

# Effect of Stress Management Programme on Life Satisfaction of Secondary School Teachers



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## Abstract

The present experimental investigation, which is pre-post test control group design, was conducted to assess the effectiveness of stress management programme on life satisfaction of secondary school teachers who showed the problem of stress in life due to different reasons and have low level of satisfaction in life. A sample of 60 teachers was selected for the study, out of which 30 were assigned in control group and 30 in experimental group. After assessing the life satisfaction of teachers, investigator had given a four month stress management programme based on three techniques i.e. changing thoughts, changing behaviour and learning to relax for 30 min per day to the experimental group. After the four months again the scale of life satisfaction was tested on the teachers to check the difference. The results of the study revealed that stress management programme was an effective intervention strategy to improve the life satisfaction of secondary school teachers.

**Keywords:** Stress Management Programme, Life Satisfaction.

## Introduction

Teachers are the prime source for any educational revolution necessary in schools. For the qualitative education system there is prime requirement of qualitative teachers. The knowledge of teaching skills and self-confidence of teachers, mastery in subject are fundamental to quality teaching and learning. The teacher can present his best output when he is able to deal the different situations which cause stress. The occupational satisfaction can be attained by devotion and take pleasure in teaching. When a teacher is satisfied with his assigned work, he would be contented and constructive in his work, and it would leads to his overall life satisfaction. Life satisfaction of teachers is an important and essential factor for the healthy functioning of the education system. The satisfied teachers can give the maximum output to the society. Only the satisfied teacher can generate the positive output and can Construct the strong foundation of the nation. Hence the life satisfaction of teacher is a primary issue. The shortage of satisfied and committed teachers in schools is the basic hindrance for the attainment of educational objectives.

## Stress Management Programme

Stress management programme is strategy of intervention which contains set of techniques and programmes. The basic purpose of this intervention programme is to train the individuals so that they can minimize or to reduce the effects of stress. Stress management programme firstly find out the causes of stress and then helps to reduce the stress level. Ellis (1999) stress management refers to the effort to minimize and reduce the tension that takes place with a situation that is considered difficult or un-manageable.

Pesic (2007) stress management is a programme of conscious knowledge of things that effect stress and the methods to divert stress safely out of body. It is also set of techniques that professionals do to help us in coping with various kinds of stress.

## Life Satisfaction

Life satisfaction is an overall assessment of feeling and attitudes about one's life at a particular point in time ranging from negative to positive. Sumner (1996) defines it as a positive evaluation of the conditions of your life, a judgment that, at least on balance, it measures up favourably against your standards or expectations. Shin and Johanson (1978) define life satisfaction as a global assessment of a person's quality of life according to him chosen criteria. Judgments of satisfaction are dependent

upon a comparison of one's circumstances with what is thought to be an appropriate standard.

#### **Review of Related Literature**

Misra and Srivastava (1999) studied a sample of 250 employees in government medical college and found that mental health and life satisfaction had moderating effect on organizational commitment and job satisfaction relationship.

Devi et al., (2012) conducted a study on well-being and life satisfaction of high school teachers. Results revealed that the level of well-being increased with age and educational level and urban teachers have better life satisfaction as compared to rural teachers and also positive relationship between well-being and life satisfaction.

Kobranorouziana, Khosrownorouzian and Hosseindoolatdost (2014) studied the stress management and quality of work life: the mediating effect of job engagement. Results showed that with the stress management programme employees receive role clarity, reduced-load work arrangements, leader and management support and guidance in terms of career prospects and task accomplishment.

Chen, Etl (2016) examined whether stress management mediates the relationship between purpose in life and self-rated health status (SRH) on 6840 teachers. Study concluded that stress management mediated the effect of purpose in life on SRH. Study recommended that enhancement of teachers' purpose in life and improvement of training skills of stress management should be incorporated in the strategy of improving teachers' health.

Kaur (2017) examined teacher effectiveness in relation to occupational stress and life satisfaction on 645 teacher educators. Results of study revealed that the college should organize life skill development programmers, seminars on emotional intelligence, mental health and well-being for teacher educators. Teacher's stress in the college regarding work load, duties and financial status should be deal psychologically.

#### **Emergence of the Problem**

Teachers' beliefs in themselves, their capabilities, and their self-efficacy motivate them which ultimately shape students' educational experiences. These all depends upon the life satisfaction of teachers. It was found that the majority of college teachers who have highly satisfied with their jobs had highly favourable or favourable attitude towards the profession (Panda, 2001). But in the present scenario due to stress in working place, teachers are unable to present their best. If the teachers are not satisfied with their life then they can't be professionally committed. So there is need for the stress management programme for teachers so that they can manage their stress. So the investigator felt a great need to treat the stress among teachers by using various intervention techniques in the form of stress management programme.

#### **Objectives of the study**

1. To assess the life satisfaction of teachers
2. To study the effectiveness of stress management programme on life satisfaction of teachers

3. To study the effect of Stress Management Programme on life satisfaction of teachers in relation to gender.

#### **Hypothesis**

1. There will be positive effect of stress management programme on life satisfaction of teachers.
2. There will be positive effect of Stress Management Programme on life satisfaction of teachers in relation to gender.

