

# EFFECT OF STRESS MANAGEMENT PROGRAMME ON PROFESSIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS

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## **ABSTRACT**

*The present experimental investigation, which is pre-post test control group design, was conducted to assess the effectiveness of stress management programme on professional commitment of secondary school teachers who showed the problem of stress due to different reasons and have low level of professional commitment. A sample of 60 teachers was selected for the study, out of which 30 were assigned in control group and 30 in experimental group. After assessing the professional commitment of teachers, investigator had given a four month stress management programme based on three techniques i.e. changing thoughts, changing behaviour and learning to relax for 30 min per day to the experimental group. After the four months again the scale of professional commitment was tested on the teachers to check the difference. The results of the study revealed that stress management programme was an effective intervention strategy to improve the professional commitment of secondary school teachers.*

**Keywords:** Stress Management Programme, Professional Commitment

## **Introduction**

Teaching is considered the noblest profession because it is the mother of all other professions. The development of any country depends upon the human resources, so the proper utilisation of human resources is necessary. It depends upon the proper education system. The upliftment of the society also depends upon the education. Being the important part of education, it is the major responsibility of the teachers to remain committed towards their profession. Teachers are the nation builders, so their commitment towards the profession is prime requirement for the development of nation. Presently teaching profession involves many stresses and the stress level of teachers has crossed at national level (McIntyre, 2015). Less satisfaction towards the teaching profession was seen. Psychological stress, psychological illness etc were the common stressors were seen in teachers. These stressors caused due to less student's attendance, indiscipline in classroom, workplace conflicts, conflicts with colleagues etc. Such type of stressors affects the teacher's health and commitment towards the profession. The stress of teachers leads to the bad effects on the learning environment of the school and students. The process of teaching depends upon the teacher and student. The teaching competency depends upon the certain factors; mental health of teachers is one of them. The effects of the stress can be seen on the both sides of teaching process i.e. teacher and student. The stress in teachers causes anger, sadness, irritation, worry and tension. The stress level of teachers should be controlled. The stress management programme is the technique to control the stress level in teachers.

## **Stress Management Programme**

Stress management programme is the different set of techniques or therapies for teachers so that they can manage their level of stress arisen due to many reasons such as indiscipline in school, occupational environment, conflicts with colleagues and excessive academic pressure by the school administration etc. before it turned into crises and affect their physiological, social and emotional aspect of life. The main therapies used under stress management are different techniques of relaxation, time management, deep breathing etc.

Lazarus (1947) stress management is the technique used to tackle the stress and help the individual to reduce the physical and emotional effect of life pressure.

Sedgeman (2005) stress management is set of therapies and techniques dealing with the level of stress of individual, with the purpose to improve the functioning of everyday life.

## **Professional Commitment**

Professional commitment is the state where the teachers reveal the certain behavioural characteristics and he considered professional development a top priority: shows interest about the teaching process, positive connection with students for the academic, social and moral development of students. Teacher's

commitment to profession related with his job satisfaction, passion for teaching, optimistic and constructive about the teaching process, patience for learning, self up gradation, professional approach towards teaching and desire for professional development. Here are certain dimensions of professional commitment: Commitment to learner, Commitment to society, Commitment to achieve excellence, Commitment to profession, Commitment to basic values.

### **Review of Related Literature**

Samart (2003) in his study on professional commitment of primary school teacher in relation to working conditions mentioned that working circumstances appeared as most important factor of professional commitment followed by gender, salary and qualification.

Shukla (2014) in his study accessed the teaching competency, professional commitment and job satisfaction of school teachers and found very high positive correlation between commitment to profession and job satisfaction and also very low positive correlation between teaching competency and job satisfaction.

Basu (2016) investigated the professional commitment and job satisfaction of secondary school teachers on 98 secondary school teachers from Bareilly district. Results showed that gender, type of school and length of teaching experience were found to be significant factors which influence the job satisfaction of the secondary school teachers. There is strong positive correlation between the professional commitment and job satisfaction of the secondary school teachers.

### **Emergence of the problem**

The process of teaching completes with the two important factors, teacher and the student. The success of this process depends upon the proper participation of both factors equally. The professional commitment of teachers depends upon the many factors; sound mental health is one of them. When the teacher is not satisfied with his occupation and feels frustrated then he could not perform his best. The behaviour of the teacher leads the positive and negative impact on the students as well as on the environment of the school. So the teachers must be free from any type of worries, tensions, irritation, anger etc. Teacher must be capable to handle the different problems of the students smoothly. It could be possible when the teacher know how to deal with the different situations. The different problems in the school with administration, students and colleagues need to be tackled by teacher efficiently. So, the investigator felt adhere need to initial sessions for the short term intervention for the eradication of the feeling less committed towards the profession by eliminating negative stressors and using behaviour modification techniques.

