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STRESS MANAGEMENT OF B.ED. TRAINEES IN RELATION TO THEIR GENDER AND SOCIAL MEDIA

V. Flowerlet

Rev. Dr. D. Thomas Alexander, S.J.,

ABSTRACT

The main objectives of this study were to find out the significant difference, if any, in the stress management and its dimensions of B.Ed. trainees in terms of gender and social media. Survey method was adopted for this investigation. 1050 B.Ed. trainees were selected by random sampling technique from 30 Colleges of Education in Kanyakumari, Tirunelveli and Thoothukudai districts. After framing necessary objectives and hypotheses appropriate analysis was carried out for the collected data. The result show that no significant difference found between male and female B.Ed. trainees in their stress management and its dimensions. No significant difference found between B.Ed. trainees of having access and not having access to social media in the dimension academic stress management. But there is significant difference found between B.Ed. trainees of having access and not having access to social media in the dimensions personal stress management, social stress management and stress management.

Key words : Stress Management, B.Ed., Trainees, Gender, Social Media

Introduction

Stress has become a part of our civilized life today. It is a normal psychological and physical reaction to the ever increasing demands of life. Stress symptoms include mental, social and physical manifestations. These include exhaustion, loss or increase of appetite, headaches, crying, sleeplessness, and oversleeping. Most of the people experience stress at one time or another. Without stress, there would be no life. However, excessive or prolonged stress can be harmful. Stress is unique and personal. **Stress Management** is the ability to maintain control when situations, people, and events make excessive demands. It is nothing but controlling one's stress level within limits, not injuring the physical and mental well-being of an individual.

Significance of the Study

There are number of activities conducted in the colleges of education like microteaching practice, 20 weeks intensive teaching, one week citizenship training, educational tour, preparation of records, teaching aids, seminars and assignments. Due to number activities conducted in the B.Ed. programme, the trainee teachers

were very much stressed physically, mentally and psychologically. Hence the investigator was interested to find out the stress management of the B.Ed. trainees.

Objectives of the Study

The investigator has evolved the following objectives for her study.

1. To find out the level of stress management and its dimensions of B.Ed. trainees.
2. To find out the significant difference, if any, in the stress management and its dimensions of B.Ed. trainees in terms of gender.
3. To find out the significant difference, if any, in the stress management and its dimensions of B.Ed. trainees in terms of social media.

Null Hypotheses

1. There is no significant difference between male and female B.Ed. trainees in their stress management and its dimensions.
2. There is no significant difference between B.Ed. trainees of having access and not having access to social media with reference to stress management and its dimensions.


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Methodology

The investigator adopted the survey method to find out the stress management of B.Ed. trainees.

Population for the Study

The population for the present study consists of B.Ed. trainees, who are studying in Tirunelveli, Thoothukudi and Kanyakumari districts.

Sample for the Study

The investigator has used random sampling technique for selecting the sample from the population. The sample was randomly selected from 30 colleges of education out of 77 colleges of education at Kanyakumari (36), Tirunelveli (27) and Thoothukudi (14) districts (According to TNTEU 2014 - 2015). From these colleges of education, 1050 of B.Ed. trainees were selected by simple random sampling technique.

Tool Used

Stress management scale was constructed and validated by the investigator and the guide (Flowerlet & Thomas Alexander, 2015) and a General Datasheet designed for the purpose.

Data Analysis

The investigator has used mean, standard deviation, percentage analysis and 't'-test.

Table 1
Level of stress management of B.Ed. trainees

Dimensions of Stress management	Low		Moderate		High	
	N	%	N	%	N	%
Personal stress management	221	21.0	575	54.8	254	24.2
Social stress management	255	24.3	559	53.2	236	22.5
Academic stress management	240	22.9	590	56.2	220	21.0
Stress Management	260	24.8	533	50.8	257	24.5

It is inferred from the above table that 21% of B.Ed. trainees have low, 54.8% of them have moderate and 24.2% of them have high level of personal stress management. 24.3% of B.Ed. trainees have low, 53.2% of them have moderate and 22.5% of them have high level of social stress management.

22.9% of B.Ed. trainees have low, 56.2% of them have moderate and 21% of them have high level of academic stress management.

24.8% of B.Ed. trainees have low, 50.8% of them have moderate and 24.5% of them have high level of stress management.

Table 2
Difference between male and female B.Ed. trainees in their stress management and its dimensions

Dimensions of Stress management	Category	N	Mean	S.D
Personal stress management	Male	110	54.973	7.8012
	Female	940	54.530	7.6484
Social stress management	Male	110	61.727	8.8306
	Female	940	62.447	7.9481
Academic stress management	Male	110	55.455	8.4567
	Female	940	56.831	9.2339
Stress Management	Male	110	172.155	20.1076
	Female	940	173.807	19.7656

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' value is less than the table value (1.96) at 5% level of significance. Hence the respective null hypothesis is accepted. It shows that there is no significant difference between male and female B.Ed. trainees in their stress management and its dimensions.

Table 3

Difference between groups of B.Ed. trainees having access and not having access to social media in their stress management and its dimensions

Dimensions of stress management	Category	N	Mean	S.D	Calculated 't' value	R
Personal stress management	Having access	586	55.02	7.5283	2.139	S
	Not having access	464	54.00	7.7993		
Social stress management	Having access	586	63.08	7.9708	3.262	S
	Not having access	464	61.46	8.0521		
Academic stress management	Having access	586	57.12	8.9267	1.729	NS
	Not having access	464	56.13	9.4308		
Stress Management	Having access	586	175.23	19.4908	2.956	S
	Not having access	464	171.61	20.0189		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' value is greater than the table value (1.96) at 5% level of significance in the dimension in the dimensions of personal stress management, social stress management and stress management. Hence the respective null hypothesis is rejected. But the calculated 't' value is less than the table value (1.96) at 5% level of significance in the dimension of academic stress management. Hence the respective null hypothesis is accepted.

While comparing the mean scores of B.Ed. trainees of having access to social media (mean=55.02, 63.08, 175.23) and not having access to social media (mean=54.00, 61.46, 171.61) it is inferred that B.Ed. trainees having access to social media have more stress management in the dimensions of personal, social and stress management than B.Ed. trainees not having access to social media.

Findings

24.2% of B.Ed. trainees have high level of personal stress management. 24.5% of them have high level of social stress management. 21% of them have

high level of academic stress management. 24.5% of them have high level of stress management.

No significant difference found between male and female B.Ed. trainees in their stress management and its dimensions.

No significant difference found between B.Ed. trainees of having access and not having access to social media in the dimension academic stress management. But there is significant difference found between B.Ed. trainees of having access and not having access to social media in the dimensions personal stress management, social stress management and stress management. While comparing the mean scores of B.Ed. trainees of having access to social media (mean=55.02, 63.08, 175.23) and not having access to social media (mean=54.00, 61.46, 171.61) it is inferred that B.Ed. trainees having access to social media have more stress management in the dimensions of personal, social and stress

management than B.Ed. trainees not having access to social media.

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"Stress management is life management. If you take control of your stress, your life will thank you for it."

-Shereka Dunston

"My body needs laughter as much as it needs tears. Both are cleansers of stress"

-Mathogancy Silver Rain