

Comparative Study of Stress Management of Special Education and General Education Teachers

Yogita,

Assistant Professor, L.L.R.M. College of Education, Dhudike (Moga), Punjab, India

Abstract

The present study is a comparative study of stress management of special education and general education teachers. For this stress management scale (1997) of Dr. Pushpraj Singh and Dr. Anjali Srivastava was used. Sample of 100 teachers were taken in which 50 were taken from special education teachers and 50 were taken from general education teachers. The sample was further categorized into male and female. The result revealed that special education teachers showed poor stress management as compare to general education teachers.

INTRODUCTION

Life is a great gift and it should not be regarded as burden. An important object of our existence is to be happy ourselves and try to contribute to the happiness of others. Education helps us in this endeavor. It is within our capacity to be happy. Epictetus was right when he asserted, "If a man is unhappy, this must be his own fault; for God made all men to be happy." A teacher who does not know the 'duty of happiness' and 'happiness of duty' cannot make the student world better, brighter and happier.

As a teacher, we expect to get the very best out of our students-all of the students that are assigned to teach. There are students whose special needs makes teaching a tough job for regular classroom teacher. Education is the process of learning and changing as a result of schooling and other experiences. Now-a-days, special education is an important topic of discourse as attitude towards it is changing rapidly. More and more students with disabilities are being taught and held accountable for the same content in the same classes as their peers. The need is to identify challenged students because it is expected from them also to demonstrate outstanding achievement as evidence of India's willingness and ability to provide a world class education. We believe that these changes cannot and will not happen without providing support for general and special education teachers who are expected to make this happen.

SPECIAL EDUCATION

Special education is instruction designed for students with disabilities or gifts and talents who have special learning needs. The history of special education can be traced back to the dawn of human civilization when human beings become aware of those whose appearance and behavioural characteristics differed from majority of the population. The programme and methods used to educate exceptional children are known as special education. Special education is essentially meant to develop confidence and competence in physically and mentally handicapped children to earn their livelihood independently and remove their feelings of inferiority and helplessness. Special education

helps in the process of adjustment of exceptional children in the society. It solves the problems of exceptional children which they face in school and the society.

In every school system there are pupils who, because they deviate markedly from so called "normal" child, require special skills and services personal. These children cannot adjust to the school programme without such special services. Some of them are physically handicapped – blind, deaf, epileptic and crippled; some differ mentally to significant degree, being either seriously retarded in intellectual development or exceptionally gifted; some are emotionally disturbed. All these are called "Exceptional children" or "Special children". The term being used refer to those who deviate from what is supposed to be average in physical, mental, emotional or social characteristics to such an extent that they require special educational services in order to develop to their maximum capacity.

SPECIAL EDUCATION TEACHERS

Special education teacher have to play multiple roles, irrespective of category they are working in. Multiplicity of activities to be performed by the special education teachers demand criterion specific knowledge, skills and techniques to deal with different situations within the classroom as well as outside the classroom. These demands create a tension and stress in special education teachers.

STRESS MANAGEMENT

Stress is a normal psychological and physical reaction to the demands of life. Unfortunately, the nonstop stress of modern life means that our alarm system rarely shuts off. That's why; stress management is so important and gives the tools to reset our alarm system. Stress management is a large family of techniques which can be used to help people cope with stress. These techniques range from methods to reduce the occurrence of stress to techniques which can be used by people who feel overwhelmed by stress. A number of approaches are currently being used to treat and control stress responses. Major methods include stress management, relaxation techniques, meditation, bio feedback and drugs; all can have therapeutic psychological effects.

A way to deal with stress is to apply multiple techniques to prevent or reduce it. Teaching such techniques is the focus of stress management programmes, which have been widely used in industrial and health settings. Coping strategies advocated include facing and directly coping with stress and finding outlets for negative emotions. Stress management is in some respect similar to coping concept.

REVIEWS RELATED TO STRESS MANAGEMENT AND STRESS

Konert (1997) and Kochhar & Khitarpal (2006) studied how stress related to job satisfaction and locus of control found no significant relationship between them. Richard and Krieshok (1989) studied occupational stress strain and coping in university teacher found higher stress among female teachers. Kamau (1992), Bhatia and Kumar (2005), Bhardwaj (2005), Madnawat, Bhardwaj, Kachhawa (2007) studied impact of stress on mental health, locus of control, human behaviour job satisfaction found more occupational stress and also found there is significant difference among female sports teacher working in government, private colleges and universities. Shukla (2008) studied burnout and stress among secondary school teachers in relation to their teaching

effectiveness found positive relationship between them. Reese (1986), Green (1992) and Cumming (1995) studied relationship between job satisfaction and job related stress and found there exist negative correlation. Kyriacou and Suteliff (1978), Kumar (2007) studied teacher effectiveness in relation to job and occupational stress, found negative correlation among these variables. Laughlin (1984) studied teachers stress in an Australian setting: role of bio-graphical mediates and found more stress due to pupil misbehavior among female teachers. Konert (1997) studied relationship between middle school teachers burnout stress, job satisfaction and coping styles found teacher job stress did not differ significantly as related to gender.

