

A Study On Stress Management Among M.Ed., Students In Thiruvallur District

Dr. K. Devisri

Deputy Controller of Examinations, Assistant Professor in Department of Curriculum Planning and Evaluation, Tamil Nadu Teachers Education University, Chennai-97. Gmail: devisri122@yahoo.co.in

Abstract

This research examined about Stress Management among **M.Ed., students** in Thiruvallur District". This study adopted normative survey method of research participants were 300 MEd students randomly selected from various colleges in Thiruvallur District. The Research tool used for data collection was Stress Management Scale (SMS) developed and standardized by investigator tested at 0.05 and 0.01 level of significance. It is revealed that the Nativity and Type of Family of M.Ed., students differed significantly at 0.01 level in overall Stress Management, whereas MEd students from joint family have lot of stress, because of the more responsibility in the family members, but in the nuclear family there is no stress for the students belonging to the nuclear family, so that the present study result found that the nuclear family students are better than Joint family students.

Keywords: Stress Management, M.Ed., students, efficiency, challenges, effects, mental status.

Introduction

Stress is a biological term which refers to the consequences of the failure of a human or animal body to respond appropriately to emotional or physical Threats to the organism, whether actual or imagined. It is "the autonomic response to environmental stimulus." It includes a state of alarm and adrenaline production, short-term resistance as a coping mechanism, and exhaustion. It refers to the inability of a human or animal body to respond. Common stress symptoms include irritability, muscular tension, inability to concentrate and a variety of physical reactions, such as headaches and accelerated heart rate Some common categories and examples of stressors include: sensory input such as pain, bright light, or environmental issues such as a lack of control over environmental circumstances, such as food, housing, health, freedom, or mobility. Social issues can also cause stress, such as struggles with nonspecific or difficult individuals and social defeat, or relationship conflict, deception, or break ups, and major

events such as birth and deaths, marriage, and divorce. Stress can be effectively managed in many different ways. The best stress management plans usually include a mix of stress relievers that address stress physically and psychologically and help to develop resilience and coping skills.

Statement of the Problem

The statement of the problem entitled "**A Study on Stress Management among M.Ed., students in Thiruvallur District**".

Objectives

1. To compare Stress Management of M.Ed., Students based on Nativity.
2. To compare Stress Management of M.Ed., Students based on Type of Family.

Hypothesis

1. There is significant difference in Stress Management between the M.Ed., Students belonging to Rural and Urban.
2. There is significant difference in Stress Management between the M.Ed., Students belonging to Nuclear and Joint family.

Need and Significance

At the college level students are expected to do work their own and also, they have to face cut throat competition in the field. It increases the stress on them. "Stress up to the moderate level is inevitable and leads to motivation but prolonged occupational stress in teaching has been found to result in both physiological and psychological ailments, which ultimately have deleterious effects on teachers" professional efficiency (Kyriacou and Pratt, 1989). It is an established fact that the performance of M. Ed., Students mainly depends upon their psychological state of mind. As occupational stress affects the physical and psychological well-being of the students; it definitely influences their efficiency and performance. In order to be a good teacher, the M.Ed., Students must possess sound mental health, enthusiasm and satisfaction in their studies. Hence, the purpose of the present study is to find out the causes of stress among M.Ed., Students and to suggest measures to improve their mental status which ultimately will improve their overall efficiency. The results of this study can help a lot in improving the mental health of the M.Ed., Students and provide an opportunity to improve the education system. So, in modern era a stress-free education is quite necessary for all of us. A stress-free mind can build a strong nation.

Operational Definition

Stress Management

Stress Management is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic demands, for example, school examination, answering

questions in the class, showing progress in school subjects. Understanding what the teacher is teaching, competing with other classmates, fulfilling teachers and parents' academic expectations. These demands may tax or exceed available resources of the students. As a consequence, they can be under stress, since the demand is related to achievement of an academic goal. So, academic related to the achievement of an academic goal.

M.Ed., Students

M.Ed., or Master of Education, is a master degree program that deals in education and teaching methods. It offers higher education for individuals who are willing to pursue a career as a teacher. This two-year program focuses on leadership enhancement, curriculum knowledge, and education technology. It is a semester pattern wise course that also engages the students in the new aspects of the education system.

Methodology

Online Survey Method is preferred by the researcher in this present investigation and the study focused on the data collected by using rating scales.

Population and Sample

The researcher randomly selected M.Ed., Students for the present study. The samples consist of 300 M.Ed., Students from subjects like science and humanities in Chennai.

