



A STUDY OF PERCEPTIONS OF SECONDARY SCHOOL TEACHERS IN RELATION TO IMPACT OF STRESS BUSTER MECHANISM ON SELF ESTEEM OF SECONDARY SCHOOL STUDENTS

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ABSTRACT:

“A man cannot be comfortable without his own approval” – Mark Twain. The present study aims at understanding the perception of secondary school teachers of IGCSE board about the relationship between stress and self-esteem on secondary school students. The researcher selected a systematic stratified random sample of 61 secondary school teachers of secondary school of IGCSE board from the Mumbai District. The researcher carried out a descriptive survey of co-relational type to understand the teacher’s perception about the relation of stress and self-esteem on secondary school students. The findings of the study reflected a significant co-relation between the stress and self-esteem of the secondary school students from the teacher’s perspective.

Keywords: Stress Buster, Self Esteem, IGCSE school Board.

Introduction:

“The time to relax is when you don’t have time for it” – Sydney Harris.

Schools, now a days are no more than corporate houses of competition, where students are the product and marks are the numbers that help in deciding the fortune or future of the child. The stress houses are gradually killing the self-esteem of our children who then look out for various escape mechanisms. With the more complex demands of the corporate world today the so called product of the school our children have no scope whatsoever to score anything less than what their counterparts have scored in order to secure the best college or job. Stress is the level of pressure being created which can be because of many obvious reasons like studies, peer pressure, competition, pressure of performance, etc. Today with the overloading information and its various applications the curriculum is not restricted on to books and examination, its horizon has increased manifold, right from performing in the exams to handling other co-curricular and extra-curricular activities.



Stress is a way in which one may respond to a threat or situation. Stress may lead to either a person performing well or if over stress is observed then it may lead to various mental or physical diseases. Stress may lead to mental problems like anxiety, depression, auto immune diseases, weight problems, heart diseases, sleeplessness, memory problems, getting too negative, constant worry, agitation, loneliness, isolation, etc. Ultimately leading to a complete loss of one's self-esteem. Thus there is a need for proper implementation of extra-curricular activities and co-curricular activities in schools to help students manage stress in order to maintain their self-esteem.

Self-esteem is confidence that one has about his own potentials. Self esteem is one which helps the person feel positive about his capabilities and ultimately helps him to perform better to the fullest of his potentials. Thus self-esteem is the crux of one's personality that helps him carry out or to perform his best.

Stress and self-esteem are very closely related to one another. It is the over burdening of stress that makes one feel agitated, depressed, anxious, etc, which eventually leads to low self-esteem or rather loss of self-esteem.

The various ways of stress buster that can be implemented in school level can be as follows:

- Dance therapy through dance classes
- Music therapy through music classes
- Counselling sessions
- Hobby classes
- Field trips
- Sports activities
- Team building games
- Drama sessions
- Drawing sessions
- Excursions.

(Linda Charlton Lisella, 1996): The study focuses on the relationships between involvement in conventional extra-curricular activities and the academic accomplishment



levels of minority female and male students in poor schools of urban area. Using a national sample space, the researcher found that, in almost 50 % of the incidences, male student involvement in extra-curricular activities was associated with lesser achievement levels. For female students, the results were miscellaneous

(Bush, 2003): The researcher examined the relation between involvement in extra-curricular activities and school dropout. Social and classroom involvement were studied as possible mediating controls in the relation. The researcher examined the impact of involvement in five types of co-curricular activities on school dropout rate and also to examine the role of involvement in the relation. Involvement in sports stood out as the only important factor of school dropout. Classroom involvement had note-worthy impacts in the relation between involvement in athletics and school dropout indicating that involvement in athletics has a unique effect on school dropout.

(Schlessner, March 2004): The researcher examined students' grade point averages in relation to involvement in co-curricular activities. The activities included football, golf, basketball, volleyball, track, wrestling, jazz band, swing choir and forensics. As expected, co-curricular involvement showed a significant relation with grade point average for both female and male students. The correlational evidence found students' involvement was associated with greater iii grade point averages. Student involvement in co-curricular activities may have motivated students to excel in academic involvement, and students choosing to take part in co-curricular activities, utilisation of interest and achievement in the academics are possible reasons for the results.

