Chapter - V
Summary
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SUMMARY

5.1 INTRODUCTION

Of all the time in history, man is suffering stress and strain. The modern civilization has exacted a heavy price from man in the form of greater stress and more painful strain than ever in human history. It would not inappropriate if we denote the present era as the ‘Age of Stress’. Stress has become an inevitable part of people’s life in modern world. All of us experience stress to some degree in one or another form, it is without home, business, enterprise or any other social fields.

Life is really about change. Every day each person faces some kind of challenge big or small. Just deciding what to wear to work or school can be a challenge for some people, while others find the drive to workplace or school the most challenging part of the day. There are decisions to be made and changes that will require adopting plans already made. Some times there are actual threats to well being- an accident, a fight with the boss, a failed exam or losing job, to name a few. All these challenges require people to respond in some way. Stress is the term used to describe the physical, emotional, cognitive and behavioral; responses to events that are appraised as threatening or challenges.

Different people have different views about it, as stress can be experienced from variety of sources. Ask the opinion of five different people and you are likely to get at least five different definitions. The business person views stress as frustration or emotional tension, air traffic controller see it as problem of alertness and concentration, biochemist think of it as purely chemical event.

"The process of living is the process of reacting to stress." Sarnoff (1960)

Webster's New World Dictionary (1973): “Stress is the mental or physical tension caused by some urgency or pressure.”

Cox and Mackay (1978) "A transaction between a person and his or her situation would signify stress."
Summary

Warrick (1981) "Stress is mental, emotional, physical and behavioral response to anxiety producing events."

Scott (1988) thinks “Stress is any unpleasant and disturbing emotional experience due to frustration”.

According to Startion and Mayes (1988) “Stress is an effect on a person of being subjected to noxious stimulation or the threat of such stimulation, particularly when he/she is unable to avoid or terminate the conditions.

Chandler (1976) and Choruses and Gold (1992) defines “Stress is state of disharmony or threatened homeostasis.”

Bector (1995) and Furman (1995) say “Stress is anything that imposes an extra demand on a child's ability to cope, often something that is new and different.”

The expression ‘Mental health’ consists of two words ‘mental’ and ‘health’. Health generally means sound condition or well-being of freedom from mental disease. Mental health, therefore, may refer a sound condition or state of psychological well-being or freedom or mental disease. But when body and mind function harmoniously, it is said that sound mind lives in a sound body. So, to understand a personality, it requires proper analysis of body and mind.

The positive attitude of mind has the tendency of keeping your body healthy, thus nourishing your physical body, making it hale and healthy. Otherwise also the word ‘HEALTH’ is derived from the word ‘WHOLE’. To be healthy, there should be wholeness within. It does not simply imply the medical fitness; rather, it implies experiencing a sense of completion, of wholeness, of well-being within. To experience such well being you need to be not only physically fit, but also equally healthy at your mental and vital energy levels.

According to ancient texts, health is the harmony between body and mind, harmony between mind and knowledge, between the members of the family, harmony in the neighborhood and with every other person. Thus, disease is the disharmony between all of the above. Today’s men are unnecessarily running from early morning till late night for minting money and amazing wealth with their never-ending lust. All these have created anxiety, frustration, stress, tension, and maladjustment with so many personal and social problems and these have disturbed the mental health of the individual to a great extent.
**Summary**

Crow and Crow (1951) say "Mental health includes physical well-being, adjustment to mental ability, emotional control, social adjustment and sex adjustment."

In the words of Hadfield (1952): "Mental health is the full and harmonious functioning of the whole personality."

According to Kumar (1991) "Mental health is an indicator which shows a person’s ability to meet social, emotional, physical, psychological demands. However, when the individual finds his or herself trapped in a situation and lacks matching and coping strategies to deal with stress effectively, mental strain develops."

Bhagi and Sharma (1992) think “Mental health is a state of mind characteristic by emotional; well being, relative freedom from anxiety and disable symptom, a capacity to establish constructive relationship and cope with the ordinary stress of life.”

Sperrazzo (1996) is of the view “Mental health is a medical, psychological and sociological phenomenon that is the need of psychiatrists, clinical psychologists, counseling psychologists and psychiatric social workers.”

