

# **Stress Management among Pre-school Teachers in Tirupati District**

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## **ABSTRACT**

Pre-school teacher plays a significant role in young children's life. During pre-school period children's developments will be rapid and a teacher with good mental health helps to promote all round development among children. The teaching profession is associated with significant stress especially, early childhood educators face several workplace challenges like, stress in managing problem behavior of children high levels of burnout due to expectations from management, parents etc. Work place stress may have impact on both teachers' well-being and the quality of education. The present study was a part of study which aimed to assess life skills among pre-school teachers. Life skills are defined by WHO as "Skills that promote positive and adaptive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". Coping with stress is one of the components of core set of ten Life skills. The present study presents the relationship of sample pre-school teachers' personal and professional variables with their stress coping score. The sample were 40 pre-school teachers, selected randomly from pe-schools in government and private schools in Tirupathi. The sample were administered with General Information Schedule and Life Skills Self Rating Scale (Anuradha, 2004). The results related to relationship of stress coping score with personal variables of teachers showed that the sample teachers differed significantly in their stress coping scores according to their age, but did not differ according to their birth order and type of family. With regard to professional variables, teachers differed significantly in their stress coping score according to their experience and the linear regression analysis also showed that experience of teachers was found to be significant determinant of stress coping score.

**Keywords:** Life skills, Pre-school teachers, Stress Management, Children, All round development

## **INTRODUCTION**

Pre-school teacher plays a significant role in young children's life. During pre-school period children's developments will be rapid and a teacher with good mental health helps to promote all round development among children. The teaching profession is associated with significant stress especially, early childhood educators face several workplace challenges like, stress in managing problem behavior of children, high levels of burnout due to expectations from management, parents etc. Stress management is not only essential for the health and well-being of pre-school teachers but also for maintaining a positive and effective learning environment. Unaddressed stress can lead to physical health problems such as headaches, fatigue, and weakened immunity, as well as

mental health issues like anxiety, depression, and burnout. Maintaining good physical and physiological health help teachers for their long-term well-being and career longevity. When teachers are stressed, their ability to maintain patience, engage in positive interactions with children, and manage classroom dynamics is compromised. This can reduce the quality of instruction, as stressed teachers may struggle with concentration, creativity, and maintaining the enthusiasm necessary for fostering a positive learning environment. In pre-school settings, teachers' stress levels can have a direct impact on the classroom environment. Stress can lead to a tense atmosphere, which children are sensitive to. This can affect their emotional security and hinder their social and cognitive development. By managing their stress, teachers can create a calm, nurturing environment that promotes

positive behaviors and enhances children's learning experiences.

Coping with stress and managing emotions are a part of core life skills given by WHO (1990). Life skills are defined by WHO as "Skills that promote positive and adaptive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". Studies have shown that along with teacher's personal and professional backgrounds, teachers anger, child behavior were related to teacher's experience (Clayback and Williford, 2021) and psychological well being (Jeon *et al.*, 2017). Anganwadi teachers who teach pre-school children in Government sector have to perform several duties along with pre-school education, which may cause fatigue and work stress. Teachers with good coping up skills can manage their own mental health and promote all round development among children.

With this background the present study was planned to explore relationship between pre-school teacher's personal and professional variables with their stress coping skills and the following are the objectives of the study:

### Objectives:

1. To assess stress coping scores of Anganwadi teachers in Tirupati District of Andhra Pradesh.
2. To assess the relationship of coping with stress of sample Anganwadi teachers with their personal variables
3. To assess the relationship of coping with stress of sample Anganwadi teachers with their professional variables

Based on the above objectives following null hypotheses were framed:

### Hypotheses:

- Sample teachers' did not differ in their coping with stress according to teachers' personal variables.
- Sample teachers' did not differ in their coping with stress according to teachers' professional variable

## METHODOLOGY

### Sample:

The present study was conducted in Tirupati district. The sample consist of 40 Anganwadi teachers who were selected randomly.

### Tools of the Study:

Two tools used for the study were : 1. The General Information Schedule and 2. Life Skills Self Rating Scale (LSSR) (Anuradha, 2005).

