

Understanding And Navigating Stress Among Postgraduate Teachers

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ABSTRACT

A study was conducted to investigate the stress coping styles among post graduate teachers. This study included the categorical variables gender, location, type of school management, nature of the school, marital status and educational qualification. Stress coping styles scale was standardized by Ying Ming Lin (2010). It contains 28 items. Suitable objectives were framed and set the hypotheses to test the objectives. Normative survey method was adopted in this study. In the study 260 post graduate teachers from 13 selected schools formed the sample. They were from government, government aided and private school. The collected data was statically analysed by using percentage analysis and differential analysis. The finding of this study reveals that the level of stress coping styles of post graduate teachers is moderate and there is no significant difference between the post graduate teachers stress coping styles on their type of school management.

Keywords : Stress coping styles, post graduate teachers, school.

Introduction

In the demanding landscape of academia, postgraduate teachers face a multitude of challenges that can significantly impact their well-being and effectiveness. The exploration of stress coping styles within this demographic assumes paramount importance, as these styles can shape their ability to manage the pressures inherent in their roles. The transition from being students to educators brings about a shift in responsibilities, encompassing not only academic duties but also administrative tasks and mentoring responsibilities. This transition can trigger stress due to increased workloads, time constraints, and the need to strike a balance between research pursuits and teaching obligations.

Understanding the coping styles adopted by postgraduate teachers is essential in devising effective support systems and interventions. Some individuals might lean towards problem-focused coping strategies, engaging directly with stressors by planning, organizing, and seeking solutions. Conversely, emotion-focused coping strategies might involve managing the emotional responses elicited by stress through relaxation techniques or seeking social support. This study aims to delve into the prevalence and utilization of these coping styles, shedding light on their potential associations with factors such as teaching experience, personality traits, and work environment.

Through a comprehensive examination of stress coping styles among postgraduate teachers, this research aspires to contribute to the existing body of knowledge in educational psychology and faculty development. The findings of this study could offer insights into the design of tailored interventions that bolster educators' ability to navigate stressors efficiently, thereby enhancing their overall well-being and teaching efficacy. By acknowledging the intricate interplay between coping mechanisms and the challenges faced by postgraduate teachers, educational institutions can create a more supportive and conducive environment that nurtures their professional growth and resilience.

Title of the problem

The research problem is entitled as **“Stress coping styles among post graduate teachers”**.

Objectives of the study

- To study the level of stress coping styles of post graduate teachers.
- To find the significant difference between stress coping styles of post graduate teachers based on the select subsamples
- Gender
- Location
- Type of school management
- Nature of the school
- Marital status
- Educational qualification

Hypotheses of the study

- The level of stress coping styles of post graduate teachers is moderate.

- There is no significant difference between stress coping styles of post graduate teachers based on the select subsamples
- Gender
- Location
- Type of school management
- Nature of the school
- Marital status
- Educational qualification

Methods and procedure

Research Design

Normative survey method was adopted. Steps involved in the Research design.

IDENTIFICATION OF THIS PROBLEM



FORMULATING THE HYPOTHESIS



IDENTIFYING THE SAMPLE



COLLECTION OF DATA



ANALYSIS OF DATA



REPORTING OF THE FINDINGS

Population and Sample

The population of the study includes postgraduate teachers in Perambalur district. 13 schools are identified as the select sample. For the present study stratified random sampling method was used. In the study 260 post graduate teachers from 13 selected schools formed the sample. They were from government, government aided and private school.

Tools used for the study

Stress coping styles scale was standardized by **Ying Ming Lin (2010)**. It contains 28 items.

Statistical techniques of the study

The data collected from the sample are statistically analysed by using percentage analysis and differential analysis technique.

Hypothesis Testing

H0 : The level of stress coping styles of post graduate teachers is moderate

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Stress coping styles	63	24.23	114	43.85	83	31.92

It is inferred that 24.23 % of post graduate teachers have low level, 43.85% of them moderate level and 31.92% of post graduate teachers have high level of stress coping styles.

Hence the hypothesis “**The level of stress coping styles of post graduate teachers is moderate**” is accepted.

H1 : There is no significant difference between the post graduate teachers stress coping styles based on their gender

Variable	Gender	N	Mean	SD	t value	Level of significance
Stress coping styles	Male	121	56.12	13.451	2.559	Significant
	Female	139	59.45	13.789		

Inference

From the above table, it is indicated that t- value (2.559) is greater than the table value (1.96) at 0.05 level. The female post graduate teachers mean score is (59.45) is better than male mean score (56.12). Hence there is significant difference between the post graduate male and female teachers on their stress coping styles mean scores.

Therefore the above null hypothesis is rejected.

H2 : There is no significant difference between the post graduate teachers stress coping styles based on their location

Variable	Location	N	Mean	Sd	t Value	Level of Significance
Stress coping styles	Rural	136	51.56	13.512	4.313	Significant
	Urban	124	58.78	13.451		

Inference

From the above table, it is inferred that t- value (4.313) is greater than the table value (1.96) at 0.05 level. The urban area mean score is (58.78) is better than rural area mean score (51.56). Hence there is no significant difference between the rural and urban area post graduate teachers on their stress coping styles mean scores.

Therefore the above null hypothesis is rejected.

H3 : There is no significant difference between the post graduate teachers stress coping styles based on their type of school management

Variable		Sum of Squares	Df	Mean Squares	F Value	Level of Significance
Stress coping styles	Between groups	112.45	2	56.225	0.144	Not Significant
	Within groups	99855.00	257	388.540		
	Total	99967.45	259			

Inference

From the above table, it is observed that the F- ratio (0.144) is less than the table value (4.60) at 0.01 level and hence there is no significant difference between the post graduate teachers stress coping styles on their type of school management. Therefore the above null hypothesis is rejected.