The word ‘home’ presents a beautiful picture in our minds and imagination. The term “home” with its special connotation of warmth, safety and emotional dependence has no exact equivalent in any other language. It plays an important role to mould the behavior, personality, attitude, confidence etc. of child. Just as a big grown up tree gives shelter to young sapling and help those to grown up to face the world its challenges and problems, home environment (parents) give shape to the child. It is mostly seen as is the home environment, so is the effect of stress among individuals. So, the study of stress among teacher trainees in relation to their home environment has become a major concern in psychological investigations. Today's modern age of science and technology has increased the complexities of life because of rapid individualization, urbanization, technical advancement and desire for more success; individual's life has become chaotic, full of stress and strain.

Home is the cradle of civilization. It is home that makes an individual a social being. Social and cultural environment of home contributes significantly in the development of personality. The child comes in close contact with his parents and
other members of the family. The mother of the child is considered the first teacher to shape his behavior. All these are the basis of home environment.

**In the words of Hurlock (1972)** "Home environment is one in which all members are happy, centered and harmonious, in which each individual is respected and given rights, privileges and responsibilities, suited to his age and in which there is no dominance by either one or both parents or by elder children who are permitted to boss over younger ones."

**In Dictionary of Education (1973)** "Home environment includes all the objects, forces and conditions of the family that affects the individual throughout such stimuli as he is able to receive."

**According to Newman and Newman (1981)** “Family environment is the first and perhaps the most enduring context, personality development of child.”

**Uniyal and Beena (1984) opine** "Home environment depicts interpersonal relationship between the parents and the child. It also includes the parent's attitude towards the child, related to freedom versus destructiveness, dominance vs. submission, acceptance vs. rejection, trust vs. distrust, warmth vs. coldness and partiality vs. fairness."

**Misra (1986) defines** “Home environment as measure of the quality and quantity of social, emotional and cognitive support that has been available to the child with in his home.”

Ever since the publication of Goleman's first book on the topic in 1995, Emotional Intelligence has become one of the hottest 'buzz' words in corporate America and become a popular phrase in recent times. It is a form of social intelligence which involves the ability to monitor one’s own and other’s feelings and emotions to discriminate among them and utilize this information to guide one’s thinking and action. Salovey and Mayer (1990) Bar-On (2002) defined emotional intelligence as, an array of non-capabilities, compliances and skills that influence one’s ability to succeed in coping with environmental demands to pressure.

Emotional intelligence is a popular psychological concept that has captured the imagination of educationists. This concept has relatively recent origin, which is linked to personal and social competence, academic and social success and individual as well as team effectiveness in organizations. Emotional intelligence is not being
nice, it does not mean giving free reason to feelings, nor it is fixed genetically; nor allowing one’s emotions and prejudices to get the better out of one’s judgment. Infect, it is a new yardstick, which is increasingly applied to judge a person to find out how far on one excels in life. It is the combination of head and heart. Emotional intelligence has its roots in the concept of social intelligence, first coined by Thorndike in 1920.

**According to Goleman (1995)** "Emotional Intelligence is the ability which includes self-control, zeal, persistence and the ability to motivate oneself."

**Cooper and Sawaf (1997) define** “Emotional intelligence is a source of human energy, information, connection and influence.”

**According to Stein and Book (2001)** "A set of skills that enables us to make our way in complex world, the personal, social and survival aspect of over all intelligence, elusive common sense and sensitivity that are essential to effective daily functioning."

**In the words of Bar-on (2002)** "Emotional Intelligence is an array of non-cognitive, capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures."

