5.1 INTRODUCTION

These days, in fast changing world, every one of us is feeling stressful in respective of age, sex, profession, status, etc. Hans Selye (1974), the world’s pioneer stress researcher, has rightly said “you can’t live without stress, but too much stress literally kills you”. Thus, stress cannot be avoided: it is an integral part of our living and so it should be understood and dealt with proper balancing.

The term “stress” has been widely and indiscriminately used its most precise definition is that of Selye (1950). He restricts the concept of stress to “a characteristic physiological response, differentiating this from “stressors” the agents which produce stress.

Recently, some research has been done in India on the correlation between experience of life events and the development or precipitation of physical and psychiatric illness, particularly depression (R.N. Chatterjee et al., 1981: L.N. Gupta et al., 1981).

Stress relating to life events has also been demonstrated to be associated with coronary heart disease (S.C. Bhargava, S.N. Sharma and B.V. Agarwal, 1982).

While Harigopal (1979) showed that job tension and job satisfaction have a significant inverse relationship across different job levels, Mehta (1978) concluded that life satisfaction promotes a positive response to the work situation. Narayana and
Venkatachalam (1979) found organizational stress and motivation to be negatively related.

Cannon’s earlier proposal of a systematic nervous system/adrenal medulla stress reaction (Cannon, 1932), was made within the concept of systematic equilibrium. The general effect of the stress syndrome appears to be the modification of bodily processes so as to make available the energy resources normally kept in reserve or used for other functions such as digestion or anabolism (Cater and Apply, 1964). Selye describes antecedents of the stress concept in the Hippocratic view of disease not only as suffering but as toil; the light of the body to restore itself. A recurring theme is a finite amount of “adaptation energy” which gets “used up” (Selye, 1590) or physiological and psychological integrative capacities which are taxed to the limit (Basowitz et al., 1955).

The nature of pituitary – adrenal involvement has been much debated, and the physiological (normal, metabolic and so on) mechanisms involved in the stress reaction have been extensively investigated (Goldstein and Ramya, 1957; Oken, 1967).

People’s reactions to life stress differ according to their personal experiences and constitutional dispositions. Despite individual differences, some situations or working environment may be appraised in general as being more or less stressful than others. People, in order to respond to stress, often resort, to certain coping strategies like drinking, smoking, etc. Teacher as a person is no exception to this.
Teacher’s Stress

Teaching is a very demanding profession and as a result, various disabilities arise from the constant rigors of this profession. The professional demands and pressures of the situation, which a teacher is passing through, are bringing in him/her stress due to the job apart from his/her own life stress. Particularly in the present scenario the pressure is still on a higher note as the teachers have multiple roles to perform, i.e. teaching, research, development of learning resource material, extension and managing the institutions (NPE, 1986). To perform all these roles, effective teachers are required; because even the best curriculum and the most perfect syllabus remain ineffective in the absence of good of efficient teachers. It was found in many studies that effectiveness of a teacher was associated with his/her personality, school climate and mental health.

Teaching is considered by many to be a significantly stressful occupation and body of literature has documented the sources and extent of anxiety (Kernay and Sinclaire, 1978). Rosemarie Otto (1986) has pointed out that teachers are quite seriously stressed and that this has personal and educational implications.

Nation expects a lot from our elementary school teachers. They should act as friends, guides, and counselors to their students and they should be in constant touch with the parents and community members to resolve many of the problems related to schools. Our elementary school teachers have a number of other problems to cope with, such as, lack of teaching materials, classrooms, seating arrangements, unsatisfactory working conditions, negative attitudes of parents towards schooling, inadequate number of teachers, apart from their own
health and personal problems. All these work related aspects may make them highly stressful.

Teacher’s stress has been attributed to the routine of the school day and amount of time spent in non-instructional activities (Lieberman and Miller, 1978; Valerine, 1998; Sinhe, 1994, 1997), low salaries (Rudd and Wisemen, 1962), discipline problems (Lowenstein, 1975) and many other factors like mixed ability grouping, perceived lack of job success, work load, age, control oriented principles, organizational climate, role conflict, etc, which in turn affect their total behaviour and their teaching strategies like teaching and learning.

**Stress Management**

People’s behaviour and stress responses may influence their health. Health psychology contributes to the inter-disciplinary field of behavioural medicine, which provides new avenues for the prevention and treatment of illness. The major concerns of health psychology are the effects of stress, the seeking and following of treatment, and the promotion of health living.

