RESILIENCE, AN EFFECTIVE METHOD OF STRESS MANAGEMENT AMONG PRIVATE SCHOOL TEACHERS OF PORT BLAIR: A CRITICAL STUDY

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Abstract: When an individual feels emotional and physical tension, he/she is going through stress in their daily life. Stress can be felt due to frustration, anger or nervousness. Stress is a body's reaction to sudden change in surroundings. Stress can be more challenging at workplace. As a private school teacher, one needs to consider stress as an inescapable part of daily life. Teachers have to face continuous stress in their day-to-day activities. Managing stress is important as teachers are the passport to the future education of a child in school. It was well said by Mark Van Doren "The art of teaching is the art of assisting discovery". Hence, it is important for a teacher to resist his/her stress and requires an adaptive response to all changes in workplace. To understand stress and manage it better at workplace, Resilience Theory was used on private school teachers. Resilience Theory is the ability of one to adapt successfully and bounce back from adversity, failure, stress, frustration and depression. This paper highlights a stress management strategy used on 25 private school teachers to determine exact stress level using stress tools (Perceived Stress Scale, Stress Overload Scale) and use of Resilience Theory, to overcome the burden of stress at workplace.

Keywords: Stress, Depression, Private school teachers, Workplace, Resilience Theory, Stress tool, Perceived Stress Scale.

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I.INTRODUCTION

A study conducted by Wan Hussin, a question of reason of stress was posed to students, teachers, employees, employers and other participants. They responded as tension, depression, workload in workplace, family problems, financial problems, physical problems were the reason of stress (Hussain, 2000). Many researchers have conceptualized meaning of stress in different ways, stress as general life orientation (Antonovsky, 1987), (Baumeister, 1991); as outcome of traumatic events (McIntosh, Silver, & Wortman, 1993), as causality (Bulman & Wortman, 1997). A state of physiological imbalance, which results in unpleasant emotional and cognitive situation. A person when he/she is in high stress, their brain releases

hormones called glucocorticoids, which in terms raises the blood pressure and tense the body muscles. According to Beehr & Newman "Stress is a condition arising from the interaction of people and their jobs and characterized by changes within people that force them to deviate from their normal functioning" (Beehr & Newman, 1978).

According to numerous studies and research, teaching profession is considered as one of the most stressful job. Many teachers leave their profession due to high stress. They fall sick, get irritated in classroom and workplace and experience low morale when suffering from high stress (Greenberg, Brown, & Abenavoli, 2016). When teachers are highly stressed, it reflects on the student's social adjustment and academic performance.

Types of Stress

1. Eu-stress- It can be termed as beneficial stress. It is positive response one has to a stressor. The term was given by endocrinologist Hans Selye. "Eu" stands for "good", meaning good stress. It is the positive mental action or process of acquiring knowledge and understanding through experience and senses, help in responding to stress that is healthy or give feeling of fulfilment. Eu-stress can be felt when the gap between what one has and wants in future is brought close but not overwhelmed. This stress motivates a person towards improvement and goal (Smith, 1991). Eu-stress can be measured through quality of personal life, work life, job, mental health, competition, psychological coping to situation, work burden and overall stress level. Eu-stress is mostly present in workplace. It can be interpreted as a challenge in completing a given task at workplace, which creates a positive feeling in one (Fevre, Kolt, & Matheny, 2006). Eu-stress is primarily based on perceptions. It's how one perceives their tasks and situations given to them. It is not what is actually happening, but a person's perception of what is happening (Velez, Sorenson, McKim, & Cano, 2013). High self-efficacy higher goals and motivation to achieve it (Ahmed, Qazi, & Jabeen, 2011).

2. Distress- It refers to a state of mind when one feels great pain, anxiety, depression, sorrow in life. Acute mental and physical suffering of one in different situations can be termed as distress. The excessive quality of stress suffered during a situation which has negative impact on mental and physical health and is very harmful in some adverse cases.

Consequences of Stress

A very little stress is not something to be concerned about but long-term stress can cause or exacerbate many serious health issues including deadly diseases. Daily stress can upset digestive system and reproductive system, skin problems, baldness, excessive worry, anger, muscular twitches, disturb sleep cycle, weaken immunity, asthma attacks and speed up the aging process. Precisely, consequence of stress can be summed in three different consequences:

  i.   Physical
  ii. Occupational
  iii. Psychological

Causes of stress at workplace
  i.   Internal – Individuals' way of thinking in a situation, mind-set, based on ones' own perception.
  ii. External – Job insecurity, work burden, long working hours, feeling of being controlled by superiors, managerial decisions and style, lack of support at workplace,

job expectations, decline in job performance, inadequate staffing and low salary and other perks.