**David (2004) defined emotional intelligence as the ability to accurately identify emotions, use emotions to help, what you think, understand, which causes emotion and manage to stay open to these emotions in order to capture the wisdom of our feelings.**

In the educational process, the teacher occupies a very important place. A teacher is the medium through which objectives and plans can be actualized. For this, the teacher must have sound mental and physical health. There have been many studies stating that the person’s mental health has direct and significant relationship with his/ her working efficiency. Teaching is a profession where every day radical changes are likely to increase rather than reduce the level of stress in teachers. The process of learning is influenced by a variety of factors. The mental conditions such as feelings of inferiority, insecurity, anxiety, stress strain, fear, worry, tension etc. All these personal factors pertain to the mind of the students. Secondary school teachers experience higher level of stress due to demanding situation. Overcrowded classes, heavy syllabus and inadequate facilities make teachers’ work more complex.
Summary

Researches in service industry like nursing, hotel and police have highlighted that working personnel experience varying degree of stress. The teacher is one of the most exposed persons in the present era of stress and strain. He lives in a state of perceptual insecurity. To ensure good quality of education there is need to have efficient teachers who are mentally healthy, secure and emotionally intelligent.

5.2 NEED AND SIGNIFICANCE OF THE STUDY

Today's modern age of science and technology has increased the complexities of life because of rapid individualization, urbanization, technical advancement and desire for more success; individual's life has become chaotic, full of stress and strain. The teacher is one of the most exposed persons in the present era of stress and strain. He lives in a state of perceptual insecurity. To ensure good quality of education there is need to have efficient teachers who are mentally healthy, secure and emotionally intelligent.

Mental health depends upon the efficient working of body and mind. So, for a teacher it is very essential that his/her both mind and body should be in a balanced condition for maximum output. So here we feel need to study about the mental health of the teacher trainees as mental health affects one's adjustment with his/her own self and with the society.

Home is the cradle of civilization. It is home that makes an individual a social being. Social and cultural environment of home contributes significantly in the development of personality. The child comes in close contact with his parents and other members of the family. The mother of the child is considered the first teacher to shape his behavior. All these are the basis of home environment. There is a great need to study emotional intelligence. There is need to enrich the content and subject matter of emotional intelligence. The importance of emotional intelligence in this fast growing society itself is contributing to accelerate the research activity. In emotional intelligence as well as other fields of life, it will be helpful to provide direction to younger generation to develop emotional intelligence and normal behavior in every field of life to progress. The problem is not with emotionality but with appropriateness of emotions and its expression.
To survive in society one needs to fulfill his social, economic, religious, moral, cultural, physical, emotional, psychological and biological needs. These could only be fulfilled only if a person has good mental health, proper environment, intelligence and knowledge. For a teacher personality development is very important. In the stressful atmosphere if mental health of teacher is not good, it automatically influence the home atmosphere which ultimately have adverse effects on the emotional intelligence of the teacher. So study of all these factors is very important in this modern complex life to become a balanced personality of teacher trainees.

5.3 STATEMENT OF THE PROBLEM

The problem under investigation is stated as,

"STRESS AMONG TEACHER TRAINEES IN RELATION TO THEIR MENTAL HEALTH, HOME ENVIRONMENT AND EMOTIONAL INTELLIGENCE."

5.4 OBJECTIVES OF THE STUDY

The present investigation had been undertaken with the view to fulfill the following objectives:

1. To study the level of stress among teacher trainees.
2. To find out the difference in stress among:
   (a) rural and urban areas teacher trainees.
   (b) male and female teacher trainees.
3. To find out the difference in mental health among:
   (a) rural and urban areas teacher trainees.
   (b) male and female teacher trainees.
4. To find out the difference in home environment among:
   (a) rural and urban teacher trainees.
   (b) male and female teacher trainees.
5. To find out the difference in emotional intelligence among:
   (a) rural and urban areas teacher trainees.
   (b) male and female teacher trainees.
Summary

6 To find out the relationship of stress with mental health of teacher trainees of:
   (a) rural areas.
   (b) urban areas
   (c) males
   (d) females

7 To find out the relationship of stress with home environment of teacher trainees of:
   (a) rural areas.
   (b) urban areas
   (c) males
   (d) females

8 To find out the relationship of stress with emotional intelligence of teacher trainees of:
   (a) rural areas.
   (b) urban areas
   (c) males
   (d) females

9 To find out predictors of stress of teacher trainees from among the independent variables of mental health, home environment and emotional intelligence.