Besides health, stress would also influence one’s performance. Most important pre-conditions for getting into action or performance is physiological and psychological disequilibrium within the organism. This disequilibrium may cause stress. Hence, stress is inevitable to make an organism get into action or performance. Though it is inevitable for performance excessive stress hampers one’s performance. For better performance a person should require stress and at the same time he should be able to cope with it. The process of coping with stress is called “stress management” which consists of many components.
The components of stress management programmes are training in aerobic exercise, bio feedback, and relaxation. Although the degree of mind control over the body that can be gained through bio feedback has fallen short or early expectations, it sometimes helps people control tension headaches and high blood pressure. Simple relaxation exercises offer some of the same benefits. Counseling type A heart attack survivors to slow down and relax has helped them lower their rate of recurring attacks. Social support also helps people cope, partly by buffering the impact of stress.

Promoting Relaxation Techniques

- **Aerobic exercise:** Sustained exercise that increases heart lung fitness, may also alleviate depression and anxiety.

- **Bio feedback:** A system for electronically recording, amplifying and feeding back information regarding subtle physiological state, such as blood pressure or muscle tension.

- **Psycho-physiological illness:** Literally, “mind-body” illness; any stress-related physical illness, such as hypertension, ulcers and head aches. This is distinct from hypochondriasis-misinterpreting normal physical sensations as symptoms of a disease. It affects on our learning conditions.

Live events can be debilitating or not. It all depends on how we appraise them and whether the stresses are buffered by a stress-resistant dispositions, healthy habits, and enduring social support.
• **Modifying Stress Illness- Related Behaviour**- Researchers are only beginning to compute the cost-effectiveness of various health promotion programmes (Kaplan, 1984; Taylor, 1987). But, the most are optimistic that creating programmes to prevent disease by modifying people’s personal habits will cost for less than it now costs to treat their diseases.

• **Meditation**: A Modern phenomenon with a long history “sit down alone and in silence. Lower your head, shut your eyes, breathe out gently, and imagine yourself looking into your own heart. As you breath out, say, “Lord Jesus Christ, have mercy on me. Try to put all other thoughts aside. Be calm, be patient and repeat the process very frequently—Gregory of Sinai, died 1346.

• **Yoga**: “Yoga is a means of compressing one’s evolution into a single life of a few months or even a few hours of one’s bodily existence” – Swami Vivekananda. Yoga is a state of great steadiness at emotional level; balance of concentration and detachment of mental level and homoeostasis at body level. It integrates the personality by bringing body-mind coordination in a well balanced way.

• **Other methods of relaxation**: heal touch, inter-personnel relations, social support.

5.2 **NEED AND IMPORTANCE OF THE STUDY**

The review of related literature reveals that among Indian Teacher Trainees Stress is a neglected area of study when compared to other areas. Most of the studies indicate that the stress level of 19 to 21 years age group is higher than the others. The DIET students who fall in this group were having higher stress than the others. The
factors of stress and college climate are significant among the pre-service student-teachers of DIET. The teacher trainee’s stress reflects very badly on their teaching performance and academic achievement. In order to ascertain the influence of stress management intervention on academic achievement, the present study has been undertaken.

5.3 TITLE OF THE STUDY

“Effect of Stress Management Intervention on Teacher Competence and Academic Achievement – An Experimental Study on D.I.E.T. Students”

5.4 REVIEW OF RELATED LITERATURE

The studies reviewed have been classified under five headings.

1. Studies related to Stress Levels
2. Studies related to Teacher Competence
3. Studies related to Academic Achievement
4. Studies related to Adjustment
5. Studies related to Home Environment

From the review it is found that there are a very few studies on stress levels of trainee teachers and generally receiving due importance.

From reviews is evident that the studies were conducted at working teachers no study is found with trainee teachers at DIETs.

5.5 OBJECTIVES OF THE STUDY

The following are the objectives of the study.

1. To know the effectiveness of stress management intervention on teaching competence, academic achievement, teacher adjustment and home environment.
2. To compare the effectiveness of stress management intervention on teacher competence, academic achievement, teacher adjustment and home environment with reference to

- Sex
- Age
- Locale
- Qualification
- Parents background (occupation, income and education)

3. To study the linear relationship between stress levels and academic achievement after the intervention.

4. To study the linear relationship between teaching competence and stress levels after the intervention.

5. To study the linear relationship between teacher adjustment and stress levels after the intervention.

6. To study the linear relationship between home environment and students stress levels after the intervention.

5.6 HYPOTHESES OF THE STUDY

The following hypotheses are stated for testing their significance.

5.6.1 Stress Levels

1. There is no significant difference between Stress levels of student teachers of control group and experimental group after the intervention.

2. There is no significant difference between Stress levels of male and female student teachers of experimental group after the intervention.

3. The Stress levels are significantly high among male student teachers of experimental group before the intervention than after the intervention.
4. There is no significant difference between Stress levels of female student teachers of experimental group with reference to before and after the intervention.