OBJECTIVES OF THE STUDY

1. To study the stress management among teachers.
2. To find out the stress management of special education teachers with respect to gender.
3. To find out the stress management of general education teachers with respect to gender
4. To study the stress management of special education teachers and general education teachers.

HYPOTHESES

1. There will be no significant difference in the mean scores of stress management of special education teachers with respect to gender.
2. There will be no significant difference in the mean scores of stress management of general education teachers with respect to gender.
3. There will be no significant difference in the mean scores of stress management of Special Education teachers and General Education.

STATISTICAL TECHNIQUES : Mean, S.D., SE_D, t-ratio

SAMPLE : The present study was conducted on a representative sample of 100 teachers of Special education and General education of Ludhiana and Chandigarh . purposive sample was done.

TOOLS USED: Stress Management Scale (1997) by Dr. Pushpraj Singh and Dr. Anjali Srivastava

RESULTS AND DISCUSSION

Hypothesis – I : “There will be no significant difference in the mean score of stress management of special education teachers with respect to gender”

Table-1 Showing mean scores of Special education teachers with respect to gender

Group	N	Mean	S.D.	SE _D	t – value	Level of significance
Special education teachers (Male)	25	97.6	3.82	0.99	11.67	Significant at .05 and .01 level
Special education teachers (Female)	25	109.16	3.18			

The above table shows that mean score of Special Education teachers (Male) and Special Education teachers (Female) are 3.28 and 3.18, their S.D. are 3.82 and 3.18 respectively. When we calculated SE_D it comes out to be 0.99 and the calculated t-value is 11.67 which is significant at both the levels of confidence i.e. 0.05 as well as 0.01 because calculated t-value is greater than the tabulated value at both the levels of confidence. This shows that there exists significant difference in the mean score of stress management of Special Education teachers with respect to gender.

Hence Hypothesis – I “There will be no significant difference in the mean score of stress management of special education teachers with respect to gender” rejected..

Hypothesis - II “There will be no significant difference in the mean score of stress management of general education teachers with respect to gender”

Table-2 Showing mean scores of General education teachers with respect to gender

Group	N	Mean	S.D.	SE_D	t – value	Level of significance
General education teachers (Male)	25	118.2	2.42	1.49	7.57	Significant at .05 and .01 level
General education teachers (Female)	25	129.48	7.07			

The above table shows that mean score of General Education teachers (Male) and General Education teachers (Female) are 118.2 and 129.48, their S.D. are 2.42 and 7.07 respectively. When we calculated SE_D it comes out to be 1.49 and the calculated t-value is 7.57 which is significant at both the levels of confidence i.e. 0.05 as well as 0.01 because calculated t-value is greater than the tabulated value at both the levels. This shows that there exists significance difference in the mean score of stress management of general education teachers with respect to gender.

Hence Hypothesis - II “There will be no significant difference in the mean score of stress management of general education teachers with respect to gender”. rejected.

Hypothesis III : “There will be no significant difference in the mean scores of stress management of Special Education teachers and General Education teachers”

Table-3 Showing mean scores of Special education teachers and General education teachers

Group	N	Mean	S.D.	SE_D	t - value	Level of significance
Special education teachers	50	103.38	6.69	1.44	14.20	Significant at .05 and .01 level
General education teachers	50	123.84	7.73			

The above table shows that mean score of Special Education teachers and Special Education teachers are 103.38 and 123.84, their S.D. are 6.69 and 7.73 respectively. When we calculated SE_D it comes out to be 1.44 and the calculated t-value is 14.20 which is significant at both the levels of confidence i.e. 0.05 as well as 0.01 because calculated t-value is greater than the tabulated value at both the levels of confidence. This shows that there exists significant difference in the mean score of stress management of Special Education teachers with respect to gender.

