

## **Stress Management Techniques Among Primary School Teachers**

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### **ABSTRACT**

*The study was about the Analysis of Stress Management Techniques among Primary School Teachers. The population comprised of all primary school teachers in district Faisalabad. The qualitative as well as quantitative research designs were used. The data were collected with the help of questionnaire. From overall sampled data only 7% teachers had high level of stress. They were interviewed for overcoming the techniques for relieving the stress. It is concluded that both female and male teachers had same level of difficulty in their self-control and reaction to different situation. They showed the same level of sensitivity and feelings of anger, relaxation and willingness to complete the academic task without any disturbance. It is concluded that both married and unmarried teachers had same level of reaction in different situation, sensitivity and same feeling of anger. They showed their willingness to complete the academic task without any disturbance. The results revealed that regular teachers had high level of difficulty in their self-control. It is concluded that both regular and contract teachers had same level of reaction to different situations, anger and sensitivity. They completed the academic task without any disturbance. Urban and rural teachers had same level of difficulty in their self-control, reaction to different situation and sensitivity, anger and relaxation. The posting of teachers did not have any effect on their self-control, reaction to different situation and sensitivity, anger and relaxation. They completed the academic tasks with same interest. When they were asked how to cure the stress, they replied that one reason of low attendance of the students and restrictions and rude attitude about the check and balance of monitoring evaluators' assistants. The over burden of higher authorities regarding the interference in school matters. In addition, extra duties are also one of the important problems of making me sad. The main reasons of the stress were over burden of teachers and unable to keep the results up to the mark and parameters provided by the government. The stress relieving techniques that were used by the teachers were sharing the feelings with friend. Most of the respondents revealed that they get separate from the*

*situation. Drink water, Divert the attention to that task to other one. Try to solve the problem. Most of the respondents told that they divert their attention.*

**Keywords:** Stress, primary teachers, Techniques

## **INTRODUCTION**

Organizational healthiness has turned out to be generally perceived as a fundamental component in deciding valuable instructive results for children and enhancing administrative wellbeing has thus turn into a considerable objective of educational systems in various nations.

The chief element of strength in organization is workers, and in schools, the teaching staff. Various studies of organizational welfare in education have differently concerned examining the anxiety, morale, stress, self-confidence, health, prosperity and professional contentment of staff in schools. A significant variable amongst the most critical variables prompting research into structural wellbeing has been the expanding monetary and cost of worker remuneration states identifying with mental stress and the abnormal state of employment dilemma over a scope of occupations as well as tutoring, which is one of the most traumatic of vocations (Jackson & Clemants, 2006).

The effect in extended workloads, greater responsibility demands, tough student behavior, pace of instructive transforms and negative group states of mind, have all been seen as contributing to a decrease in employees self-esteem and prosperity. In Victoria, procedures related with the authoritative wellbeing of government schools have been a specific concentration of the administration since it established a significant investigation of tutor stress and after that presented various changes went for fortifying hierarchical works on, enhancing staff prosperity, decreasing word related anxiety and expanding school responsibility. The attention on hierarchical wellbeing started with a progression of activities focusing on regions, for example, staff teaches and welfare, authority abilities and group building (Evans & Mackenzie, 2007).

The continuous requirement for authoritative wellbeing is fortified by proceeding with stress asserts in public sector schools, and information aiding related strategy advancement and better comprehension of these cases. An administration stretch avoidance technique accentuated the significance of school atmosphere in impacting the capacity of staff to adapt to stress and working environment weights. The significance of a school atmosphere to decide staff adequacy solid school condition was incorporated with the qualities of administrations in successful schools (Deit, 2006). The piece in an administration procedure is given parental, educator and understudy feeling information of predictable premise. The depicted in main approved educator confidence hierarchical atmospheres to evaluate scope in essential authoritative conduct and human asset administration issues (Hart, 2000).