5.5 HYPOTHESES OF THE STUDY

The following was the hypotheses:

1 There was a significant difference in the mean scores of stress among teacher trainees, w.r.t.
   (a) rural and urban areas
   (b) males and females

2 There was a significant difference in the mean scores of mental health among teacher trainees, w.r.t.
   (a) rural and urban areas
There was a significant difference in the mean scores of home environment among teacher trainees, w.r.t.
(a) rural and urban areas
(b) males and females

There was a significant difference in the mean scores of emotional intelligence among teacher trainees w.r.t.
(a) rural and urban areas
(b) males and females

There exist significant relationship between stress and mental health of teacher trainees w.r.t.
(a) rural areas.
(b) urban areas
(c) males
(d) females

There exist significant relationship between stress and home environment of teacher trainees w.r.t.
(a) rural areas.
(b) urban areas
(c) males
(d) females

There exist significant relationship between stress and emotional intelligence of teacher trainees w.r.t.
(a) rural areas.
(b) urban areas
(c) males
(d) females

The independent variables of mental health, home environment and emotional intelligence differentially predict stress among teacher trainees.
Summary

(a) Significant variance towards stress among rural teacher trainees was contributed by major correlates such as mental health, home environment and emotional intelligence.

(b) Significant variance towards stress among urban teacher trainees was contributed by major correlates such as mental health, home environment and emotional intelligence.

(c) Significant variance towards stress among male teacher trainees was contributed by major correlates such as mental health, home environment and emotional intelligence.

(d) Significant variance towards stress among female teacher trainees was contributed by major correlates such as mental health, home environment and emotional intelligence.

5.6 DELIMITATIONS

The present study was delimited to:

a) The state of Punjab comprising of 20 districts out of which Ludhiana, Moga, Bathinda, and Sangrur districts was selected.

b) 600 teacher trainees were equally balanced among rural and urban areas and male and female.

5.7 SAMPLE

The present study was a descriptive survey, which was conducted on 600 teacher trainees. The total sample for the study was selected by multistage randomization. Randomization was followed at the district, tehsil, block, village and college level from the four districts out of existing 20 districts of Punjab. The teacher trainees were categorized into urban and rural as well as male and female.

5.8 DESIGN OF THE STUDY

The present study was a descriptive survey, which was conducted on 600 teacher trainees. The total sample for the study was selected by multistage randomization. Randomization was followed at the district, tehsil, block, village and college level from the four districts out of existing 20 districts of Punjab. The teacher trainees were categorized into urban and rural as well as males and females. The study was conducted in different phases:
Summary

Phase I: In this phase, nature of score distribution for stress, mental health, home environment and emotional intelligence of teacher trainees was seen to justify the application of various statistical techniques.

Phase II: During the first phase, the investigator classified the total sample into five levels of stress, i.e., very high, high, average, low and very low. This classification was done for studying the levels of stress among teacher trainees.

Phase III: In the second phase of the study, the investigator measured variables as stress, mental health, home environment and emotional intelligence. The t-ratios were worked out to find the difference in different variables among teacher trainees.

Phase IV: In this phase, techniques of correlation and regression were employed. In order to find out the nature and extent of relationship of mental health, home environment and emotional intelligence with stress, product moment correlation and regression equations were worked out.

Phase V: In this phase, multistage analysis of the variables of mental health, home environment and emotional intelligence with stress was done.

Teacher trainees (600)

Rural (300)

Males (150) Females (150)

Urban (300)

Males (150) Females (150)
5.9 TOOLS USED

The following standardized tools were used for the collection of relevant data -

1. Bisht Battery of Stress Scales (Almora, 1995)
2. Mental Health Check-List (Kumar, 1992)
3. Mohite Home Environment Inventory (Mohite, 1989)
4. Emotional Intelligence Test (Chadha, 2002)

5.10 PROCEDURE OF DATA COLLECTION

In the present study, the questionnaires were administered to 600 teacher trainees by the investigator. It is administered on 150 teacher trainees from Moga district and 150 teacher trainees from Ludhiana district 150 teacher trainees from Sangrur district and 150 teacher trainees from Bathinda district of Punjab. Further, it was divided into urban, rural areas teacher trainees of all the four districts. The investigator decided to administer the questionnaires on 640 trainees because there are possible chances for trainees’ absence. The investigator reached every college on the appointed date and time. She took with her all relevant materials for the administration of the scale. On reaching the lecture room, the investigator established rapport with the trainees and she explained the purpose of her visit to them. Then general instructions related to the questionnaire were given.