Delimitation of the study

1. The data was collected in Chennai city only.
2. The study has been restricted only with the demographic variables of Nativity and Type of Family of the M.Ed., Students.

Research Tool Used

The Research tool used for data collection was Stress Management Scale (SMS) developed and standardized by investigator tested at 0.05 and 0.01 level of significance.

The statistical techniques both descriptive analysis such as mean, standard deviation and differential analysis t-test was employed.

Statistical Techniques

Analysis and Interpretation

Table 1: Stress Management and It's based on Nativity

Nativity	N	Mean	SD	t - value	Level of Significance
Rural	128	64.22	9.47	1.407	p>0.05 Not Significant
Urban	172	62.65	9.65		

Note: *- Significant at 0.05 levels

** - Significant at 0.01 levels

NS- Not Significant

Mean score of Nativity rural, and Urban M.Ed., students are 64.22, 62.65 with the respective standard deviations are 9.47, and 9.65. The calculated p-value is not statistically

significant. Therefore, the hypothesis is rejected, so there is a significance difference between rural and urban nativity of M.Ed., students.

Figure 1: Difference between Rural and Urban M.Ed., Students of M.Ed., in Stress Management

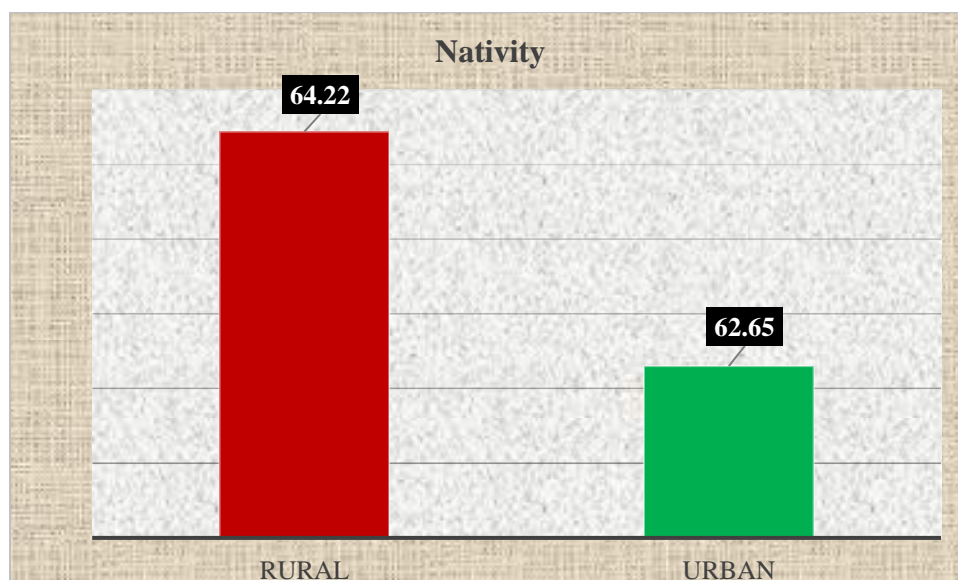


Table 2: Stress Management and It's based on Type of Family

Family Type	N	Mean	SD	t – value	Level of Significance
Nuclear	205	64.48	9.58	3.138	P<0.01 Significant at 99%
Joint	95	60.80	9.16		