(Fujita, 2005): The researcher pointed out that extra-curricular activities affect the academic performance of students in school. The main aim of the study was to find out the impact on academic performance of those children who opted to participate in extra-curricular activities of the school. The survey of students from class 6 to 8 was done for the study. The survey found out that playing sports, watching television and participating in community service helped students improve their grades whereas playing musical instrument did not really help in improving the grades of the students. Thus the researcher concluded that extra-curricular activities help children improve their grades.

(Cooprider, 2009): Even though the researcher could not infer from the data that extra- curricular activities alone cause the improvements, still one can say with virtual assurance



that when students can be helped to dispose from null involvement in extra-curricular activities to involvement in three or four such activities, it does not impact academic performance adversely. Initial research infers that involvement in co-curricular activities does correlate to academic accomplishment in the classroom. The researcher examined as to how students imbibed their involvement in extra-curricular activities impacted their academic performance. Students' perceptions about the impacts of part-time jobs and their sleep patterns on academic achievements were also assessed. Results depicted an affirmative correlation between involvement in extra-curricular activities and academic accomplishment. The researcher aims to enrich the research already made on the topic and open new platforms for further research.

(Wilson, May 2009): The study stated that students involving in extra-curricular activities usually benefit from its opportunities. The study further stated that the benefits of involving in extra-curricular activities included having better grades, having higher standardized test scores and higher educational achievement, attending school more regularly. It was found that participants in extra-curricular activities mostly learn skills such as teamwork and leadership while reducing the likelihood of malpractices and related problems also students who are over-scheduled in too many activities find that the benefits of involving in co-curricular activities may actually decrease. Over exerting leads to too many physical activities result in a few students forcing themselves too far with the calibre of having a serious sports injury as students may need time to relax and recover from intense athletic training.

(Massoni, 2011): The researcher observed that extra-curricular activities help students have a better behaviour also the students who participate in extra-curricular activities have reduced their behavioural problems. Also students tend to achieve higher grades and positive attitude towards society is another effect noticed. Self-esteem in its place is the most positive outcome of students participating in such activities. Also the dropout rate has reduced thereby making students complete their education due to the extra-curricular activities that they are involved in. The researcher also pointed out that the students happen to have a positive aspect and wish to be productive adults in future. It was pointed that students happen to learn leadership, organisation, team spirit, time management, problem solving skills, multi-tasking, etc. which ultimately allows them to harness their talent. When students join other activities they tend to meet many new peoples and thus help in increasing their outlook towards society as such.

(Theis, 2014): The researcher points out that the development of motivation is subject to be fit between learning context and fundamental needs, according to the stage-



environment fit approach. It is supposed that school based extra-curricular activities are especially suitable for nurturing encouragement and, thus, achievement per se. The objective of the study is to assess these relationships in German all-day schools and to explore the specific influence of each need. The students' ideas of autonomy challenge and student-staff -relationship are processed as predictors of school achievement. The three quality showcases impact school attachment across age, but barely relate to achievement is revealed by a conditional growth curve model. However, the development of school attachment importantly impacts achievement. Thus, it was found that acknowledging school attachment by means of extra- curricular activities should result to the affirmative development of academic achievement.

(Bakoban, October 2015): The researcher stated that extra-curricular activities are part of students' everyday life; they play vital roles in student's lives. The research was done to know whether the students' grade point average is affected by their involvement in the extra-curricular activities. The study also assessed the students' contentment on extra-curricular activities. The report portrayed that involvement in extra-curricular activities affects the students' grade point average in a positive way. The study found that those who take part in extra-curricular activities had higher grade point averages than those who did not; the study also discovered that the time spent involving in extra-curricular activities did not impact the time students generally spend on studying, the study also depicted that students, are usually content with the given extra-curricular activities in the school.

AIM OF THE STUDY:

A study of perceptions of secondary school teachers in relation to impact of stress buster mechanism on self-esteem of secondary school students.

OBJECTIVES OF THE STUDY:

1. To study the perception of secondary school teachers in relation to stress buster mechanism of the school on self-esteem of secondary school students
2. To find out the relationship between the stress buster mechanism of the school on self-esteem of secondary school students



HYPOTHESIS OF THE STUDY:

There is no significant relationship between the stress buster mechanisms of the school on self-esteem of secondary school students.