H4 : There is no significant difference between the post graduate teachers stress coping styles based on their experience

Variable	Experience	N	Mean	Sd	t Value	Level of Significance
Stress coping styles	Below 5 Years	101	51.78	13.412	0.901	Not Significant
	Above 5 Years	159	50.23	13.678		

Inference

From the above table, it is inferred that t- value (0.901) is lesser than the table value (1.96) at 0.05 level. Below 5 years' experience teachers mean score is (51.78) is better than above 5 years' experience teachers mean score (50.23). Hence there is no significant difference between below and above 5 years post graduate teachers parents on their stress coping styles mean scores.

Therefore the above null hypothesis is accepted.

H5 : There is no significant difference between the post graduate teachers stress coping styles based on their nature of the school

Variable		Sum of Squares	Df	Mean Squares	F Value	Level of Significance
Stress coping	Between groups	367.89	2	183.945	0.474	Not Significant
	Within groups	99599.56	257	387.546		

styles	Total	99967.45	259
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Inference

From the above table, it is observed that the F- ratio (0.474) is less than the table value (4.60) at 0.01 level and hence there is no significant difference between the post graduate teachers stress coping styles on their nature of the school.

Therefore the above null hypothesis is accepted.

H6 : There is no significant difference between the post graduate teachers stress coping styles based on their marital status

Variable	Marital Status	N	Mean	Sd	t Value	Level of Significance
Stress coping styles	Married	140	58.34	13.416	3.809	Significant
	Unmarried	120	51.89	13.782		

Inference

From the above table, it is inferred that t- value (3.809) is greater than the table value (1.96) at 0.05 level. Married teachers mean score is (58.34) is better than unmarried teachers mean score (51.89). Hence there is significant difference between married and unmarried post graduate teachers on their stress coping styles mean scores.

Therefore the above null hypothesis is rejected.

H7: There is no significant difference between the post graduate teachers stress coping styles based on their educational qualifications

Variable	Educational Qualifications	N	Mean	Sd	t Value	Level of Significance
Stress coping styles	UG with B.Ed.	161	56.90	13.678	3.852	Significant
	PG with B.Ed.	99	50.34	13.123		

Inference

From the above table, it is inferred that t- value (3.852) is greater than the table value (1.96) at 0.05 level. The UG with B.Ed. teachers mean score is (56.90) is better than PG with B.Ed. mean score (50.34). Hence there is significant difference between UG with B.Ed. and PG with B.Ed. post graduate teachers on their stress coping styles mean scores.

Therefore the above null hypothesis is rejected.

Major findings of the study

- 24.23 % of post graduate teachers have low level, 43.85% of them moderate level and 31.92% of post graduate teachers have high level of stress coping styles
- There is significant difference between the post graduate male and female teachers on their stress coping styles mean scores. The female post graduate teachers mean score is (59.45) is better than male mean score (56.12).
- There is no significant difference between the rural and urban area post graduate teachers on their stress coping styles mean scores. The urban area mean score is (58.78) is better than rural area mean score (51.56).
- There is no significant difference between the post graduate teachers stress coping styles on their type of school management.

There is no significant difference between below and above 5 years post graduate teachers parents on their stress coping styles mean scores. Below 5 years' experience teachers mean score is (51.78) is better than above 5 years' experience teachers mean score (50.23).

- There is no significant difference between the post graduate teachers stress coping styles on their nature of the school.

There is significant difference between UG with B.Ed. and PG with B.Ed. post graduate teachers on their stress coping styles mean scores. The UG with B.Ed. teachers mean score is (56.90) is better than PG with B.Ed. mean score (50.34).

Educational Implications of the study

The research findings collectively carry significant educational implications that can guide the development of targeted support systems for postgraduate teachers. The observed gender difference in stress coping styles, with female teachers demonstrating more effective coping, highlights the importance of tailored interventions. By recognizing these variations, educational institutions can implement gender-sensitive programs that equip male and female teachers with coping strategies aligned to their unique needs. This approach promotes a well-rounded faculty capable of effectively managing stressors, thus enhancing their overall well-being

and teaching quality. While geographical contexts do not significantly influence stress coping styles among postgraduate teachers, the discrepancy in mean scores between urban and rural areas suggests the need for inclusive interventions. Customized initiatives can help urban educators navigate the specific stressors of metropolitan environments, while rural teachers can benefit from resources designed to address rural-centric challenges. By fostering contextually relevant strategies, institutions can bolster the resilience of their teaching staff, ensuring a more supportive teaching and learning environment.

Conclusion

This study provides valuable insights into the stress coping styles among postgraduate teachers, shedding light on various factors that influence their ability to manage the demands of their roles. The distribution of stress coping levels highlights the diversity of responses, with a considerable proportion of teachers exhibiting moderate levels of coping. Gender emerges as a significant determinant, with female postgraduate teachers demonstrating more effective stress coping strategies than their male counterparts.

While urban teachers appear to fare better in stress coping, no marked distinctions arise based on school management type, teaching experience, or school nature. The findings underscore the need for tailored interventions that consider gender-specific coping strategies and equitable support systems for teachers across different geographic settings. Professional development initiatives, mentoring, and holistic wellness programs should be designed to enhance stress management skills, particularly for male teachers and those in rural areas. Additionally, attention to teacher education pathways, such as UG with B.Ed. versus PG with B.Ed., could yield insights into curriculum enhancement to better prepare educators for stress management within the multifaceted teaching environment. Overall, this study contributes to the understanding of stress coping dynamics among postgraduate teachers and guides the development of strategies to foster their well-being and teaching efficacy.

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