5. There is no significant difference among the various age groups of experimental group with reference to Stress levels of student teachers after the intervention.

6. There is no significant difference among the various groups based on their locale of experimental group student teachers after the intervention.

7. There is no significant difference between Stress levels of student teachers education is intermediate and degree after the intervention.

8. There is no significant difference among the student teachers belonging to various parental occupation in the Stress levels after the intervention.

9. There is no significant difference between student teachers in their Stress levels whose parental income is below Rs. 20 thousand and above Rs. 20 thousand after the intervention.

10. There is no significant difference between Stress levels of student teachers of experimental group belonging to whose parental education after the intervention.

5.6.2 Teaching Competence

11. The Teaching competence of student teachers of experimental group is significantly higher than the control group after the intervention.

12. There is no significant difference between male and female student teachers with reference to Teaching competence after the intervention.

13. There is no significant difference among the various age groups of experimental group with reference to Teaching competence after the intervention.
14. There is no significant difference among the various groups based on their locale in their Teaching competence after the intervention.

15. There is no significant difference in the Teaching competence of student teachers education is intermediate education and degree education after the intervention.

16. There is no significant difference among the students of various parental occupation in their Teaching competence after the intervention.

17. There is no significant difference between experimental group whose parents annual income below Rs. 20 thousand and above Rs. 20 thousand with reference to Teaching competence after the intervention.

18. There is no significant difference among the students whose parents belonging to various educational qualifications in their Teaching competence after intervention.

5.6.3 Academic Achievement

19. The Academic achievement of student teachers of experimental group is significantly higher than the control group after the intervention.

20. There is no significant difference between male and female student teachers in their Academic achievement after the intervention.

21. There is no significant difference in the Academic achievement of student teachers of various age groups after the intervention.

22. There is no significant difference among the various student teachers categorised based on their locale in Academic achievement after the intervention.

23. There is no significant difference between experimental group student teachers intermediate education and degree education with reference to Academic achievement after the intervention.
24. There is no significant difference among the student teachers belonging to various parental occupation groups in their Academic achievement after the intervention.

25. There is no significant difference between student teachers whose parents annual income below Rs. 20 thousand and above Rs. 20 thousand in their Academic achievement after the intervention.

26. There is no significant difference among the student teachers belonging to various parental education in their Academic achievement after the intervention.

5.6.4 Adjustment

5.6.4.1 Home Adjustment

27. The experimental group is significantly well adjusted than the control group student teachers in terms of Home adjustment after the intervention.

28. There is no significant difference between male and female student teachers in Home adjustment after the intervention.

29. There is no significant difference between experimental group of male student teachers Home adjustment before and after the intervention.

30. There is no significant difference between experimental group of female student teachers Home adjustment before and after the intervention.

31. There is no significant difference among the student teachers various age groups in their Home adjustment after the intervention.

32. There is no significant difference among the student teachers belonging to various locale groups in their Home adjustment after the intervention.
33. There is no significant difference between experimental group student teachers intermediate education and degree education with reference to Home adjustment after the intervention.

34. There is no significant difference among the student teachers with various parental occupation in their Home adjustment after the intervention.

35. There is no significant difference between experimental group student teachers whose parents annual income below Rs. 20 thousand and above Rs. 20 thousand with reference to Home adjustment after the intervention.

36. There is no significant difference among student teachers belonging to various parental education in their Home adjustment after the intervention.

5.6.4.2 Health Adjustment

37. There is no significant difference between control and experimental groups of student teachers with reference to Health Adjustment after the intervention.

38. There is no significant difference between male and female student teachers with reference to Health adjustment after the intervention.

39. There is no significant difference between experimental group of male student teachers Health adjustment before and after the intervention.

40. There is no significant difference between experimental group of female student teachers Health adjustment before and after the intervention.

41. There is no significant difference among the student teachers with various age groups in their Health adjustment after the intervention.

42. There is no significant difference among the student teachers belonging to various locale groups in their Health adjustment after the intervention.
43. There is no significant difference between experimental group student teachers intermediate education and degree and above education in their Health adjustment after the intervention.

44. There is no significant difference among the student teachers belonging to various parental occupational in Health adjustment after the intervention.

45. There is no significant difference between student teachers whose parents annual income below Rs. 20 thousand and above Rs. 20 thousand in their Health adjustment after the intervention.

46. There is no significant difference among the student teachers belonging to various parental education in their Health adjustment after the intervention.

5.6.4.3 Submissiveness and self-assertion adjustment

47. There is no significant difference between experimental and control groups student teachers with reference to Submissiveness and self-assertion adjustment after the intervention.

48. There is no significant difference between male and female student teachers in their Submissiveness and self-assertion adjustment after the intervention.