LSSR Scale consists of statements covering 10 lifeskills. The teacher has to do self rating on a three point scale ranging from mostly, sometimes and never. Total scale minimum score was 65 and maximum score was 195. For this present paper the data pertaining to coping with stress was used. Minimum possible score for coping concept was 10 and maximum 30. Higher score shows the sample teachers have good coping with stress and *vice-versa*.

### Reliability:

Test-Retest reliability was established by the author and reliability co-efficient for all ten areas including coping with stress and total score was found to be 0.75 and were to be significant.

### Validity:

It was mentioned that the tool was given to experts in the fields of psychology, Human Development and Education by the author and content validity was established.

The collected data was pooled and tabulated. Relevant statistical analysis was done and results are presented in following Tables.

## RESULTS AND DISCUSSION

From Table 1, it is known that, nearly half of the

Sr. No.	Teachers' Personal Variables	Number	Per cent
1.	Age (Years) <37	14	35.0
	38-47	17	42.5
	>48	9	22.5
	Total	40	100.0
2.	Birth Order 1	17	42.5
	2	11	27.5
	3	8	20.0
	4 and above	4	10.0
	Total	40	100.0
3.	Type of Family Nuclear Family	28	70.0
	Joint Family	12	30.0
	Total	40	100.0

sample teachers (42.5 %) were in the age group of 38-47 years. Next to it, 35 per cent were below 37 years and 22.5 per cent were above 48 years. The mean age was 42.21 and S.D. was 7.749. With regard to birth order, nearly half of the teachers (42.5 %) were first born, followed by 27.5 per cent were second born, 20 per cent were third born and very few (10 %) were fourth and above born. Three fourths of sample teachers (70 %) were from nuclear family and around one fourth (30 %) were from joint family. This shows the present trend of joint family system moving towards nuclear family system.

It divulges from Table 2 that 40 per cent of sample Anganwadi teachers had educational qualification of 10<sup>th</sup> standard, followed by 32.5 per cent who had degree and above educational qualification. Around one fourth of Anganwadi teachers (27.5 %) have had educational qualification of Intermediate education. With regard to experience nearly half of sample teachers (45 %) had five to six years experience followed by 37.5 per cent who had lesser than 4 years of experience and 17.5 per cent teachers have highest *i.e.* greater than six years of experience as Anganwadi teachers. It is good to observe that most of the Anganwadi Teachers (87.5 %) had undergone one or other type of training and there were very few (12.5 %) teachers in the sample without training.

With regard to stress coping scores, the LSSR has 10 statements focusing on coping up of stress. Table 3 shows descriptive statistics of sample teachers' stress

coping scores.

From Table 3 it is known that the mean stress coping scores of sample was 14.95 (S.D = 2.45).

The first hypothesis framed was "Sample teachers' did not differ in their coping with stress according to teachers' personal variables". To test the hypothesis t-test and ANOVA (f-test) were conducted and results are presented in Table 4.

From Table 4, it is clear that sample teachers did not differ in their coping with stress scores according to their birth order, but differed significantly according to age ( $f=3.652$ ) and type of family ( $t=4.441$ ). The  $f$  value and  $t$ - values were significant at 0.05 and 0.001 levels for age and type of family, respectively. Increase of age and hailing from nuclear families has enhanced the stress coping scores among sample teachers.

Therefore the null hypothesis was partially rejected and it can be said that the sample Anganwadi teachers differed significantly in their coping stress scores according to their age and type of family.

Second hypothesis framed was "Sample teachers' did not differ in their coping with stress according to teachers' professional variables". To test the hypothesis t- test and ANOVA (f-test) were conducted and results are presented in Table 5.