#### **Sample**

A sample of 60 teachers from eight schools of Hoshiarpur district was selected for the present study. To select the sample of 60 teacher's homogeneity of the data was considered. The age group, their teaching experience and their marital status was also considered. Qualitative sampling was used to select the data.

#### **Design of Study**

The present study is experimental in nature. A pre-post test control group design was used in this study. The effect of three techniques of stress management programme on life satisfaction was studied. These techniques are changing thoughts, changing behaviour and learning to relax. The dependent variable in this study is life satisfaction and treatment variable is stress management programme. A pre test of life satisfaction was administered on subjects after allocating them into control and experimental groups before the onset of experiment. After the end of the experiment post test of life satisfaction was administered on both the groups. The difference between the means of pre test and post test was found out for each group and these mean difference scores compared with the help of t-test in order to ascertain whether the experimental treatment produced a significant effect than the controlled condition.

#### **Method and Procedure**

Investigator had first use qualitative techniques to select the 60 teachers for the study and then randomly assign 30 teachers to experimental and 30 teachers to control group. The investigator then administered the life satisfaction scale to find out their level of satisfaction. After that a four months stress management programme (one month for technique of changing thoughts, one month for technique of changing behaviour, one month for technique of learning to relax and one month for all the three techniques) conducted by the investigator herself on 30 teachers of experimental group for 30 minutes(per day) in 30 working days. Thereafter investigator had again administered the scale of life satisfaction on both 30 of experimental group and 30 of control group teachers. The scores so obtained from both groups were compared to find out the effect of stress management programme on life satisfaction of teachers.

#### **Delimitations of the study**

1. For the present study, sample was confined to the Government schools of Punjab, District-Hoshiarpur only.

- Secondary school teachers from schools affiliated to Punjab School Education Board considered for the study.

**Tools Used**

- Stress management programme to be developed by the investigator herself.
- Life Satisfaction Scale by Singh and Joseph (2005)

**Statistical Techniques**

Descriptive statistics such as mean, standard deviation was used to ascertain the nature of distribution of score. ANOVA, t-test was used to find out interaction among the variables and significance of difference between the means respectively.

**Results and Discussion  
Inferential statistics**

**Table 1**

**T-Ratio Statistics Obtained For Pre-Test And Post-Test Score For Life Satisfaction Of The Teachers Which Has Undergone Stress Management Programme**

Variable	Groups	N	Mean	S.D.	SE <sub>M</sub>	t-ratio
Life Satisfaction	Experimental Group	30	20.90	2.88	0.53	31.16
	Control Group	30	0.83	2.04	0.37	

Table 1 reveals that the mean gain score of life satisfaction of the group of secondary school teachers which has undergone stress management programme is 20.90 and that of the group of secondary school teachers without undergoing any stress management programme is 0.83. The value of 't' came out 31.16, which is significant at 0.01 level. It

indicates that there exists a significant difference between the group of secondary school teachers undergoing stress management programme and without undergoing stress management programme in their Life Satisfaction. Therefore hypothesis 'There will be positive effect of stress management programme on life satisfaction of teachers' stands accepted

**Table 2**

**T-Ratio Statistics Obtained For Pre-Test and Post-Test Scores For Life Satisfaction of Male and Female Secondary School Teachers Which Has Undergone Stress Management Programme**

Variable	Source of Variance	SS	d <sub>f</sub>	MS	F-Value
Life Satisfaction	Stress Management Training (A)	5030.99	1	5030.99	905.35**
	Gender (B)	47.41	1	47.41	8.53**
	Stress Management Training x Gender (AxB)	1.13	1	1.13	0.20
	Within Group (Error)	311.19	56	5.56	
	Total	6400.93	59		

Table 2 Shows that the f-ratio for the difference in mean gain scores of life satisfaction of male and female secondary school teachers came out 8.53, which is significant at 0.01 level. This indicated that, male and female secondary school teachers differ significantly on the variable of life satisfaction. The mean gain scores of life satisfaction of the male and female secondary school teachers were found to be 9.51 and 11.46 respectively. The above discussion indicates that the male and female secondary school teachers differ significantly on life satisfaction.

**Implications of the study**

The present study has useful implications in terms of feeling of frustration, anxiety, depression and other tensions found in peoples. With the help of proper intervention programmes to peoples in the form of changing thoughts, changing behaviour and learning to relax the level of satisfaction can be raised up.

**Suggestions**

The present study was conducted on 60 teachers of secondary schools only. Related studies can be conducted on the vast sample of teachers and can also consider the teachers from the Elementary education schools. In the present study only one dependent variable i.e. life satisfaction of secondary school teachers was studied. For the further research the effect of stress management can be checked on the occupational stress and job satisfaction of the teachers.

**Conclusion**

Teachers are the nation builders. The success of teaching depends upon the teachers. So the teachers must be free from any type of frustration, irritation, stress and depression. So it is the prime duty of the teachers to tackle the difficult situations efficiently without any kind of fear by adopting different therapies under stress management programme.

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