Resilience Theory

How successfully an individual can adapt and bounce back from worse situation, failure, conflicts, misfortune, frustration and depression. It helps one to recover from difficulties that have taken a toll on him/her. It reflects the way and technique how one should deal with difficulties rather than think about the nature of adversities. The process between the adversity and the outcome can be defined as 'Resilience'. It can also be referred as capability of one and how to positively function in adverse situation.

Building Resilience in Private School Teachers

A teacher should develop and strengthen resilience through identifying support network. In difficult times, a teacher should get support from other fellow teachers in workplace, friends, family members and support groups. It may be useful to contemplate a broader context and to avoid catastrophizing. Recalling other alternate times when circumstances were tough could facilitate individuals to understand a current scenario is not quite as unhealthy and bad as it appears. Basic cognitive process, and how they are addressed will help one to strengthen ones' faith in ones' ability to cope. Teachers should always be ready to accept changes as a part of their life. Adverse things will stop some teachers from living the life that they had fanciful for themselves. Acknowledging a change in circumstances, instead of focusing on what could have been, it will be a helpful step in the formulation of realistic plans for the future. A teacher should always remember self-care. Acknowledging personal desire and feelings is a crucial step in cultivating resilience. Travail regularly, keeping time for relaxation, and getting rest will improve mental and physical well-being and facilitate teacher to handle difficult situations better than before. Teachers should maintain their hope as it will set an example for their students too. The power to stay optimistic is the important element of resilience. Instead of permitting negative event to fully change teachers' outlook, it should be useful to recollect their good times to come. Generally, the foremost tragic events will bring out compassion and courage that will specialize in self resilience. Focusing on those aspects of a situation will help teachers to shift some focus away from the negative aspects of the situation and allow hope to flourish in them. Challenge, commitment and personal control are three elements that are essential to resilience according to leading psychologist Susan Kobasa. According to other psychologist, Martin Seligman, permanence, pervasiveness, personalization are three main elements of resilience. Teachers with high resilience have a positive image of the future, as they have positive outlook and envision brighter days in future. Resilient teachers have higher goals and desire to achieve those goals. Resilient teachers are empathetic and compassionate, they don't waste their valuable time worrying what other teachers think about them.

II. METHODOLOGY

Sample: Non-random sampling method was used while conducting survey. A total of 25 teachers were selected and rating scale was given to them before applying resilience theory as therapy on them.

Tools:
1. Stress Overload Scale: It contains 30 items, used for predicting stress reactions.
2. Perceived Stress Scale: i\It contains 10 items. It measures the perception of stress. It is a measure of the degree to which situations in ones' life are appraised as stressful.

III.RESULT AND DISCUSSION

Level of Stress in Teachers before Applying Resilience Therapy
Levels of stress were sub divided in low, moderate and high level. Out of 25 teachers, 15 teachers were suffering from high stress, 6 were suffering from moderate stress and 4 with low stress.

Applying Resilience Therapy
Meaning of resilience is to deal with ones' problem and bounce back from difficult situation. Teachers were asked to focus on following techniques to find the difference between handling pressure and loosing cool for 2 weeks:

- Teachers were asked to find a sense of purpose, which means to involve in ones' own community, building spirituality and participating in meaningful activities.
- Believing in ones' own ability. Teachers were asked to build confidence to cope with stress in life.
- Developing social network, it is important to have people one can confide in. People around in times of crisis act as a protective factor. It helps to get support, sharing feelings and positive feedback.
- Being flexible, is an important aspect of applying resilience in ones' life. Resilient teacher usually utilizes difficult times as a chance to broaden in new directions. Whereas some are crushed by abrupt changes, extremely resilient people are ready to adapt and thrive.
- Stay optimistic during difficult times, but not to lose hope is an important outlook of resiliency. Being hopeful and positive about a brighter future is resilience.
- Regular exercise, good appetite, getting enough sleep are important to build resilience. Stressed teacher ignores all these facts easily but it is important to nurture oneself.
- Developing problem solving skills.
- Simply anticipating a retardant to travel away on its own solely prolongs the crisis. Being acting on resolving the problem directly. There might not be any quick or easy answer, one will be able to take steps toward creating one scenario higher and fewer trying.
- Resilience could take time to create, one should not be discouraged if continuously struggle to address problematic events.

Level of Stress in Teachers After Applying Resilience Therapy
The result was different after applying Resilience therapy. Out of 25 teachers, 3 teachers were still facing high stress, 6 teachers with moderate stress and 16 with low stress.
From the above study, it is proved that resilience plays an important role in managing stress in private school teachers.

IV. CONCLUSION

Resilience gives people psychological strength to cope with stress and difficult times. It is the mental reservoir of strength that an individual is able to appeal to in tough times. Psychologists believe that resilient people are highly able to handle such adversity and reconstruct their lives after a catastrophe. Stress can be managed through resilience therapy.

DECLARATION

1. Conflict of Interest- Nil
2. Source of Funding- Self
3. Ethical Clearance - Nil

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