Various researchers have defined stress in different ways. Generally, it is considered as a weight, strain, a pressure that has a tendency to damage a personality, a reason that stimulates physical as well as mental stress. Stress in one's life could be revealed through work, dietary patterns, sleeping habits, relationship, health and prosperity. Stress can twist our view of life and restrain our capacity to reflex. Tension or stress is considered as a very complex phenomenon which is centered on unique connection between human beings and the environment. It ought to be noticed that a specific level of stress could be influential on expanding and enhancing people's

performance. It is often observed that stress demonstrates the human achievement or success but most of the time, stress had negative impacts on human personality as it would followed by various outcomes like mental and physical sickness, eagerness, peevishness, extraordinary weakness, carelessness, diminished individual protection and intermittent contaminations, lack of concentration, memory disability, headaches and distortion in critical thinking capacity (Murphy & Beddoe, 2004).

Stress has many circumstances or deliberation of influences to feel baffled, tense. Every human being perceives different circumstances differently and has distinctive adapting aptitudes. Consequently, any two individuals may give different responses to the same prevailing circumstance. Sometimes, people take stress of those things which are not problematic or which could not be tagged as stressful. Nonetheless, stress is considered to be normal aspect of life. Stress is good, in case of low quantity; it can spur the people and enable them to be more dynamic and creative. On the other hand, excessive stress or a serious reaction to stress can be hurtful.

The impact of stress on health of a person could be determined by; how a person observes it and how he responds. It persuaded by the occasions in life. So the stress administration is to find out the association between the body and mind, and to investigate how health could be controlled constructively.

Stress could be encountered from four fundamental sources: Social Stressors, The Environment, sleep disturbances contemplations and physiological stressors.

**Social Stressors:** The demands components as friends, parents, life partners, family and employees. Social stressors incorporate budgetary issues, due dates, employee meetings, separation from family and child rearing. Ecological stressors incorporate commotion, climate, contamination, movement, substandard lodging and transgression.

**Sleep disturbances contemplations:** Our mind translates and sees circumstances as upsetting, excruciating, troublesome or lovely.

**Physiological stressors:** Physiological stressors incorporate aging, quick development of youthfulness, lack of exercise, poor sustenance, accidents and absence of activity.

Following two decades, stress has gotten critical consideration as an indicator of health and mental results. Mental anxiety has been observed to be related with an assortment of diseases and health issues in youths including poor health. Affiliations have been found between adapting factors, stress and elements of welfare in an assortment of common people. (Baldwin, Harris & Chambliss, 1997)

Stress in teachers is assembled in three types: part requests, issues of relational connections. Part related anxiety is said to be the contrast between instructors' part desires and their genuine encounters inside that part. Part request stressors incorporate uncertainty, overburden, struggle, readiness, and non-support (Pettegrew & Wolf, 2002).

Teacher stress is mostly observed phenomenon which might be explained as the experience by an instructor of negative feelings, as annoyance, strain, nervousness, depression or sorrow because of some role of their work as an educator. Several researchers have described teacher stress by different ways. Surveys conducted by different researchers have certainly indicated that teaching is a stressful profession. Data demonstrated that about a fourth of teachers in the world perceive teaching as a highly stressful occupation. Huberman (1993) conducted a study on high school teachers in

Switzerland. The investigation demonstrated that most of the teachers appear to experience self-uncertainty, reassessment and disappointment in which their worries are

either settled with them proceeding with their vocation as an educator or their choosing to quit the job. He further reports that among the most widely recognized thought processes referred to quit educating were apprehensive strain, disappointment, weakness, wear and tear, maladjustment of students, individual schedule and delicacy. Here, wear and tear is additionally redolent of concentrates somewhere else which have shown that continuous anxiety can prompt educator be exhausted.

Stress management or we can say that stress coping techniques are of two types: palliative and direct action strategies. Direct action strategies allude to things that an instructor can do for the disposal of the origin of stress. Direct action strategies may include basically sorting out one efficiently; it might include growing abilities, aptitudes and knowledge; it might include consulting with partners, so an individual's circumstance could be different to the situations of others. Palliative strategies are concerned with diminishing the sentiments of stress that encounters. These techniques could be physical and psychological as well. Physical strategies include exercises that assist the educator recapture a feeling of being casual, by calming any pressure and tension that has developed. Mental procedures include the instructor in endeavoring to change how the circumstance is evaluated.