49. There is no significant difference between experimental group of male student teachers Submissiveness and self-assertion adjustment before and after the intervention.

50. There is no significant difference between experimental group of female student teachers Submissiveness and self-assertion adjustment before and after the intervention.
51. There is no significant difference among the student teachers belonging to various age groups in their Submissiveness and self-assertion adjustment after the intervention.

52. There is no significant difference among the student teachers belonging to various locale groups in their Submissiveness and self-assertion adjustment after the intervention.

53. There is no significant difference between student teachers belonging to their education of intermediate education and degree education in their Submissiveness and self-assertion adjustment after the intervention.

54. There is no significant difference among the student teachers belonging to various occupational group in their Submissiveness and self-assertion adjustment after the intervention.

55. There is no significant difference between student teachers belonging to parental income is below Rs. 20 thousand and above Rs. 20 thousand in their Submissiveness and self-assertion adjustment after the intervention.

56. There is no significant difference among the student teachers belonging to various parental education in their Submissiveness and self-assertion adjustment after the intervention.

5.6.4.4 Emotional Adjustment

57. There is no significant difference between experimental and control group of student teachers with reference to Emotional adjustment after the intervention.

58. There is no significant difference between male and female student teachers in their Emotional adjustment after the intervention.
59. There is no significant difference between experimental group of male student teachers Emotional adjustment before and after the intervention.

60. There is no significant difference between experimental group of female student teachers Emotional adjustment before and after the intervention.

61. There is no significant difference among the student teachers of various age groups in their Emotional adjustment after the intervention.

62. There is no significant difference among the student teachers of various locale groups in their Emotional adjustment after the intervention.

63. There is no significant difference between student teachers intermediate education and degree education in their Emotional adjustment after the intervention.

64. There is no significant difference among the student teachers belonging to parental occupation in their Emotional adjustment after the intervention.

65. There is no significant difference between the student teachers whose parents annual income below Rs. 20 thousand and above Rs. 20 thousand in Emotional adjustment after the intervention.

66. There is no significant difference among the student teachers belonging to various parental education in their Emotional adjustment after the intervention.

5.6.4.5 Hostility and Friendliness Adjustment

67. There is no significant difference between experimental and control group student teachers with reference to Hostility and Friendliness adjustment after the intervention.

68. There is no significant difference between male and female student teachers with reference to Hostility and Friendliness adjustment after the intervention.
69. There is no significant difference between experimental group of male student teachers Hostility and Friendliness adjustment before and after the intervention.

70. There is no significant difference between Hostility and Friendliness adjustment of experimental group of female student teachers before and after the intervention.

71. There is no significant difference among the student teachers of various age groups in their Hostility and Friendliness adjustment after the intervention.

72. There is no significant difference among the student teachers of various locale groups in their Hostility and Friendliness adjustment after the intervention.

73. There is no significant difference between student teachers belonging to intermediate education and degree education in their Hostility and Friendliness adjustment after the intervention.

74. There is no significant difference among the student teachers whose parents of various occupational group of the experimental group with reference to Hostility and Friendliness adjustment after the intervention.

75. There is no significant difference between experimental group student teachers whose parent’s annual income below Rs. 20 thousand and above Rs. 20 thousand with reference to Hostility and Friendliness adjustment after the intervention.

76. There is no significant difference among the student teachers of experimental group whose parental education with reference to Hostility and Friendliness adjustment after the intervention.
5.6.4.6 Masculinity and Femininity Adjustment

77. There is no significant difference between experimental and control groups student teachers with reference to Masculinity and Femininity adjustment after the intervention.

78. There is no significant difference between experimental group of male and female student teachers with reference to Masculinity and Femininity adjustment after the intervention.

79. There is no significant difference between experimental group of male student teachers Masculinity and Femininity adjustment before and after the intervention.

80. There is no significant difference between Masculinity and Femininity adjustment of experimental group of female student teachers before and after the intervention.

81. There is no significant difference among the student teachers of various age groups of experimental group with reference to Masculinity and Femininity adjustment after the intervention.

82. There is no significant difference among the student teachers of various groups based on their locale of experimental group of Masculinity and Femininity adjustment after the intervention.

83. There is no significant difference between experimental group student teachers intermediate education and degree education with reference to Masculinity and Femininity adjustment after the intervention.

84. There is no significant difference among the student teachers whose parents of various occupational group of the experimental group with reference to Masculinity and Femininity adjustment after the intervention.
85. There is no significant difference between student teachers of experimental group whose parental annual income below Rs. 20 thousand and above Rs. 20 thousand with reference to Masculinity and Femininity adjustment after the intervention.

86. There is no significant difference among student teachers belonging to whose parental education among the experimental group with reference to Masculinity and Femininity adjustment after the intervention.