Note: *- Significant at 0.05 levels

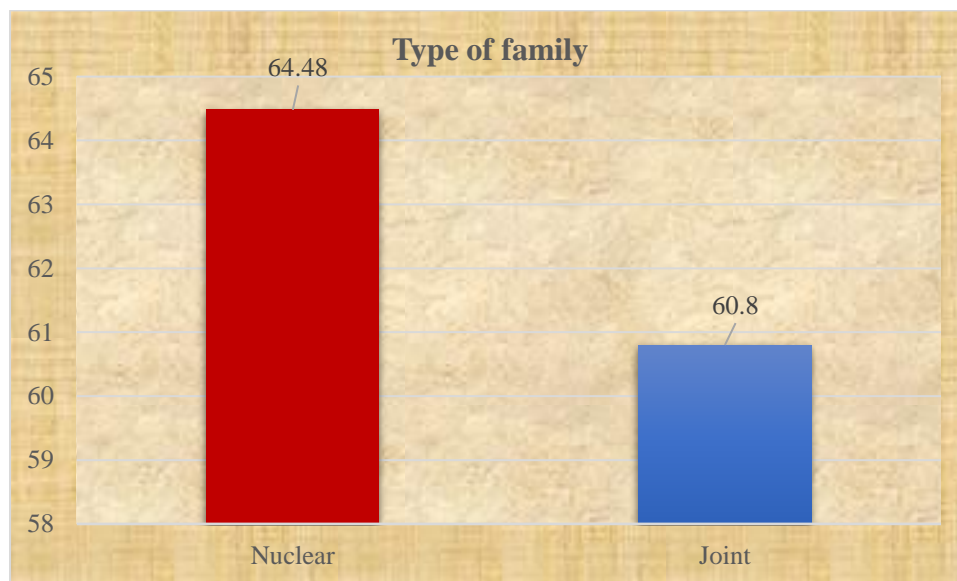
** - Significant at 0.01 levels

NS- Not Significant

Mean score of Nativity rural, and Urban M.Ed., students are 64.48, 60.80 with the respective standard deviations are 9.58, and 9.16. The calculated p-value is statistically significant.

Therefore, the research hypothesis is accepted, so There is no significance difference between Nuclear and Joint nativity of M.Ed., students.

Figure 2: Difference between Nuclear and Joint Family of M.Ed., Students in Stress Management



Major Findings

1. There is significance difference between rural and urban nativity of M.Ed., students based on nativity.
2. There is no significance difference between Nuclear and Joint Family of M.Ed., students based on type of family.

Educational Implication

1. It will help the stakeholders of M.Ed., Colleges to take care of M.Ed., Students to provide stress management programs.
2. It will help the instructor to identify stress among the M.Ed., Students in Classroom.

3. It will help to plan well defined orientations, inter collegiate competitions to improve the level of teaching-learning process.

Suggestions

4. The present research was conducted in Chennai, which can be extended to the considering population at another place.
5. It was evaluation of stress Management of 300 M.Ed., Students, which can be extended to large or a smaller number of samples.
6. It was conducted on M.Ed., Students, further it can be conducted for B.Ed., Students, In-service teachers, College teachers and vocational teachers etc.
7. Influence of Stress Management with reference to other variables can also be studied.

Conclusion

Thus, the responses of the M.Ed., students revealed that some of the demographical variables viz., Nativity and Type of Family brought slight differences in Stress Management level. Students pursuing M.Ed., from nuclear family had better Stress Management when compared with joint family. A balanced lifestyle can help to manage stress, since issues caused by stress can always be resolved. As a Teacher Educator and future teacher, it is important to balance and cope up with stress and manage stress,

References

1. Abouserie, R. (1994). Sources and levels of stress in relation to locus of control and self-esteem in university

- students. *Educational Psychology*, 14, 323–330.
2. Britt, Sonya L., Mendiola, Melanie R., Schink, Gregory H., Tibbetts, Racquel H. and Jones, Scott H. (2016). Financial Stress, Coping Strategy, and Academic Achievement of College Students. *Journal of Financial Counseling and Planning*. 27(2), 172-183.
3. Devi, R.S. and Mohan, S. (2015) A Study on Stress and Its Effects on College Students. *International Journal of Scientific Engineering and Applied Science (IJSEAS)*, 1, 449-456.
4. Greenberg, J.S. (1996). *Comprehensive stress management*. Sydney: Brown and Benchmark publishers.pp.100-140.
5. Joshi, P.C. &Singhvi, M.K. (1997). Role stress and burnout. In D.M. Pestonjee & U.
6. Mane, A. B., Krishnakumar, M.K., Niranjana, P.C. & Hiremath, S.G. (2011). Differences in perceived stress and its correlates among students in professional courses. *Journal of Clinical and Diagnostic Research*. 5(6), 1228-1233.
7. Murphy, R.J., Gray, S.A., Sterling, G., Reeves, K. and DuCette, J., (2009). A comparative study of professional student stress. *J Dent Educ*. 73(3), 328-37.
8. Nandamuri, P.P. and Ch, G. (2007) Sources of Academic Stress. A Study on Management Students. *Journal of Higher Education*, 61, 31-42.
9. Pareek (Eds.), *Studies in organizational role stress and coping*. Jaipur: Rawat.
10. Pestonjee, D.M., Pareek, U. & Agrawal, R. (1999). *Studies in stress and its management*. New Delhi: Oxford & IBH.
11. Shukla, A. & Joshi, R. (2017). *Academic Stress among Professional*

- and Non-Professional Students. *International Journal of Indian Psychology*. 4(4).
12. Singh (2016). Stress among School-Going Adolescents in Relation to Psychological Hardiness. *Journal on Educational Psychology*. 9(4), 8-15.
 13. Thoits, P. A. (1995). Stress, coping, and social support processes: Where are we? What next? *Journal of Health and Social Behavior*, 35, 53–79.