Most parents of elementary school children are putting pressure on their children to do well at school keeping in mind the end goal to access the best colleges and professions. This is frequently clear in guardians being reproachful of instructors who they feel are not doing what's needed to enable their kid to succeed, and guardians are very prepared to give educators counsel on their instructing and to grumble to the school important in the event that they are not fulfilled. Moreover, a specific level of intensity has likewise been produced among instructors, as they strive with each other to enable their students to pick up the best grades. Vulliamy (1998) Further, grade schools in Taiwan have been liable to a progression of educational program changes which have not been especially effective in raising principles, and government and training authorities have regularly been accounted for in the media as reprimanding instructors for the absence of accomplishment of these changes in view of their hesitance to change their training, try, or to participate in fitting proficient improvement exercises (Pan & Yu, 1999).

The effect of government approaches and the support of an exceptionally aggressive structure of schools investigations prompt a considerable measure of stress. Educators taking days off due to tension has turned into very normal. They're altogether stressed over keeping up a decent notoriety for their school and having the capacity to meet the prerequisites of the national appraisal methodology. To hear that the suicide rate is so high among essential educators is colossally stressing. Participation and maintenance are low, as are learning accomplishments. Working with the Lahore-based Ali Institute, UNICEF guided 150 schools in six locales in 2004, expanding to 300 schools in 2008

In spite of the way that this impetus is generally respected by instructors and individuals from people in general as no longer essential the administration has been hesitant to take this away and numerous individuals from the general population are reproachful of educators for having this benefit. Moreover, instructors grumble that the general population is unconscious of the substantial workload that educators have. At the point when these are added to government reactions of instructors for the

disappointments in instructive changes, this has produced an inclination among educators that they are misjudged and never again regarded. Educating is a well known vocation decision in Taiwan, and there is extraordinary rivalry between qualified educators to pick up a lasting post. Be that as it may, instructing is progressively being portrayed as a high-push calling and many experienced instructors are quick to resign early (Lan, 2002).

### **Identification of stress**

The classification of the stress can be identified into factors of first and second request stressors. For the arrangements of stressor specifically intervene to the teachers and diagnose the insertion of the detachment, observe able interference, weakly research participation and considering the highly induction of educators. (expansive class rooms), written notes, classwork or homework, higher authorities, the less motivational factors and the most promising factor, lack of like guidance e.g. the help of head teacher or head of the educational institute, lack of respect from the principals of the institute. In this age of stress every person is feeling the same level of stress with different levels of management within the institution, among teachers and other interpersonal (Blasé, 2006). The other factor that is assimilating the level of stress in teachers are the intervention along with the issues such as low salaries, emotionally weak, discontent, authority without powers, demotivation and curses without reasons by the higher authorities.

There were three types of stresses which were existing in the teachers. The stress related to the Part of the teachers was related to the difference of the availability of the existing facilities and the wishes that an instructor can't fulfill. This level of stress results in ambiguity, doubt, tension, fatigue and non-supportive behavior (Pettegrew & Wolf, 2002).

Authoritarian style includes the methods, procedure are entitled in Part request. Instructional issues stressors. Instructional issues or undertaking stress is concerned with the specific work related problems which a teacher has to perform during his performance within the specific duties. Such issues can be dealt with research study, performance and unusual methodology about the task performance. Guidance, without proper evidence provided by the authorities for assessment, analysis charts, cursing on the incompleteness of the assignments and without safety guideline working conditions. (Conley, 2010).

Interpersonal connections are the relationship of the instructors with their pupils with in the educational environment. Relationship among the managerial and academic staff may be undertaken into this part of the classification. The probable known stressors are the competition among the academic faculty and the situation of helplessness among the other colleagues and higher authorities (Sutton, 2004). The concerned circumstances and particular issues can be added to the instructor stress.. Most stressors can be found in the workplace and incorporate ominous working conditions, overwhelming workloads, hierarchical issues, and scarcity of assets, absence of help or potentially self-governance, and basic leadership.

### **Physical Stress**

The workplace can likewise incorporate physical stressors, for example, errand related commotion, swarming, and the measure of the classroom or potentially school, wellbeing or youth viciousness, and also managerial weights, for example, bolster from

directors and part uncertainty. Certain individual abilities are entitled in the classification of the educators, e.g. individuality, gender, age, experience, building the strong internal environment, sort of the instructors, and joblessness.