5.6.5 Home Environment

87. There is no significant difference between control and experimental groups student teachers with reference to Home environment after the intervention.

88. There is no significant difference between experimental group male and female student teachers with reference to Home environment after the intervention.

89. There is no significant difference among the student teachers of various age groups of experimental group with reference to Home environment after the intervention.

90. There is no significant difference among the student teachers of various groups based on their locale of experimental group of Home environment after the intervention.

91. There is no significant difference between student teachers belonging to their education as intermediate education and degree education in their Home environment after the intervention.
92. There is no significant difference among the student teachers parents of various occupational group of the experimental group with reference to Home environment after the intervention.

93. There is no significant between the student teachers whose parents annual income below Rs. 20 thousand and above Rs. 20 thousand with reference to Home environment after the intervention.

94. There is no significant difference among the student teachers belonging to various parental education in their Home environment after the intervention.

5.6.6 Multiple Regression Analysis

95. The Academic achievement of student teachers is not a significant predictor for the stress levels of student teachers.

96. The Home environment is not a significant predictor on stress levels of the student teachers.

97. The Teaching competence is not a significant predictor on stress levels of the student teachers.

98. The Home Adjustment is not a significant predictor on stress levels of the student teachers.

99. The Health Adjustment is not a significant predictor on stress levels of the student teachers.

100. The Submissiveness and self-assertion adjustment is not a significant predictor on stress levels of the student teachers.

101. The Emotional Adjustment is not a significant predictor on stress levels of the student teachers.
102. The Hostility and Friendliness Adjustment is not a significant predictor on stress levels of the student teachers.

103. The Masculinity and Femininity Adjustment is not a significant predictor on stress levels of the student teachers.

5.7 VARIABLES OF THE STUDY

The variables used in the study are classified as follows.

1. Independent variable
   - Stress Management Intervention

2. Dependent variables
   - Teacher competence
   - Academic achievement
   - Adjustment
   - Home environment

3. Moderate variables
   - Sex
   - Age
   - Locale
   - Qualification
   - Parents background (occupation, income and education)
### 5.8 DESIGN OF THE EXPERIMENT

**Diagrammatic representation of experimentation process**

<table>
<thead>
<tr>
<th>Pre-tests</th>
<th>Experimental group</th>
<th>Control group</th>
<th>Post-tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress Levels Inventory</td>
<td>Treatment (one month duration)</td>
<td>No treatment</td>
<td>Stress level inventory</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Academic achievement test</td>
</tr>
<tr>
<td>Adjustment inventory</td>
<td></td>
<td></td>
<td>Teacher competence scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Home environment inventory</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adjustment inventory</td>
</tr>
</tbody>
</table>

### 5.9 SAMPLE AND SAMPLING PROCEDURE

Out of four D.I.E.Ts. in Rayalaseema region of Andhra Pradesh, one D.I.E.T was selected randomly. Experimental and control groups are selected randomly from the D.I.E.T. group consists of 52 student teachers.

As D.I.E.T. students of Andhra Pradesh are selected through a state level common entrance test and both D.I.E.Ts selected for the study are in same region, they may be treated as equivalent groups. Further, the groups will be equated based on mean scores of entrance examination.
5.10 TOOLS USED FOR THE STUDY

The tools selected and used for the study are given below in tabular form.

The different tools adopted and developed

<table>
<thead>
<tr>
<th>Tools adopted for the study</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sl.No.</strong></td>
<td><strong>Name of the tool</strong></td>
<td><strong>Author</strong></td>
</tr>
<tr>
<td>1.</td>
<td>The Adjustment Inventory</td>
<td>Huge M. Bell</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching Competence Scale</td>
<td>Dr. N. Venkataiah and Dr. G. Viswanathappa</td>
</tr>
<tr>
<td>3.</td>
<td>Home Environment Scale (Modified)</td>
<td>Dr. Sarla Jawa</td>
</tr>
<tr>
<td>Tools developed for the study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>“Stress Levels Inventory” (Modified) (based on Kyriacov and Sutcliffe)</td>
<td>By the Investigator</td>
</tr>
<tr>
<td>5.</td>
<td>“Academic Achievement Scale” (based on II year D.Ed. course syllabus coverage from June to October months)</td>
<td>By the Investigator</td>
</tr>
</tbody>
</table>

5.11 DELIMITATIONS OF THE STUDY

- This study was conducted restricted to sample of only one DIET of Telugu medium students of Andhra Pradesh.
- Out of many techniques of stress management, in this study Yoga and Meditation techniques only have been tried out.
- Stress management may have an effect on many teacher related variables, but this study is confined to only teacher competence and academic achievement.
• The study was confined to selected topics related June to October months period of second year D.Ed. course syllabus for academic achievement.

