

A study of Stress and its associated Disorders among Pupil Teachers of India and suggestions for sustainable performance

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ARTICLE DETAILS

Article History

Published Online: 07 September 2018

Keywords

Pupil teachers; Stress; Anxiety; Fearfulness; Anger

ABSTRACT

A teacher needs to play social roles, professional roles, often become part of people's identity and thus, of the self. As aspirants usually attempt for keep up a positive sense of self, threats to one's role identity and induce stress. **Faupel, S.et.al (2016)**. This research paper focuses on the Pupil teacher's stress with demographic variables. Researcher made inventory, was used to conduct study on 72 Pupil teachers. Results revealed that there is no significant difference on gender basis in relation to Anger, and total stress, but there is a significant difference on gender basis in relation to Fearfulness and Anxiety as dimensions of Stress. There is no impact of marital status on anxiety, Fearfulness and total stress, but having an impact on Anger. Positions held by teachers in schools do not have any difference in all the dimensions of Anxiety, Fearfulness, and Anger including total stress. Research further suggests the cope up methods to Pupil teachers for sustainable performance.

1. Introduction

A teacher is the lifeline of any nation, the maker of the future and builder of a new generation. They give new hopes and wings to their students so that they can fly freely and reach to their destiny with more self-learning and life skills. They learn from their experiences and become much better human beings and contribute toward the well-being of humanity. NCTE is the apex teacher education regulator in India and functions under the Ministry of human resource development (MHRD). NCTE approves the teacher training institutes and takes care of all rules and regulations related to program. Increase in population also impacted on demand of trained teachers and training of in service teachers for better outcome.

Prof. Humayun Kabir said rightly, "Without good teachers, even the best system is bound to fail. With good teachers, even the worst system can be largely overcome."

The teacher education system in India has grown in a remarkable way, to become one of the largest systems of its kind in the world. To use of teacher education as a powerful tool and to build a knowledge-based information society, good environment is a must for any institution. This could assure that there is continuous infusion of young blood in to the teaching cadre; Mechanisms are working silently in a row to develop Indian teacher education arena with ICT and new pedagogies. Teaching becomes one of the most stressful professions now a day, and there are many beginners turning to Pupil teachers or future teachers by entering B.Ed. courses. Pupil teachers bear plural roles while preparing for their careers in the classroom. They assume the role of regular student, completing course work and acquiring the theoretical knowledge necessary to be a successful teacher and role of teacher during the practice teaching experience. Pupil teachers are facing a lot of pressure and conflicting demands of their course that force them to leave with stress.

No matter how many Pedagogical Content classes a student teacher takes regarding classroom management and child/adolescent development, being around students is an overwhelming feeling. Pupil teachers feel pressure to behave in a professional manner while developing a good rapport with the students. Causes of stress in Pupil teachers are-

- excessive workload and college hours
- Poor Pupil behavior, which itself is often compounded by issues such as large class sizes; frequent classes, lesson planning and preparation of teaching aids etc.
- Having pressure of assessment targets and examination;
- Lack of guidance and uncertain professional opportunities.

Pupil Teachers do not have any idea how to get rid of these stressful situations, and they just feel trapped in the vicious cycle of stress and just fail to realize slowly they become a victim of stress.

Stress is simply a reaction to a stimulus that disturbs our physical or mental equilibrium. In other words, it's an omnipresent part of life. A stressful event can trigger the "fight-or-flight" response, causing hormones such as adrenaline to surge through the body. A little bit of stress, known as "acute stress," can be exciting it keeps us active and alert. But long-term, or "chronic stress," can have detrimental effects on health. You may not be able to control the stressors in your world, but you can alter your reaction to them. There are numerous emotional and physical disorders that have been linked to stress including depression, anxiety, heart attacks, stroke, hypertension, immune system disturbances. Also, stress can have direct effects on the skin and can contribute to insomnia and degenerative neurological disorders. In fact, it's hard to think of any disease in which stress cannot play an aggravating role or any part of the body that is not affected. Here researcher has tried to study three disorders associated with stress-

- Anxiety

- Fearfulness
- Anger

2. Definition of Keywords

Stress is a normal physical response to events that make you feel threatened or upset your balance in some way. When you sense danger whether it's real or imagined the body's defenses kick into high gear in a rapid, automatic process known as the "fight-or-flight-or-freeze" reaction, or the *stress response*.