Hence Hypothesis – III “There will be no significant relationship between score of stress management of Special Education teachers and General Education teachers”, rejected

MAJOR FINDINGS OF THE STUDY

1. It has been showed that 48% teachers manage their stress effectively but 52% teachers failed to manage their stress. So we can say that most of the teachers failed to manage their stress effectively.
2. It has been found that 50% Special education teachers manage their stress effectively.
3. It has been showed that 48% General education teachers manage their stress effectively but 52% general education teachers failed to manage their stress. So we can say that most of general education teachers failed to manage their stress.
4. It has been found that mean scores of Special education teachers (Male) and special education teachers (Female) are 97.6 and 109.16 with S.D 3.82 and 3.18 respectively.
5. Their exist significant difference in the mean scores of stress management of Special education teachers with respect to gender.
6. It has been found that mean scores of General education teachers (Male) and General education teachers (Female) are 118.2 and 129.48 with S.D 2.42 and 7.07 respectively.
7. Their exist significant difference in the mean score of stress management of General education teachers with respect to gender.
8. It has been found that mean scores of Special education teachers and General education teachers are 103.38 and 123.84 with S.D 6.61 and 7.73 respectively.
9. Their exist significant difference in the mean scores of stress management of Special education teachers and General education teachers.

CONCLUSIONS

Following are the main conclusions of the study :-

1. The special education teachers (Male) showed poor stress management in comparison to Special education teachers (Female).
2. The General education teachers (Male) showed poor stress management in comparison to General education teachers (Female).
3. The Special education teachers showed poor stress management in comparison to general education teachers.

EDUCATIONAL IMPLICATIONS

The present study reveals almost Special education teachers has poor stress management in comparison to General education teachers. With the result the output

regarding stress management is becoming less satisfactory day by day. In order to have high affectivity in stress management of special education teachers proper strategy should be adopted to deal with it. So that the children with special needs can properly develop and adjust in the society. I we want to improve the special education and general education in India, the teachers of both categories of education should be properly guided for stress management.

As the result showed that male special education and general education teachers had poor stress management in comparison to female special education and general education teachers. The result helps the female teacher to be well adjusted in the both categories of education due to natural instincts of female like love, affection, patience and sympathy etc rather than males. As per result children with special needs and children of general needs could be taught by females more effectively. Thus, it can be a significant step to improve the quality of education in both categories of general and special.

References

- Aggarwal, Y.P., Kaur, M. & Sachdeva, M.S. (2007)** *Educational management planning and administration*, twenty first century publishing, patiala.1,2-3
- Bhardwaj, G. (2005)** Impact of stress on human behaviour and life *Indian Psychological review*, 65, 273-276
- Bhatia, P. & Kumar, A. (2005)** Occupational stress and burnout in industrial employees, *Indian psychological review*, 64 (4), 191-198
- Cumming, E. (1995)** Stress and job satisfaction among special education teachers in urban districts in Texas, *Dissertation Abstract International*, 55(09) 2790
- Eniola, M. & Busari, A.O. (2007)** Effects of stress management training of Self mage perception of the visually impaired individual, *Essays in education*, 19
- Gakhar, S.C. (2006)** Seminars at department of education, Panjab university, Chandigarh., 79-80
- Green, G. (1992)** *The relationship between high school athletic administrators' job satisfaction and job related stress*, Dissertation Abstract International, 53(11) 3841-A
- Shukla, I. (2008)** Burnout and stress among secondary school teachers in relation to their teaching, effectiveness, *Journal of All India Association for Educational Research*, 20(3 & 4), 73-79
- Kamav, W.C. (1992)** Burnout, Locus of control and mental health of teacher in eastern Province Kenya, Doctorial dissertation, P.U., Chandigarh
- Kochar, G.K. & Ketarpal, A. (2006)** A study of stress, job satisfaction and locus of control in permanent and temporary college teachers, *journal of All India Association for Educational Research*, 18(1 & 2), 104-107
- Knoert, E. (1997)** The relationship between middle school Teachers, Burnout Stresses, job satisfaction and coping styles, *DAI*, 1998, 58(11), 4143- A.
- Kumar, S. (2007)** A Study of teacher effectiveness in relation to job and occupational stress of senior secondary school teachers in district Kangra, Himachal Pradesh, M.Ed. Dissertation, P.U. Chandigarh.
- Kyriacou, C. (1992)** Teacher Stress – a review Sutelif, J (1978) *Educational Review*, 29, 37.
- Madnawat, A.V.S., BhadwasV.K. & Kachhwa (2007)** Nature of organizations as a predictor of job satisfaction and occupational stress in Female sports teachers 68,213-218

Laughlin, A. (1984) Teacher's stress in an Australian setting: The role of bio-graphical Meditates Educational Studies, 10,7-22.

Reese, G. (1986) Teacher job satisfaction and job stress of urban secondary school Physical education teachers .Dissertation Abstract International. 47(1) 120- A

Sodhi. T.S. & Sodhi, A. (2002) Management of school education, Bawa publications, Patiala,8