• The study was delimited to intervention of one month duration for stress management.

5.12 STATISTICAL TECHNIQUES EMPLOYED

The following statistical techniques are used to analyze the data and for testing the formulated hypotheses of the study.

1. **Analysis of Variance (F-test):** ANOVA Technique (one-way; two-way) is used to test the differences between two or more means. It is also used to test the significance of interaction effect of various variables like, sex, age, qualification, locale, parents background (education, income and occupation) of the DIET students.

2. **t-test:** It is used to know the significant difference between the “pre-test and post-test; post-test scores of the control and experimental groups”.

3. **Linear Regression:** Multiple Regression Analysis used for knowing the predictor of independent variable over dependent variable.

5.13 FINDINGS OF THE STUDY

The findings of the study are given under the respective heads.

5.13.1 Stress Levels

1. There is a significant difference between Stress levels of student teachers of control group and experimental group after the intervention.

2. There is no significant difference between Stress levels of male and female student teachers of experimental group after the intervention.
3. The Stress levels are significantly high among male student teachers of experimental group before the intervention than after the intervention.

4. There is a significant difference between Stress levels of female student teachers of experimental group with reference to before and after the intervention.

5. There is no significant difference among the various age groups of experimental group with reference to Stress levels of student teachers after the intervention.

6. There is no significant difference among the various groups based on their locale of experimental group student teachers after the intervention.

7. There is no significant difference between Stress levels of student teachers education is intermediate and degree after the intervention.

8. There is no significant difference among the student teachers belonging to various parental occupation in the Stress levels after the intervention.

9. There is no significant difference between student teachers in their Stress levels whose parental income is below Rs. 20 thousand and above Rs. 20 thousand after the intervention.

10. There is no significant difference between Stress levels of student teachers of experimental group belonging to whose parental education after the intervention.

4.13.2 Teaching Competence

11. The Teaching competence of student teachers of experimental group is significantly higher than the control group after the intervention.

12. There is no significant difference between male and female student teachers with reference to Teaching competence after the intervention.
13. There is no significant difference among the various age groups of experimental group with reference to Teaching competence after the intervention.

14. There is no significant difference among the various groups based on their locale in their Teaching competence after the intervention.

15. There is no significant difference in the Teaching competence of student teachers education is intermediate education and degree education after the intervention.

16. There is no significant difference among the students of various parental occupation in their Teaching competence after the intervention.

17. There is no significant difference between experimental group whose parents annual income below Rs. 20 thousand and above Rs. 20 thousand with reference to Teaching competence after the intervention.

18. There is no significant difference among the students whose parents belonging to various educational qualifications in their Teaching competence after the intervention.

4.13.3 Academic Achievement

19. The Academic achievement of student teachers of experimental group is significantly higher than the control group after the intervention.

20. There is no significant difference between male and female student teachers in their Academic achievement after the intervention.

21. There is no significant difference in the Academic achievement of student teachers of various age groups after the intervention.

22. There is no significant difference among the various student teachers categorised based on their locale in Academic achievement after the intervention.
23. There is no significant difference between experimental group student teachers intermediate education and degree education with reference to Academic achievement after the intervention.

24. There is a significant difference among the student teachers belonging to various parental occupation groups in their Academic achievement after the intervention.

25. There is no significant difference between student teachers whose parents annual income below Rs. 20 thousand and above Rs. 20 thousand in their Academic achievement after the intervention.

26. There is no significant difference among the student teachers belonging to various parental education in their Academic achievement after the intervention.

4.13.4 Adjustment

4.13.4.1 Home Adjustment

27. The experimental group is significantly well adjusted than the control group student teachers in terms of Home adjustment after the intervention.

28. There is no significant difference between male and female student teachers in Home adjustment after the intervention.

29. There is a significant difference between experimental group of male student teachers Home adjustment before and after the intervention.

30. There is a significant difference between experimental group of female student teachers Home adjustment before and after the intervention.

31. There is no significant difference among the students various age groups in their Home adjustment after the intervention.
32. There is no significant difference among the student teachers belonging to various locale groups in their Home adjustment after the intervention.

33. There is no significant difference between experimental group student teachers intermediate education and degree education with reference to Home adjustment after the intervention.

34. There is no significant difference among the student teachers with various parental occupation in their Home adjustment after the intervention.

35. There is no significant difference between experimental group student teachers whose parents annual income below Rs. 20 thousand and above Rs. 20 thousand with reference to Home adjustment after the intervention.

36. There is no significant difference among student teachers belonging to various parental education in their Home adjustment after the intervention.

4.13.4.2 Health Adjustment

37. There is no significant difference between control and experimental groups of student teachers with reference to Health Adjustment after the intervention.