Anxiety –Feeling of worry, nervousness or unease about something with an uncertain outcome. Very eager to do something or for something to happen.

Fearfulness– Something that frightens; sudden panic, the sudden terror inspired by a trifling cause, sudden fright or alarm, especially with little or no reason.

Anger - Anger or wrath is an intense emotional response. Often it indicates when one's primary boundaries are violated. Some have a learned tendency to react to violence through retaliation.

3. Related Studies

Personal observation of author being a teacher educator was disquieting and found students with low mood, depression,¹⁾ anxiety and anger. They could be found easily in anxiety or angry with anything. Example of their moods are listed below

1. **Anxious/Stressful thinking:** "I'm going to fail in term exams or / I will not be able to perform in class room teaching session/1) I have no idea of teaching aid/How to prepare lesson plan... My life is ruined!" "What the hell" "Why had I opted for this²⁾ course"
2. **Escaping:** "I can't think straight. I'll not attend the particular session." " This is not my cup of tea"
3. **Increased anxiety:** "I'll never get the guidance" I've left it" It is too late to know this concept"
4. **Anxiety/Anger/Stress symptoms:** "I can't do this" "I am unable to do that" "I will not be able to join classes", "I feel sick, my heart's racing. I can't breathe, I can't concentrate..."

These hand on examples are based on observations and worked as to understand the concept and idea of the issue. The causes of depression, anxiety and stress in university students are numerous and varied. For example, some researchers found that increased academic workload, assignment papers, mid-term tests, projects and final examinations caused depression (**Capeding LJ.(2002),Pabiton CP.(2004)**).Concerning to stress, there is also a wide range of factors that contribute to stress in university students. The majority of the causes of stress seem to be person-age-situation particular. For instance, people experience different stressors in different places (e.g., home context, school setting, and work environment). Also, children, adolescents, middle-aged persons, and the old appear to have different stressors. The causes may be divided into three broad categories: environmental; psychological; and biological (**Cohen S, Kessler R, 1995**). These are more or less the same

factors that also contribute to depression and anxiety. One of the most common causes of academic stress is anxiety, reports (**Misra,R. & MichelleMcKean,2000**)conducted a study surveying 249 college students at a Midwestern university. The study showed that anxiety, ineffective time management and a lack of satisfying activities outside of academia were reliable predictors of academic stress. The study also showed that while female students managed their time more efficiently than male students, they also experienced the highest levels of stress and anxiety.

However it is also reported that, the Physical health does not correlate with stress. (**Diener, Suh, Lucas, & Smith, 1999**). Stated that how people view their health depends on their emotional state and perceived objective measures of their health.

Studies show that an active sense of professional health and wellbeing appears to be related to disorders of trusted, respected, given autonomy and proved efficacy as a teacher. To feel relaxed and successful in delivering lessons gives a Pupil teacher the confidence to take new roles, career challenges in professional development as brushed up a teacher. Thus there is a need of study about their wellbeing and provide suggestions about it.

4. Objectives

To study the level of stress among the Pupil teachers.
To consider the three associated disorders of stress on the basis of demographic factors (gender and marital status).

5. Hypotheses

There is no significant difference in the stress on the basis of demographic factors (gender and marital status).
There is no significant difference in associated feeling of stress -Anger, fearfulness, and Anxiety on the basis of demographic factors (gender and marital status).

6. Method of study and sampling

A descriptive method was used for this study. The study was conducted on the Pupil teachers who are doing their B.Ed from an NAAC "A" grade private institute. In this study, 72Pupil teachers out of which 45female (62.5%) and 27 (37.5%) males were participated.