SCOPE AND LIMITATIONS OF STUDY:

This study covers perceptions of secondary school teachers in relation to impact of stress buster mechanism on self-esteem of secondary school students. The study includes collection of data from IGCSE board schools of Mumbai. The study is carried out in Mumbai Jurisdiction only. The study includes only English medium schools. The data collected will be collected from the secondary school teachers of IGCSE boards only.

DELIMITATIONS OF THE STUDY

This study correlates Stress with Self-esteem of secondary school students of IGCSE boards of Mumbai District. The study does not include any other city, than Mumbai. The study does not include vernacular medium school teachers. The study does not include the Open schooling systems in India.

RESEARCH DESIGN

The descriptive survey research method is used for the present study. The perceptions of 61 teachers of IGCSE was studied to the find out the perceptions of secondary school teachers in relation to impact of stress buster mechanism on self-esteem of secondary school students. The rating scale was prepared to measure impact of stress buster mechanism on self-esteem of secondary school students of IGCSE school boards. The tool comprised 8 items; these items were presented in the form of questionnaire. The tool was validated and standardized with the help of experts. The Cranach's alpha was calculated to measures the internal consistency of the quality of the prepared rating scale. The Cranach's alpha to measure stress was 0.695 and to measure Self Esteem was 0.774. The systematic stratified random technique was used for the collection of the data. The data was analyzed by carrying out the descriptive and inferential analysis. The measure of central tendency and measure of variability were computed for the purpose of descriptive data analysis and t-test was computed to test the hypothesis of the study.



ANALYSIS:

The data was analysed with the help of mean, standard deviation, Karl Pearson product moment correlation as to find out the answer of the hypothesis that there is no significant difference in the perception of secondary school teachers in relation to stress buster mechanism of the school on self-esteem of secondary school students

HYPOTHESIS:

There is no significant difference in the perception of secondary school teachers in relation to stress buster mechanism of the school on self-esteem of secondary school students

The following table shows analysis of correlation between Stress Buster Mechanism and Self Esteem of IGCSE school students.

S.No.	Variable	Mean	S.D.	Level Of Significance	
				r value	Table value
1.	Stress Buster	17.29	2.88	0.618	.195(0.5 level)
2.	Self Esteem	18.43	2.21		.254(.01 level)

INTERPRETATION:

Observation of table shows that the obtained r value 0.618 between Stress Buster Mechanism and Self Esteem of perception of teachers of IGCSE school boards is founded higher than the table value (.195 and .254) and therefore it is significant at .05 and .01 of confidence respectively. This does not allow us to accept the hypothesis. This reveals that there is a significant relationship between the stress buster mechanism and self-esteem according to the perception of secondary school teachers of secondary school boards.

SUGGESTIONS FOR FUTURE STUDIES:

- Similar studies can be done on a large scale with larger samples
- Relationship between stress buster mechanism and creativity can be studied.
- Relationship between stress buster mechanism and holistic development can be studied.
- Relationship between stress buster mechanism and interpersonal skills can be studied.
- Relationship between stress buster mechanism and healthy competition can be studied.



IMPLICATIONS OF THE STUDY:

For Students:

- Students should identify their potentials and should accordingly accelerate in the same rather than getting loaded under stress.
- Stress buster mechanism should be used well to get rid of stress.
- Students must get involved in extra-curricular activities to get rid of the overloading stress.
- Self-esteem of the students should be well balanced for better performance.

For Teachers:

- Teachers must identify the stress buster activities and the same should be encouraged among the students.
- Teachers must help children get rid of the stress in order to build a strong self-esteem.
- Hobbies should be identified well by the teachers, so that children are pushed in the right direction of growth.
- Lot of extra-curricular activities should be implemented by the teachers for the students all round development.

For Institutions:

- Good institutions must provide adequate number of extra-curricular activities to help students reduce their stress and increase their self-esteem.
- Resources like finance, ground and skilled staff should be well balanced for the proper growth of the youth.

CONCLUSION:

It can be easily concluded from the study that the perceptions of the teachers of secondary schools of IGCSE board clearly stated that there is a significant relationship between the stress buster mechanism and self-esteem of the secondary school students. Ultimately it can be said that every school needs to take care of these stress buster activities to help our children always remain stress free to perform their best and come up with modern and innovative ideas that shall help India reach a different level of development all together.



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