38. There is no significant difference between male and female student teachers with reference to Health adjustment after the intervention.

39. There is a significant difference between experimental group of male student teachers Health adjustment before and after the intervention.

40. There is a significant difference between experimental group of female student teachers Health adjustment before and after the intervention.

41. There is no significant difference among the student teachers with various age groups in their Health adjustment after the intervention.
42. There is no significant difference among the student teachers belonging to various locale groups in their Health adjustment after the intervention.

43. There is no significant difference between experimental group student teachers intermediate education and degree and above education in their Health adjustment after the intervention.

44. There is a significant difference among the student teachers belonging to various parental occupational in Health adjustment after the intervention.

45. There is no significant difference between student teachers whose parents annual income below rupees 20 thousand and above Rs. 20 thousand in their Health adjustment after the intervention.

46. There is no significant difference among the student teachers belonging to various parental education in their Health adjustment after the intervention.

4.13.4.3 Submissiveness and self-assertion adjustment

47. There is a significant difference between experimental and control groups student teachers with reference to Submissiveness and self-assertion adjustment after the intervention.

48. There is no significant difference between male and female student teachers in their Submissiveness and self-assertion adjustment after the intervention.

49. There is a significant difference between experimental group of male student teachers Submissiveness and self-assertion adjustment before and after the intervention.
50. There is a significant difference between experimental group of female student teachers Submissiveness and self-assertion adjustment before and after the intervention.

51. There is no significant difference among the student teachers belonging to various age groups in their Submissiveness and self-assertion adjustment after the intervention.

52. There is no significant difference among the student teachers belonging to various locale groups in their Submissiveness and self-assertion adjustment after the intervention.

53. There is no significant difference between student teachers belonging to their education of intermediate education and degree education in their Submissiveness and self-assertion adjustment after the intervention.

54. There is no significant difference among the student teachers belonging to various occupational group in their Submissiveness and self-assertion adjustment after the intervention.

55. There is no significant difference between student teachers belonging to parental income is below Rs. 20 thousand and above Rs. 20 thousand in their Submissiveness and self-assertion adjustment after the intervention.

56. There is no significant difference among the student teachers belonging to various parental education in their Submissiveness and self-assertion adjustment after the intervention.
4.13.4.4 Emotional Adjustment

57. There is a significant difference between experimental and control group of student teachers with reference to Emotional adjustment after the intervention.

58. There is no significant difference between male and female student teachers in their Emotional adjustment after the intervention.

59. There is a significant difference between experimental group of male student teachers Emotional adjustment before and after the intervention.

60. There is a significant difference between experimental group of female student teachers Emotional adjustment before and after the intervention.

61. There is no significant difference among the student teachers of various age groups in their Emotional adjustment after the intervention.

62. There is no significant difference among the student teachers of various locale groups in their Emotional adjustment after the intervention.

63. There is no significant difference between student teachers intermediate education and degree education in their Emotional adjustment after the intervention.

64. There is no significant difference among the student teachers belonging to parental occupation in their Emotional adjustment after the intervention.

65. There is no significant difference between the student teachers whose parents annual income below Rs. 20 thousand and above Rs. 20 thousand in Emotional adjustment after the intervention.

66. There is no significant difference among the student teachers belonging to various parental education in their Emotional adjustment after the intervention.
4.13.4.5 Hostility and Friendliness Adjustment

67. There is no significant difference between experimental and control group student teachers with reference to Hostility and Friendliness adjustment after the intervention.

68. There is no significant difference between male and female student teachers with reference to Hostility and Friendliness adjustment after the intervention.

69. There is a significant difference between experimental group of male student teachers Hostility and Friendliness adjustment before and after the intervention.

70. There is a significant difference between Hostility and Friendliness adjustment of experimental group of female student teachers before and after the intervention.

71. There is no significant difference among the student teachers of various age groups in their Hostility and Friendliness adjustment after the intervention.

72. There is no significant difference among the student teachers of various locale groups in their Hostility and Friendliness adjustment after the intervention.

73. There is no significant difference between student teachers belonging to intermediate education and degree education in their Hostility and Friendliness adjustment after the intervention.

74. There is no significant difference among the student teachers whose parents of various occupational group of the experimental group with reference to Hostility and Friendliness adjustment after the intervention.

75. There is no significant difference between experimental group student teachers whose parent’s annual income below Rs. 20 thousand and above Rs. 20 thousand with reference to Hostility and Friendliness adjustment after the intervention.
76. There is no significant difference among the student teachers of experimental group whose parental education with reference to Hostility and Friendliness adjustment after the intervention.

4.13.4.6 Masculinity and femininity Adjustment

77. There is a significant difference between experimental and control groups student teachers with reference to Masculinity and Femininity adjustment after the intervention.