### **Objectives of the study**

1. To access the professional commitment of teachers
2. To study the effectiveness of stress management programme on professional commitment of teachers
3. To study the effect of Stress Management Programme on professional commitment of teachers in relation to gender.

### **Hypothesis**

1. There will be positive effect of stress management programme on professional commitment of teachers.
2. There will be positive effect of Stress Management Programme on professional commitment of teachers in relation to gender.

### **Sample**

A sample of 60 teachers having low level of commitment from eight schools of hoshiarpur district was selected for the present study. To select the sample of 60 teacher's homogeneity of the data was considered. The age group, their teaching experience and their marital status was also considered.

### **Design of the study**

The present study is experimental in nature. A pre-post test control group design was used in this study. The effect of three techniques of stress management programme on professional commitment was studied. These techniques are changing thoughts, changing behaviour and learning to relax. The dependent variable in this study is professional commitment and treatment variable is stress management programme. A pre test of professional commitment was administered on subjects after allocating them into control and experimental groups before the onset of experiment. After the end of the experiment post test of professional commitment was administered on both the groups. The difference between the means of pre test and post test was found out for each group and these mean difference scores compared with the help of

t-test in order to ascertain whether the experimental treatment produced a significant effect than the controlled condition. Variables that can affect the data collected from an experiment were monitored and held constant.

### **Method and procedure**

Investigator had first use qualitative techniques to select the 60 teachers for the study and then randomly assign 30 teachers to experimental and 30 teachers to control group. The investigator then administered the professional commitment scale to find out their level of commitment. After that a four months stress management programme (one month for technique of changing thoughts, one month for technique of changing behaviour, one month for technique of learning to relax and one month for all the three techniques) conducted by the investigator herself on 30 teachers of experimental group for 30 minutes (per day) in working days. Thereafter investigator had again administered the scale of professional commitment on both 30 of experimental group and 30 of control group teachers. The scores so obtained from both groups were compared to find out the effect of stress management programme on professional commitment of teachers.

### **Delimitations of the study**

1. For the present study, sample was confined to the government schools of Punjab, District-Hoshiarpur only.
2. Secondary school teachers from schools affiliated to Punjab School Education Board considered for the study.

### **Tools used**

Following research tools will be used in the present study:

1. Stress management programme to be developed by the investigator herself.
2. Professional Commitment Scale for Teacher by Kaur, Ranu and Brar (2011).

### **Statistical techniques to be used**

Descriptive statistics such as mean, standard deviation was used to ascertain the nature of distribution of score. ANOVA and t-test was used to find out interaction among the variables and significance of difference between the means respectively.

### **Results and discussions**

**Table 1. Significance of difference in Professional Commitment of the Experimental Group (undergoing Stress Management Programme) and Control group (without any Stress management programme)**

Professional Commitment	Groups	N	Mean	S.D.	SEM	t-ratio
Overall Professional Commitment	Experimental Group	30	38.13	5.61	1.02	34.49
	Control Group	30	1.97	1.22	0.22	

The mean gain score of overall professional commitment of the group of secondary school teachers which has undergone stress management programme is 38.13 and that of the group of secondary school teachers without undergoing any stress management programme is 1.97. The value of 't' came out 34.49, which is significant at 0.01 level. It indicates that there exists a significant difference between the group of secondary school teachers undergoing stress management programme and without undergoing stress management programme in their overall professional commitment. Therefore hypothesis stating 'There will be positive effect of stress management programme on professional commitment of teachers' stands accepted.

**Table 2. Significance of difference in Professional Commitment of the Experimental Group (undergoing Stress Management Programme) and Control group (without any Stress Management Programme) in relation to Gender**

Professional Commitment	Source of Variance	SS	d <sub>f</sub>	MS	F-Value
Overall Professional Commitment	Stress Management Training (A)	15676.44	1	15676.44	999.28**
	Gender (B)	21.47	1	21.47	1.37
	Stress Management	51.88	1	51.88	3.31

Training x Gender (AxB)					
Within Group (Error)		878.51	56	15.69	
Total		20576.85	59		

\*\*Significant at 0.01 level

\*Significant at 0.05 level

The F-ratio for the difference in Mean gain scores of overall professional commitment of male and female secondary school teachers came out 1.37, which is not significant. This indicated that, male and female secondary school teachers do not differ significantly on the variable of overall professional commitment. The mean gain scores of overall professional commitment of male and female secondary school teachers were found to be 21.06 and 19.62 respectively. The above discussion indicates that the male and female secondary school teachers do not differ significantly on professional commitment.

### Implications of the study

This study has fulfilled implication not only for the teachers but for all those who face the problem of low commitment to profession due to different reasons. If these peoples learn how to deal with the problem of stress by using the different techniques of stress management, then they can reduce the stress in workplace and can enhance their commitment to profession.

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