Research tool

Author's made Stress inventory consists of 22 statements out of which 9 statements related to Anger subscale, 5 statements related to Anxiety subscale and remaining 8 statements related to fearfulness. The Testis 22item rating scale. Item score ranges from 0-6(0= Never, 6= Every day).

Administration of the scale

The Test was a self- reporting assessment in which respondents were requested to read the instructions carefully and then respond to the questions. It was emphasized that no item should be ignored. There is no time limit; however it took about 15 to 20 minutes to complete it.

Statistical techniques

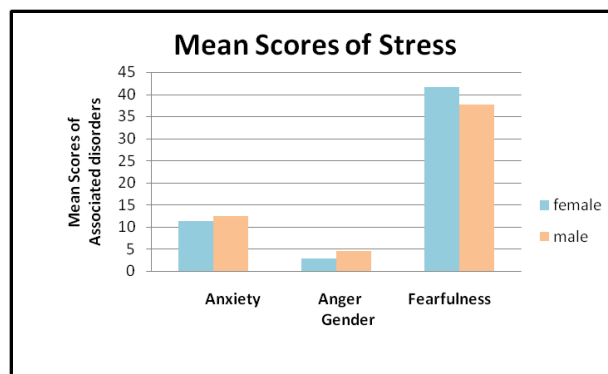
Mean, Standard Deviation, and t test was used for data analysis.

7. Results and Discussions

Table (I).Mean scores of three dimensions of burnout on gender basis

Variables	Anxiety	Anger	Fearfulness
Male	12.28	4.44	37.66
Female	11.22	2.80	41.64

The above table shows the mean scores of male and female of the stress and three disorders associated with it.



The above figure shows the mean scores of male and female for Anxiety, Anger, and fearfulness.

Table (II) T-test is indicating the difference between the level of stress and associated disorders of male and female Pupil teachers.

S.No	Variables	Sex	Numbers	Mean	Standard deviation	t- ratio	Significance
1	Anger	Female	45	11.22	5.58	0.58	Not Significant
		Male	27	12.48	10.25		
2	Anxiety	Female	45	2.22	3.93	2.02	Significant
		Male	27	4.44	4.83		
3	Fearfulness	Female	45	41.67	6.70	2.00	Significant
		Male	27	37.67	8.99		
4	Total Stress	Female	45	55.11	9.38	0.15	Not Significant
		Male	27	54.59	15.40		

**(0.05 level of significance)*

Table(II) shows Emotional exhaustion and total stress calculated t-values are less than table t-value i.e., 2.00. It means there is no significant difference between female and male teachers on the level of stress on total stress. Hence, the null hypothesis is accepted. But in case of Anger, Anxiety and, fearfulness the each calculated t-value is significant at 0.05 levels. It means there is significant difference between female and male teachers in relation to Anger, Anxiety and

fearfulness, Hence the null hypothesis is rejected. Therefore, male teachers are angrier than female teachers, where as female teachers are personally more accomplished than male teachers. Basic human nature suggests the occasional stress or anger which goes hand in hand in various situations with male and female both. Anxiety and fearfulness were significantly present in Pupil teachers which disclose the pressure of routine and hard work.

Table(III) T-test showing the difference between the level of emotional exhaustion, depersonalization and reduced personal accomplishment on marital status.

S.No	Variables	Marital Status	Numbers	Mean	Standard Deviation	t- ratio	Significance
1	Anger	Married	51	10.54	7.59	2.08	Significant
		Unmarried	21	14.48	7.14		
2	Fearfulness	Married	51	2.96	4.41	0.28	Not Significant
		Unmarried	21	3.28	4.45		
3	Anxiety	Married	51	40.41	7.48	0.41	Not Significant
		Unmarried	21	39.57	8.76		
4	Total Stress	Married	51	53.92	11.50	1.11	Not Significant
		Unmarried	21	57.33	12.75		

**(0.05 level of significance)*

Table (III) is showing Depersonalization, Personal accomplishment and total stress calculated t-values are less than table t-value i.e., 2.00. It means there is no significant difference between married and unmarried teacher son the level of burnout in relation to depersonalization, personal accomplishment and total burnout. Hence, the null hypothesis is accepted. But in case of Emotional Exhaustion the calculated t-value is significant at 0.05 levels. It means there is a significant difference between married and unmarried teachers in relation to Emotional Exhaustion. Hence the null hypothesis is rejected. Therefore, Unmarried teachers emotionally more exhausted than married teachers. Family support is backbone for any kind of emotional imbalances in personal life but study reveals that married Pupil teachers were more stressed than

unmarried. Further research can be done on family types and family support towards working and non working Pupil teachers.

