of age.
Objective 2(c):

1. With regard to stress management level in relation to teaching experience, it was found that 48.75% of the teachers had a teaching experience of only 1-5 years and 17.5% of them fall under moderate level of management.

2. 18.75% of the teachers had teaching experience ranging from 6-15 years. Under 6-10 years of teaching experience, 6.25% fall under excellent stress management level and also 8.75% fall in this same level under 11-15 years of teaching experience, whereas only 7.5% of the teachers fall under 21-25 years of teaching experience and 2.5% of them fall under excellent and moderate level of stress management. The least number of teachers belong to the age-group of 26-30 years teaching experience with only 1.25% and fall under very good and moderate management level of stress.

3. There is a significant difference at 0.05% level between stress management level and teaching experience.

This may be due to the fact that younger people experience more stress as compared to older people and young age people are more susceptible to stress due to lack of experience. As the job experience increases, the role stresses decreases and vice-versa. Thus, it may be concluded that stress management behaviour techniques were adopted
mostly by less experience and young age teachers as they need to adjust themselves to the working condition as this will give them confidence so as to discharge their daily task efficiently and effectively without stress.

Similarly, Uday and Nageshwara (2007) found that teachers below 15 years of teaching experience were found to be more stressful than teachers with above 15 years of experience in teaching. Raju (2012) found that more experienced teachers have less stress.

**Objective 3:**

1. It was found that teachers adopted both positive and negative stress management behaviour.

2. Both male and female teachers adopted “I try to be friendly with others” as one of the major stress management behaviour.

3. Teachers also responded that they do not go for massages to reduce their stress.

4. There is no significant difference between stress management behaviour and gender.

This may be due to the fact that the teachers had a balanced personality. They were able to manage their stress by socializing with their colleagues in the school by being friendly with others; they were able to share ups and downs in the work place. They were also able to get and give information regarding the work load or any stress they encountered in the
school. The teachers always kept themselves busy by developing positive attitude by motivating themselves by understanding their task and responsibilities to the fullest. The teachers also perform their duties by being realistic, by updating themselves in the work environment, by using check-list, by delegating their work, by clearing out obligations and by meeting the deadlines. Teachers were also able to identify their stressors that cause stress and react to the stressors. Teachers manage their stress physically by taking regular rest, by exercising and by meditating.

Both male and female teachers adopted stress management behaviour in a similar pattern as it was observed that both males and females secured in this particular item “I try to be friendly with others”. Further, from negatively worded item “I do not go for massages” secured the highest (23.75%). This may be due to the fact that teachers do not indulge themselves in any kind of physical activity where the body can release stress better through physical exertion. Further, it was found that teachers do not try to identify reactions they like to change; they do not plan for the unpredictable and do not focus on one goal at a time. They do not try to create the environment which would keep them calm, they do not organize their goal and they do not utilize their capabilities, do not plan their leisure time and do not take measures to relieve stress. Teachers do not control physical reaction to the stressors do not manage time properly
and do not log their activities. Teachers also do not schedule time to relax, do not try to identify their priorities, do not indulge in hobbies and do not take proper sleep. Teachers do not take full control of their task performance and do not analyse their deeds.

Both male and female teachers adopted similar pattern of stress management behaviour in case of negatively worded items.

Since stress management has broad options: prevent or control, escape from it and learn to adopt it. Thus it may be concluded that the teachers in this present study were able to manage the stress by adopting several stress management behaviour techniques where they were able to learn to adopt stress management by agreeing to the positively worded items and were able to prevent or control and escape from it by agreeing to negatively worded items. As it has been stated earlier, agreement to the positively worded items earn the respondent more scores indicating higher proficiency in managing stress and agreement to the negatively worded items earn the respondents lesser scores, indicating lower proficiency in managing stress. Hence, teachers with more scores had higher proficiency in managing stress whereas teachers with lesser scores had lower proficiency in managing stress.

The findings are similar to the findings of Seidman and Zager (1991) where it was found that the adaptive coping strategies, e.g. hobbies were
related to lower stress levels among school teachers, whereas El Darda (1998) found that the coping strategies of teachers was low on recreation and physical exercise strategies.

5.4 Conclusion of the Study

The stress found in the teachers is due to several problems that the teachers face as an individual. These problems may be of physical, health, financial or economic and psychological nature and problems related to interaction in social and family settings. Stress is like a flowing river, if harness, it can spread goodness in the form of challenges and excitement; if untamed it can spell doom. Therefore, it is very essential to manage and learn to control stress before it overpowers us. The findings of the study revealed that the teachers managed their stress moderately. It also revealed that female teachers were higher in stress management level when compared to males since female teachers probably are in a state of higher stress compared to males and, therefore, work harder to manage their stress. There was a significant difference between stress management level in relation to age and teaching experience. It was also revealed that teachers of secondary schools in Jowai adopted a method of being friendly with others to manage their stress but they paid less attention to physical activities such as exercise, meditation, massage etc. which are also very important techniques to manage stress. Therefore, it is important that
teachers must be provided with some ways to cope up with stress so that through which, they can regulate internal and external stressors.

5.5 Educational Implication of the Study

The findings of the study are important from the point of view of excellence of teachers and their effectiveness and efficiency in job situations. The study has shown that majority of the teachers fall under moderate stress management level and that there is a variation in the level of stress management between male and female teachers. Therefore, there is a need for effective management of the stressors by making use of different management strategies, by providing effective guidance and counseling. It is also prime perspective to discuss the stressors which are responsible for creating stress. Professional support and in-service training should be given to young age teachers and less experienced teachers to reduce their stress and improve their stress management level.

Stress can make an individual productive and constructive when it is identified and well managed. Therefore, the present study has shown that in times of great stress of adversity, it is always best to keep busy, to have positive attitude and meditation for coping the stress.

5.6 Suggestions

In the present study, it was found that teachers’ use of coping strategies with stress was high on self-control and problem-solving,
moderate on isolation and withdrawal, relaxation training, social support and defence means strategies. However, it was low on recreation and physical exercise strategies. In general, the teachers’ use of coping strategies was moderate. Therefore, the investigator presents the following suggestions:

1) Teachers should make active use of week-ends for recreational activities and leave aside routine work.

2) Teachers should adopt problem-solving strategies and get training on how to use them in different situations.

3) Teachers should adopt relaxation strategies and get training on using them in different life situations.

4) There should be in-service training courses on how to use the coping strategies discussed in this study.

5) In pre-service training of teachers, more interest in physical exercise strategy is needed.

6) Same study can be undertaken at larger scale including a large population which will give a more comprehensive understanding of the different dimensions of stress and its management.

7) The educational planners and administrators are needed to concentrate on their attention into the teacher professional problems at all
levels to provide better education to the future generation so as to enhance the quality and reduce the extreme stress from the teacher community.