



# Management of Stress and Enhancement of Self-Esteem in School Teachers through Positive Therapy

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## Abstract

*The study Management of Stress and Enhancement of Self-esteem in School Teachers through Positive Therapy was conducted with the sample of 50 female teachers in the age range of 25 to 50 years. Positive Therapy involving Deep breathing exercise, Relaxation training, Counselling, Exercises and Behavioral assignments was given as an Intervention to the selected group. Case Study Schedule constructed by Hemalatha Natesan, Stress Inventory developed by Hemalatha Natesan and Nandini Menon, Rosenberg Self-esteem Scale constructed by Florence Rosenberg and Case Study Re-assessment Schedule by Hemalatha Natesan were used to collect the data. The results indicate the effectiveness of positive therapy in reducing stress and enhancing the self-esteem of the sample.*

**Keywords:** Stress, self-esteem, positive therapy.

## Introduction

Stress is a physical or psychological stimulus that can produce mental tension or psychological reactions that may lead to illness. Stress is the body's reaction to change that requires a physical, mental, or emotional adjustment or response<sup>1</sup>. Shahnaz and Shejwal (2007) examined the relationship between the job burnout variables and psychological health variables among the high school teachers (N=160) in pune, the results showed a significant positive relationship between Job burnout variable and psychological health variable<sup>2</sup>. Mishra compared the levels of occupational stress and job satisfaction in male and female teachers of high school education (40 males and 40 females). The results indicated a significant difference between male and female teachers on over all stress and overall job satisfaction scores<sup>3</sup>. Long, et.al investigated to gain a better understanding of what types of situations cause stress in health care providers and how that stress affects job performance, the purpose of the study is to identify the relationship between the job stressor towards job performance<sup>4</sup>.

Teaching has been identified as a most stressful profession today, with 41.5% of teachers reporting themselves as highly stressed as reported in the scale of occupational stress. The teacher viewed as dispensers of knowledge, increasing perceived as facilitators or managers work in constant socially associated environments surrounded by hostile views and threat of physical abuse. They have constant fear and threat of accountability for every action of both self and that of the pupil. This in itself is a cause for stress in teachers. Hatta compared the levels and characteristics of stress in Japanese primary school teachers (N=224) and workers of private companies (N=250). The results indicated that teachers were experiencing

severe stress than the workers<sup>5</sup>. Yusoff and Khan examined stress and burnout in higher education sector of Pakistan; they conducted a systematic literature review including papers from eight journals and six books in four electronic databases. The findings reveals that teachers and administrators should know about job stress, burnout, stressors and coping mechanisms and produce policies for making the working environment congenial<sup>6</sup>. The role of a teacher, a career in pedagogy is not as rosy as it appears. The job of a teacher with each passing day necessitates reframing their attitudes to return to work. With the right frame of mind as a mentor and facilitator. According to a research, the major causes of stress for teachers are i. Excessive work load, ii. Rising class sizes, iii. Pressure due to inspection, iv. Changes in curriculum, v. Pupil misbehavior, vi. Risk of violence from pupils, parents and intruders, vii. Lack of job security due to redundancy and fixed term contracts<sup>7</sup>.

Self-esteem is a term used to reflect person's overall evaluation or appraisal of his or her own worth. The need for self-esteem is the need to think well of oneself. It can also mean a need to respect oneself regardless of what others think. A person's self-esteem may be reflected in his/her behavior, such as assertiveness, shyness, confidence or caution<sup>8</sup>. Ramanigopal examined the relationship between self-esteem and decision making styles of school teachers, revealed a significant positive relationship between self-esteem and vigilant styles of decision making<sup>9</sup>. The self part of self-esteem pertains to the values, beliefs and attitudes that one hold about themselves. The esteem part of self-esteem describes the value and worth that one gives oneself<sup>10</sup>. The importance of self-esteem is revealed in the study by Shuichi and Toshinor to find out the relationship between teacher's help seeking preferences and self-esteem indicating that, the higher the teacher's self-esteem the less likely they

prefer to seek help<sup>11</sup>. Ghazi, et.al investigated the teachers role in fostering students' self-esteem with the objective to identify the role of teachers attitude and fostering the self-esteem (N=815).The results indicated that the role of the female teachers was more effective as compared to male teachers regarding their attitude towards their students in fostering self-esteem<sup>12</sup>.