Table 5 shows that the sample teachers did not differ in their coping with stress scores according to their educational qualification and training. But, differed significantly according to their experience ( $f=31.205$ ) and the  $f$ -value was significant at 0.00 level. As the experience

**Table 2 : Distribution of the Sample Teachers' according to their Professional Variables**

Sr. No.	Teachers Professional Variables	Number	Per cent
1.	Educational Qualification	10 <sup>th</sup> standard	40.0
		Intermediate	27.5
		Degree and above	32.5
		Total	100.0
2.	Experience (Years)	<4	37.5
		5-6	45.0
		>6	17.5
		Total	100.0
3.	Training	Trained	87.5
		No Trained	12.5
		Total	100.0

**Table 3 : Descriptive Statistics of Anganwadi's Teachers' Coping with Stress Scores**

Sr. No.	Variable	Scores			
		Mean	S.D	Maximum	Minimum
1.	Coping with Stress (N=40)	14.9500	2.45941	18.00	10.00

Table 4 : Anganwadi Teachers' Coping with stress According to their Personal Variables							
Sr. No.	Teachers' Personal Variables		Number	Mean	S.D	t/f-Value	Sig
1.	Age (Years)	<37	14	14.3571	2.64886	3.652*	0.05
		38-47	17	14.4706	2.15400		
		>48	9	16.7778	1.98606		
		Total	40	14.9500	2.45941		
2.	Birth Order	1	17	14.8824	2.42080	.680	.570
		2	11	15.4545	2.69680		
		3	8	14.0000	2.26779		
		4 and above	4	15.7500	2.62996		
		Total	40	14.9500	2.45941		
3.	Type of Family	Nuclear Family	28	15.4643	2.53102	4.441**	0.01
		Joint Family	12	13.7500	1.86474		
		Total	40	14.9500	2.45941		

Table 5: Anganwadi Teachers' Coping with stress According to their Professional Variables							
Sr. No.	Teachers	Professional Variable	Number	Mean	S.D.	f-value	Sig.
1.	Educational Qualification	10 <sup>th</sup> standard	16	14.6250	2.65518	.242	.786
		Intermediate	11	15.2727	2.32770		
		Degree and above	13	15.0769	2.46514		
		Total	40	14.9500	2.45941		
2.	Experience (Years)	<4	15	12.6667	1.29099	31.205	.001**
		5-6	18	15.7222	1.93438		
		>6	7	17.8571	.37796		
		Total	40	14.9500	2.45941		
3.	Training	Trained	35	15.0286	2.47916	0.281	0.599 (NS)
		No Training	5	14.4000	2.50998		
		Total	40	14.9500	2.45941		

Table 6 : Determinants of Coping with stress according to their Personal and Professional Variables						
Sr. No.	Variables	Regression Co-efficient B	Standard error of B	Standardized Coefficients	't' value	Significant Value
1.	(Constant)	9.688	2.047	Beta	4.733	.000
2.	Birth Order	-.084	.266	-.035	-.317	.754
3.	Type of Family	-.095	.653	-.018	-.146	.885
4.	Educational Qualification	.313	.365	.109	.859	.397
5.	Training	-.374	.808	-.051	-.463	.647
6.	Age	.494	.399	.152	1.239	.224
7.	Experience	2.468	.412	.726	5.987**	.000

Multiple R=.802; R2 =.642 ; F Value =9.883 ; Sig. Value=.000

increased teachers' coping of stress also increased.

Hence the null hypothesis was partially rejected and it can be said that the sample Anganwadi teachers differed significantly in their coping with stress scores according to their experience not significantly differed according to their educational qualification and training.

To estimate the determinants of coping with stress scores of sample teachers linear regression analysis was performed with personal and professional variables.

For the regression model, the f-value was 9.883

which shows that the model is fit. The co-efficient values showed that experience of teachers was significant determinants of coping with stress of sample Anganwadi teachers.

### Conclusion:

– Sample Anganwadi teachers differed significantly in their coping stress scores according to their age and type of family.

- Increase of age and hailing from nuclear

*families has enhanced the stress coping scores among sample teachers.*

– Sample Anganwadi teachers differed significantly in their coping with stress scores according to their experience not significantly differed according to their educational qualification and training.

- *As the experience increased teachers' coping of work stress also increased among sample teachers*

### **Implications:**

The results of the present study showed that for Anganwadi teachers the coping of stress increased with increase of age and experience. Hence teachers with less experience and younger age may be trained in coping of work stress through some life skills education.

### **Limitations:**

The sample of study were limited to only 40 teachers

due to time constraint and a study on larger sample helps to get more accurate results.

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