8. The Causes of Stress among Pupil Teacher

There are many factors based on the causes of stress among Pupil teachers.

- **Teaching workload**– Teaching and its preparations are an essential part of Pupil teacher’s routine. Their lesson plans and compulsion of making an effective teaching aid make it more challenging to deal with.

- **Pressure of performance-** Pressure of continuous and constant performance is all the time a threat to the Pupil teachers.
- **Performance anxiety-**Pupil teachers face performance anxiety
- **Time management-**and Problems with the students.
- **Marital status-**and responsibilities of household.

An effort was made to understand the ways and means of reducing stress and anxiety among the Pupil teachers. Most of the respondents suggested the sharing with friends (85%) as the main measure to reduce the stress and anxiety. Peer relationship and guidance from the Teacher educators are the main choice by the respondents. The respondents highly agreed with the group work as the reducing factor for stress and anxiety. Some of the respondents had selected loneliness as the reducing measure for the stress and anxiety. Group work is not prevalent in India but Pupil teachers found it the very useful option for reducing the stress and anxiety. Another notable point is all of the respondents choose the option of sharing with the peer groups for reducing the stress and anxiety. All the respondents selected the choice of sharing with friends as the one of the main reducing measure. The study reveals a negative significant correlation between health status and anxiety level of the participants.

9. Suggestions that influence Pupil teacher's stress tolerance level for sustainable performance

Education and training systems are under escalating stress to respond to the recent skills demands created by a swiftly changing and globalised market. Educational institutions and universities need to counter to the cycle of innovation and become accustomed with their officialdom and pedagogies to serve increasingly diverse learner profiles and advance the teaching and learning of a variety of skills for innovation. In this regard teacher education institutes should focus on wellbeing of learners.

- Friends and family members can be an enormous buffer against life's stressors. They can be the major support system during stress.
- Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Cooperative

Learning is a relationship in a group of students that requires positive interdependence (a sense of sink or swim together). This could help distress people teacher and develop a sense of belongingness as family does.

- Collective approach could be the effective method to reduce stress for the inexperienced to learn through practice under the supervision and guidance of the experienced teachers in a collective approach Teachers share the teaching experiences, express their own practical knowledge related to practice, and create new practical knowledge through discussion, case studies, presentations and observations.

10. Conclusion

Teachers are a real source of inspiration for their students. Teachers have a direct impact on their students and even on the efficient working of the education system. If teachers are healthy, only then they can create and provide a healthy teaching- learning environment. It is rightly said that a healthy mind lives in a healthy body. This study revealed that both male and female teachers are same on emotional exhaustion and total stress. Marital status does not make any difference in Anxiety, Fearfulness and total Stress, but married and unmarried teachers are different on the anger level. Constant challenges and demands of performance are the cause of stress and associated disorders. Stress affects the mind, body, and behavior in many ways, and everyone experiences stress differently. Not only can overwhelming stress lead to serious mental and physical health problems, it can also take a toll on one's relationships at home, work, and school. It cannot be a good indicator of future teachers.

As future educators they must remember that their performances surely have an effect on students far beyond the development of pedagogical skill; their personal identity and sense of self-worth may be very vulnerable in stressful conditions. Permanence in performance and sustainability requires lots of efforts to create a healthier environment for Pupils. Pupil teachers needs proper Meditation, Counselling sessions and some stress releasing activities which may help Pupils to cope up with stress and situation. Supervision of their time management, task management and work life balance can also improve the results.

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