



A study of Mental Stress of the High School Teachers of Ahmedabad

DR. SNEHAL S. SHUKLA

Associate Professor,
Kameshwar M.Ed. College, Ahmedabad
Gujarat (India)

Abstract:

Most of the people experience stress at one time or another. People often work well under certain stress leading to increase productivity. Many times they don't know in advance and the stress periods may be sudden. The situation may not be under control. They should know their level of stress that follows them to perform optimally in their life.

Gender, Area and the management of school are taken as independent variables. The hypothesis are interpreted by mean, SD and t-ratio. The effect of management of school definitely affects the mental stress of the High school teachers. Non-granted school's teachers' are filling more stress than that of granted school teachers.

Keywords: *High school teachers, Mental stress*

1. Introduction

Stress is any action or situation that places special physical or psychological demands upon a person, anything that can unbalance his individual equilibrium. And while the psychological response to such demand is surprisingly uniform, the forms of the stress are innumerable. The one incontestable statement can be made about stress is that; it belongs to anyone – to teacher, to professor, to businessman etc. Stress is a part of fabric of life. Nothing can isolates stress from human beings as it is evident from various research and studies. Stress can be managed but can not be simply done away. With today, widely accepted ideas, stress are challenged by now research, and conclusion once firmly established may be turned completely around.

Mental stress may be different according to area, urbanization and rural. The people of urban area live with high life style, busy schedule, achieving more education etc, so there is stress according to this situation. The people of rural area mostly live with normal life, though they also suffer from mental stress like, illiteracy, unemployed, sort of schools, their education system etc. so stress has its own part according to situation, no one can escape from stress. According to this condition, now we will study about mental stress of teacher by which they may overcome their mental stress and adjust themselves with their situation.

2. Definition of the key words

2.1 Mental Stress

Cox (1975). "Stress is a part of a complex and dynamic system of transaction between the person and his environment"

According to Steinberg and Ritz Mann, “Stress is an under load or overload of matter, energy or information input to or output from a living system...”

The term stress refers to interval state, which result from unsatisfying conditions. A certain level of stress is unavoidable. A physical or psychological stimulus that can produce mental stress reaction that may lead to illness. Stress is the body’s reaction to a change that requires a physical, mental or emotional adjustment or response. Stress can come from any situation or thought that makes you feel frustrated, angry, nervous or anxious.

3. Objectives of the Study

The Objectives of the study are as following:-

1. To study the effect of gender on the mental stress of high school teachers Of Ahmedabad.
2. To study the effect of area on the mental stress of high school teachers of Ahmedabad.
3. To study the effect of Types of school on the mental stress of high school teachers of Ahmedabad.

4. Hypotheses of the Study

The Hypotheses of the study are as following:-

- Ho₁** There will be no significant difference between mean score of mental stress of male and female high school teachers.
- Ho₂** There will be no significant difference between mean score of mental stress of teachers of High school from rural and urban area.
- Ho₃** There will be no significant difference between mean score of mental stress of trachers of granted and self finance High School.

5. Population of the Study

In this study, all the secondary school teachers, constitute the target population. Here, the researcher has decided to apply mental stress Rating Scale for the teachers of Ahmedabad. Therefore all teachers of rural and urban area have become the population of the study.

6. Sample of the Study

In the present study, ‘multistage sampling’ technique will be used by the investigator. Multistage sampling is used in a large scale survey for a more comprehensive investigation. In this procedure, the investigator may use two three or four stage sampling. In this study, data will be collected from High school teachers working in Ahmedabad district. The data will be collected from 100 High school teachers residing in rural as well as urban area.

7. Research Method

In this study, the researcher will use THE SURVEY METHOD

8. Research Tool

In this study researcher will be used Mental Stress Rating Scale developed by Dr.R.S.Patel as a tool of the research study. In the tool –Mental stress Rating Scale has included 7 factors related mental stress. There are 35 statements included in it, and it is of 3 point scale Rating Scale.

9. Reliability and Validity

The reliability and validity of the mental stress Rating Scale can be checked through half- split method, the reliability of this Rating Scale is 0.87, and where as the Validity of the Rating Scale is 0.76.

8. Analysis and Interpretation

An analysis of the data is the most skilled task of all the stages of the research. An analysis of the data that have been collected is equally important. A careful planning of the analytical framework should, therefore, be envisaged by the researcher. Mean, Standard Deviation and t – test will be used.