78. There is no significant difference between experimental group of male and female student teachers with reference to Masculinity and Femininity adjustment after the intervention.

79. There is no significant difference between experimental group of male student teachers Masculinity and Femininity adjustment before and after the intervention.

80. There is no significant difference between Masculinity and Femininity adjustment of experimental group of female student teachers before and after the intervention.

81. There is no significant difference among the student teachers of various age groups of experimental group with reference to Masculinity and Femininity adjustment after the intervention.

82. There is no significant difference among the student teachers of various groups based on their locale of experimental group of Masculinity and Femininity adjustment after the intervention.

83. There is no significant difference between experimental group student teachers intermediate education and degree education with reference to Masculinity and Femininity adjustment after the intervention.
84. There is no significant difference among the student teachers whose parents of various occupational group of the experimental group with reference to Masculinity and Femininity adjustment after the intervention.

85. There is no significant difference between student teachers of experimental group whose parental annual income below Rs. 20 thousand and above Rs. 20 thousand with reference to Masculinity and Femininity adjustment after the intervention.

86. There is no significant difference among student teachers belonging to whose parental education among the experimental group with reference to Masculinity and Femininity adjustment after the intervention.

4.13.5 Home Environment

87. There is a significant difference between control and experimental groups student teachers with reference to Home environment after the intervention.

88. There is no significant difference between experimental group male and female student teachers with reference to Home environment after intervention.

89. There is no significant difference among the student teachers of various age groups of experimental group with reference to Home environment after the intervention.

90. There is no significant difference among the student teachers of various groups based on their locale of experimental group of Home environment after the intervention.

91. There is no significant difference between student teachers belonging to their education as intermediate education and degree education in their Home environment after the intervention.
92. There is no significant difference among the student teachers parents of various occupational group of the experimental group with reference to Home environment after the intervention.

93. There is no significant between the student teachers whose parents annual income below Rs. 20 thousand and above Rs. 20 thousand with reference to Home environment after the intervention.

94. There is no significant difference among the student teachers belonging to various parental education in their Home environment after the intervention.

4.13.6 Multiple Regression Analysis

95. The Academic achievement of student teachers is a significant predictor for the stress levels of student teachers.

96. The Home environment is a significant predictor on stress levels of the student teachers.

97. The Teaching competence is a significant predictor on stress levels of the student teachers.

98. The Home Adjustment is a significant predictor on stress levels of the student teachers.

99. The Health Adjustment is a significant predictor on stress levels of the student teachers.

100. The Submissiveness and self-assertion adjustment is a significant predictor on stress levels of the student teachers.

101. The Emotional Adjustment is a significant predictor on stress levels of the student teachers.
102. The Hostility and Friendliness Adjustment is a significant predictor on stress levels of the student teachers.

103. The Masculinity and Femininity Adjustment is a significant predictor on stress levels of the student teachers.

5.14 EDUCATIONAL IMPLICATIONS AND RECOMMENDATION OF THE STUDY

An effective DIET is one which has succeeded in having teachers of high quality possessing ‘sound minds’ those only can perform, in a better way in the classroom. A teacher can perform his roles effectively provided he updates himself with emerging methodologies and content. The present study reveals that teaching competence depends upon sex, age, qualification, stress, adjustment and home environment. Among these, the stress levels and adjustment affect the teaching competence and academic achievement positively.

Factors related to stress levels, adjustment, home environment, parents background contribute to better adjustment in a teacher which helps him to improve his teaching competence and academic achievement.

Stress management techniques provide regularly in the entire two-year course of DIET students, with a chance to improve their teaching competence.

All the DIET students should get a chance to improve their professional career through stress management techniques.

Students between 19 and 25 years of age should be provided with certain indirect scientific stress management techniques which would facilitate than to develop their adjustment capacity and teaching competence gradually.
Specified training based on psycho-analytical approach should be given to the working teachers also cope with stress as they experience high stress and opportunities should be given to develop good adjustment capacity among themselves.

The educational planners and administrators may think about the possibility of incorporating Stress Management techniques like aerobic exercise, yoga and meditation as a part of curriculum under project work in all the teacher training institutions to prepare the teachers and teacher educators with ‘balanced minds’ who in turn help the process of constructing balanced society. All said and done education means “Social Service”.

5.15 SUGGESTIONS FOR FURTHER RESEARCH
1. The effectiveness of stress management intervention could be extended to B.Ed. and M.Ed. students.
2. Relationship between teaching competence and teacher personality may be tried out.
3. The impact of teachers psychological problems and social status on teaching competence and teacher attitudes can be undertaken.
4. The same study can be repeated to large samples covering the diversified state level.
5. A study on stress levels of working teachers may be tried out.