First of all, trainees were seated on comfortable seats in a room which was well-lightened. It was confirmed by the investigator that they should be free from all types of tension. It was made clear to them that these scales will in no way, effect their achievement nor change their image in the college or with the parents as these results would be used only for the implementation of educational policy, conduct of research or change of syllabi and these results will not be given to parents, teachers or head of the institution.

All the instructions related to the procedure of giving response of the statement are given. A space for 5 columns was provided; the teacher trainees were to tick (✓) mark response, viz., always, at times, often, rarely, never.

Investigator asked the trainees if they had any doubt about the method of attempting the items of the scale, get removed the difficulties, if any. Finally,
investigator said, “start” when they were ready. After a few minutes investigator walked in the room and checked the responses of the teacher trainees, whether they were doing in the right way or not. In case if any trainees’ were not acquainted with the instructions properly, the investigator explained it again but silence was maintained at all costs. As there was no time limit, each trainee was given enough time to finish the work. After the completion of the tests, the teacher trainees were thanked for their co-operation.

The investigator had collected the total data of 640 teacher trainees. After subtracting the scores of out liars of all the variables, i.e., stress, mental health, home environment and emotional intelligence. The data of 600 teacher trainees were selected for this study.

SCORING OF THE QUESTIONNAIRE

After having completed the scale, it was collected back for scoring. After that all the scales were scored as per the scoring procedure developed by the manual.

BISHT BATTERY OF STRESS SCALES (Almora, 1995)

The method of scoring in this was very simple. For each positive and negative statement score of all the scales were given. For positive statements scores are 1,2,3,4,5, and for negative statements scoring is 5,4,3,2,1.

MENTAL HEALTH CHECK LIST (Kumar, 1992)

The total score varies from 11 to 44, showing highest to the lowest (poorest) mental health status of the person.

MOHITE HOME ENVIRONMENT INVENTORY (Mohite, 1989)

The test was scored as per the directions given in the manual of the test; statement showing linking with response "absent" was awarded zero mark and 'present' was awarded as one. All the marks were added up.

EMOTIONAL INTELLIGENCE TEST (Chadha, 2002)

This test has 15 question items. Every item has 5 options. Each option had different marks for different questions/answers.
5.11 STATISTICAL TECHNIQUES

1. Mean, median, standard deviation, skewness and kurtosis of the scores of stress, mental health, emotional intelligence and home environment among teacher trainees was calculated.

2. 't'- ratio was calculated to know whether there are mean differences in the scores of stress and mental health, home environment and emotional intelligence among teacher trainees.

3. r- was calculated to find out the relationship between stress and mental health, home environment and emotional intelligence among teacher trainees.

4. Step-up-regression equation was set up for ascertaining the predictability of mental health, home environment and emotional intelligence for stress.

5.12 CONCLUSIONS

The analysis and interpretation of results presented in chapter IV (Section II, III, IV and V) leads to the following conclusions:

II
1. 2% to 4% teacher trainees belong to very high level of stress.
2. High level of stress is shown by 13% to 18% of teacher trainees.
3. 65% to 67% of teacher trainees show average level of stress.
4. Low level of stress is shown by 10% to 15% of teacher trainees.
5. 2% to 4% teacher trainees belong to very low level of stress.

III
1. Rural and urban teacher trainees do not differ significantly on the variable of stress.
2. Male and female teacher trainees do not differ significantly on the variable of stress.
3. There is no significant difference in the mental health of rural and urban teacher trainees.
4. There is no significant difference in the mental health of male and female teacher trainees.
5. There is no significant difference in the home environment of rural and urban teacher trainees.
6. Significant difference exists in the home environment of male and female teacher trainees.

7. There is no significant difference exists in the emotional intelligence of teacher trainees of rural and urban areas.

8. Male and female teacher trainees do not differ significantly on the variable of emotional intelligence.

IV
1. There is a significant and negative relationship between stress and mental health of teacher trainees of rural/urban areas.

2. A significant and negative relationship exists between stress and mental health of male/female teacher trainees.

3. There is significant and negative relationship between stress and home environment of teacher trainees of rural/urban areas.