9. Analysis of the data

H₀₁ There will be no significant difference between mean score of mental stress of male and female high school teachers

Table 1: Effect of Gender on mental stress of high school teachers

Group	Mean	Standard deviation	t value
Male	109.9	15.98	0.49
Female	108.2	17.77	

From the table 1, It is significant that t-value is 0.49 which is less than the t – table value at 0.05 level which is 1.96. It reflects that the mean scores of mental stress of male and female do not differ significantly. So the null hypothesis that ‘There will be no significant difference between mean score of mental stress of male and female high school teachers.’ is not rejected at 0.05 level. Thus it may be concluded that both male and female possess equal mental stress.

H₀₂ There will be no significant difference between mean score of mental stress of high school teachers of rural and urban area

Table 2: Effect of Area on mental stress of high school teachers

Group	Mean	Standard deviation	t value
Rural	111.7	12.05	1.56
Urban	106.5	20.22	

From the table 2, It is significant that t-value is 1.56 which is less than the t – table value at 0.05 level which is 1.96. It reflects that the mean scores of mental stress of high school teachers of rural and urban area do not differ significantly. So the null hypothesis that ‘There will be no significant difference between mean score of mental stress of high school teachers of rural and urban area.’ is not rejected at 0.05 level. Thus it may be concluded that teachers of both the area possess equal mental stress.

H₀₃ There will be no significant difference between mean score of mental stress of high school teachers of granted and non-granted High School

Table 3: Effect of Type of School on mental stress of high school teachers

Group	Mean	Standard deviation	t value
Granted	86.5	17.92	6.75
Non-granted	114.8	10.72	

From the table 3, It is significant that t-value is 6.75 which is greater than the t – table value at 0.01 level which is 2.58. It reflects that the mean scores of mental stress of high school teachers of granted and Non-granted differ significantly. So the null hypothesis that ‘There will be no significant difference between mean score of mental stress of high school teachers of granted and non-granted High School.’ is rejected at 0.01 level. Thus it may be concluded that teachers of granted and non-granted schools significantly

differ. By comparing the mean, non-granted school teacher's posse's higher mental stress than granted school teachers.

10. Findings of the Study

In the backdrop of analysis and interpretation of the results of the present investigation, the findings are as follows:

10.1 Effect of Gender on Mental Stress on Teachers

The researcher finds that null Hypothesis that "There is no significant difference between mean score of mental stress of male and female high school teachers" is not rejected. Thus, the researcher has concluded that both male and female possess equal mental stress.

10.2 Effect of Area on Mental Stress of Teachers

The researcher finds that null Hypothesis that "There is no significant difference between mean score of mental stress of high school teachers of rural and urban area" is not rejected. Thus, the Researcher has concluded that the teachers of both rural and urban area possess equal mental stress.

10.3 Effect of Types of School on Mental Stress of Teachers

The Researcher finds that the null Hypothesis that "There is no significant difference between mean score of mental stress of high school teachers of Granted and Non-Granted School" is rejected. Thus it may be concluded that teachers of granted and non-granted schools significantly differ. By comparing mean, non-granted schools teachers possess higher mental stress than granted school teachers.

11. Suggestions

The findings of the study reveal that teachers' Gender and Area have no significant difference between the mean score of Teachers' Mental Stress while type of Schools has significant difference between the mean scores of teachers' Mental Stress.

Suggestions of the study are as following:

1. Since there is no significant difference in the Mental Stress of the male and female of high school teachers the regular programme could be conducted as usual.
2. Since there is no significant difference in the Mental Stress of the High schools of Area, the regular seminars could be conducted as usual.
3. Since there is significant difference in the Mental Stress of high school teachers of the granted and non-granted the mental stress of non-granted schools is greater than granted. So, some cultural activities should be included in non-granted schools by which they may relief their stress.

References

1. Abdel Baset I.M. Hasouneh. Research Methodology, Jaipur: Sublime Publications
2. Buch M.B(Ed) (1983) Third Survey of Research in Education, New Delhi NCERT
3. Chandra, Shivendra Soti and Sharma Rajendra K. (2002). Research in Education, New Delhi: Atlantic Publishers and Distributors
4. Gupta Santosh (2005) Research Methodology and Statistical Technique New Delhi: Deep and Deep Publication Pvt. Ltd.
5. Kahn, R.L. & Cannel, C.F. (1957). The Dynamic of Interviewing, New York: John Wiley & Sons.
6. Koul, Lokesh. (1984). Methodology of Educational Research, New Delhi.