Positive therapy is a package, combining the Eastern techniques based on Yoga and Western techniques based on Cognitive Behavior Therapy. It aims at modifying negative thoughts, beliefs, emotions and behavior by using 4 major strategies namely, Relaxation Therapy, Counseling, Exercises and Behavioral Assignments. The assumption of Positive Therapy is that, the negative thoughts are replaced by positive thoughts; the individual becomes more realistic and reasonable in his / her perception.

Excessive stress can manifest itself as physical, emotional or behavioral disorders. In this age of stress, female teachers work under time pressure with varying amount of stress and strain. As a result they are likely to have attachment with their institution and less dedication to their profession. Their low level of involvement, unfavorable work values and dissatisfaction with teaching, is detrimental for the interest of teaching as well as to the student community. This in turn, lowers their self-esteem and self-worth resulting in personal set-backs like lowered self-confidence, feeling of insecurity and inner criticism which would reflect back on the taught, and the precious being of the society.

Hence, it is imperative that teachers be helped to manage their stress and enhance their self-esteem considering the noble service they are into, be delegated effectively.

**Objectives:** To ascertain the efficacy of Positive therapy in the management of stress and enhancement of self-esteem in teachers.

**Hypothesis:** Positive Therapy does not have any effect in the management of stress and enhancement of self-esteem in the sample.

## Methodology

The researcher personally visited the school and collected the data from teachers. To begin with all the subjects were assessed (Assessment-1) using Case Study schedule, Stress Inventory and Rosenberg Self-Esteem Scale. After the initial assessment, the entire sample was given positive therapy involving strategies like Deep breathing exercise, Relaxation Training, Counselling, Exercises and Behavioural assignments. Following the six sessions of positive therapy, the entire sample was re-assessed (Assessment-2) using the Case Study Re-assessment scheduled, Stress Inventory and Rosenberg Self-Esteem Scale. The data were analyzed using SPSS-16 version.

**Sample:** The study was conducted on a sample of hundred teachers. They were given stress inventory and Rosenberg self-esteem scale. The sample of fifty teachers was selected in the age group of 25 to 50 years after screening them for stress and self-esteem through purposive sampling method.

**Experimental design:** The experimental design used for the present study was before and after without control design.

**Tools:** The tools used were as follows: i. Case Study Schedule (Hemalatha Natesan, 2008). ii. Stress Inventory (Hemalatha Natesan and Nandini Menon, 2005). iii. Rosenberg Self-esteem scale (Florence Rosenberg, 1965). iv. Case Study Reassessment Schedule (Hemalatha Natesan, (2008).

## Results and Discussion

It is evident from table-1 that the mean stress of the sample, which was 'High' (M=16.52) before the intervention while after the intervention namely, Positive Therapy, the mean stress had significantly decreased (M=4.38). In the case of self-esteem the mean scores was Low (M=9.34) before intervention whereas after intervention namely Positive therapy the mean self-esteem had significantly increased (M=22.92). This clearly indicates that the self-esteem has been boosted enormously after intervention. Hence the hypothesis 'Positive Therapy does not help in the management of stress and enhancement of self-esteem' is rejected.

Table-1

Showing the mean, standard deviation and t value of Stress and self-esteem of the Sample Before and after intervention

Treatment Condition	Stress (N=50)			Self esteem (N=50)		
	Mean	SD	't' value	Mean	SD	't' value
<i>Before</i>	16.52	3.88	21.45*	9.34	2.06	21.87*
<i>After</i>	4.38	1.31		22.92	4.41	

\*significant at 0.01 level

It is found that positive therapy involving various strategies namely deep breathing exercise, Relaxation training, Counselling, Exercises and Behavioural Assignments were found to be effective. Deep breathing exercise and Relaxation training greatly helped the teachers in calming their nerves, gaining control over their emotions, to get a sound sleep and to It is found that positive therapy involving various strategies namely deep breathing exercise, Relaxation training, Counselling, Exercises and Behavioural Assignments were found to be effective. Deep breathing exercise and Relaxation training greatly helped the teachers in calming their nerves, gaining control over their emotions, to get a sound sleep and to improve their thinking. Various techniques of Counselling given such as Rational Emotive Therapy helped to rationalize their irrational thoughts with positive thoughts using Cognitive restructuring. Exercises like Smile therapy and Laugh therapy have been helpful for the teachers in developing positive perception and a pleasing personality. Behavioural Assignments helped to improve their self-esteem by instilling a positive attitude towards their work, family and life.

## Conclusion

Positive therapy involving deep breathing exercise, Relaxation training, Counselling, Exercises and Behavioural Assignments is effective in managing the stress and enhancing the self-esteem of teachers.

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