4. There exists a significant and negative relationship between stress and home environment of male/female teacher trainees.

5. There is significant as well as negative relationship between stress and emotional intelligence of teacher trainees of rural/urban areas.

6. There is significant and negative relationship between stress and emotional intelligence of male/female teacher trainees.

V
1. Mental health, home environment and emotional intelligence cause 8% in the variance of stress among rural teacher trainees.

2. Mental health, home environment and emotional intelligence significantly contribute towards stress among urban teacher trainees.

3. Mental health, home environment and emotional intelligence are the causal factors in the variance of stress among male teacher trainees.

4. Stress among female teacher trainees is significantly contributed by mental health, home environment and emotional intelligence.

5.13 EDUCATIONAL IMPLICATIONS

On the basis of the results and conclusions, the under mentioned implications can be drawn:
Summary

1. The present study will help the teachers in evaluating the behavior of the students in the light of stress, mental health, home environment and emotional intelligence so that they can able to understand their students and make their teaching effective and in co-ordination with the needs and aspirations of the teacher trainees.

2. Orientation programmes about the ethics, norms, conditions and duties towards the profession as well as towards their students will take them a long way in helping their students to reduce stress by removing the factors responsible for causing stress.

3. By being aware, the teachers can reduce stress by sympathetic handling and providing new openings and avenues to the learners. The teachers can help them to acquire positive and useful goals for growth and motivation.

4. If the parents, teachers, school personnel, counselors and guidance worker delve deep into the connective hazards of mental health, home environment and emotional intelligence for stress, then it can play a pivotal role in the nourishment of harmonious personalities.

6. The present teacher education programmes in the country are heavily loaded with the theoretical content. It lacks the integration of knowledge with emotional and other human situations. There is strong need of emotional education and emotional and moral training of the pupil-teachers.

7. Teacher educators should not be rigid in their thinking and in ways of dealing with pupil-teachers. Opportunities should be given to them to evaluate their own behavior and their problems should be discussed.

8. Training of pupil-teachers should include integration of thoughts and emotions, heart and mind for appropriate behavior at the right time. Their emotions should not be suppressed, as every feeling has its own value and significance. Pupil-teachers should be taught to strike a balance between rational thoughts and emotions.

9. It is clear from the study that if proper caring and loving atmosphere is provided to teacher-trainees in the colleges, they will become mentally healthy and this affect their job performance and success later on.
Summary

10. Better circumstances should be given to teacher trainees, because they alone play a vital role in educational reconstruction, as well as social reconstruction. If the teacher trainees face disturbed relationship with anybody, no love and care is shown from teacher's side, they will never be able to become emotionally or mentally stable.

So, from this study, we can guide lecturers to provide a healthy relationship to their trainees, loving and caring atmosphere so that their trainees perform like stars in future life in the every field of work.

5.14 SUGGESTIONS FOR FURTHER RESEARCH

Researches are never complete. One research opens various new directions for further research, it is a chain reaction. The present investigation also abides by the same rule, and opens up certain avenues for further researches. The present study was conducted with certain limitations. It is, therefore, suggested that further investigation, in this direction may be taken up with the suggestions:

1. The present study was confined to 600 teacher trainees of four districts of Punjab. Similar study may be replicated on a sample taken from other states or districts.

2. The study can be conducted on adolescents of senior secondary schools.

3. The study can also be conducted on the different students of professional colleges of India and abroad.

4. The study can also be conducted to investigate the difference of effect of predictor variable on stress in the students of different streams.

5. The study can also be conducted to investigate the effect of stress on parents with respect to the achievement of their wards. Other predictor variables can also be taken in this context.

6. Predictor variables other than those used in the study such as school environment, attitude of the teachers, self-esteem, intelligence, creativity, youth problems etc. may be used to find out their relationship with stress among students.
Summary

7. A comparative study of private and government colleges can also be taken.

8. Research can be conducted to study the relationship between various dimensions of stress, mental health, home environment and emotional intelligence.

9. The study may be conducted on the students of degree colleges.

10. Similar study can be replicated by taking different sample of in-service teachers.

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