### **Classroom Stress and Teacher**

Dominance of Challenging Behaviors;

Past research by and large has been constrained to just distinguishing sources and results of worry for instructors. The additionally comprehend why these wellsprings of stress influence educators pick specific reactions to stretch. Specific wellsprings of stress influence instructors will enable the wellbeing teacher to propose positive anxiety administration projects and methods for dealing with stress inside the hierarchical structure of diminish business related anxiety. Educators react the way take into consideration versatile systems to be utilized as a part of request to enable instructors to address and adapt to stretch.

### **Restorative Competing Behaviors**

This writing clarifies in detail the most widely recognized adapting procedures utilized by instructors; notwithstanding, this writing does not elucidate why educators pick specific adapting techniques. The methodologies are utilized will give educators the chance to better see how to adapt to stretch and give the instruments and assets to successful anxiety administration programs intended to reduce wearing down.

### **Environmental Competing Behaviors**

Selye (2001) demonstrated that the consistent presentation to over the top anxiety can cause a phase of adjustment or protection phase of protection, reacts by emitting circulatory system released. This exhausts the corticoids containing lipid stockpiling material. Endless trailed by the phase of weariness, where most extreme greatest organic movement happens in the abandon some moment compound scars all through procedure has likewise been related with quickened maturing.

Selye (2001) demonstrated that the consistent presentation to over the top anxiety phase of adjustment or protection of protection, the body reacts by emitting granules in the circulatory system which are released by the adrenal cortex. This exhausts the corticoids containing lipid stockpiling material. Endless supply of corticoids, this stage was trailed by the phase of weariness, where most extreme wear and tear and greatest organic movement happen in the body. This may abandon some moment irreversible compound scars all through the body. This procedure has likewise been related with quickened maturing.

Struthers and Menec (2000) analyzed 203 school students' scholarly adapting style and passionate elements, to gauge their scholastic anxiety and execution. Understudy Coping Instrument was utilized to quantify understudy adapting style. The auxiliary educational investigation, indicated issue center adapting and inspiration to be more compelling in decreasing scholastic anxiety and enhancing course reviews. Understudies having low course reviews had more prominent scholarly anxiety. In this way come about demonstrated issue centered adapting helped understudies to be persuaded and perform better. In past led an investigation to look at stretch methods for dealing with stress in understudies. This examination affirmed the discoveries revealed. Lo led an accomplice concentrate to distinguish the recognition and wellsprings of stress, the method for dealing with stress utilized and the relationship of confidence in 332 nursing understudies. The survey comprised of the general wellbeing poll, the Self-regard

adjusted demonstrated first year understudies abnormal state of worry as contrast with understudies in third year. An affiliation was accounted for between shirking in adapting practices and negative Self-regard. Positive confidence was associated with proactive adapting conduct. Adapting methodologies utilized by understudies were: critical thinking, diversion and games, contemplation and yoga. Consequently, comes about indicated positive confidence assumed a critical part in adapting conduct.

### **Stress Scores**

Aktekin (2001) likewise announced that higher anxiety scores diminished scholastic execution. Aktekin surveyed the mental change in undergrad therapeutic understudies. Members of college understudies in the zones of solution, financial aspects instruction. A point by point self report poll was given amid the main enrollment trailed by a survey the following year. Parts of the survey incorporated a 12-thing Spielberg demonstrated a critical increment alongside a huge ascent in the uneasiness level among understudies from year 1 to year 2. However the Beck Depression Inventory scores were high for understudies of year 1, with a diminishing. Discoveries proposed that understudies confidence experienced issues in scholastic execution and endured more anxiety uneasiness. Conclusions were that understudies with low confidence and over the top anxiety used maladaptive adapting procedures.

Stewart (1999) likewise affirmed the part of maladaptive adapting. A planned, nonrandomized contemplate was directed on 302 second year therapeutic understudies, out of which 140 understudies were chosen to take an interest in the 10 week by week session workshops with a hour and a half of contact time and 162 understudies were chosen as controls. The MBSR course showed understudies breathing mindfulness, yoga, eating contemplation, strolling reflection and guided symbolism (mountain/lake contemplations). Members likewise got an audiocassette for every day reflection hone. The members were required to hone the formal contemplation for 20 minutes every day, 6 days for each week. The outcomes indicated change among understudies on pressure tension, disarray bewilderment, weakness inactivity, and vigor– movement subscales when contrasted and the benchmark add up to temperament unsettling influence.

A comparable report affirmed the exploration done by Rosenzweig et al (2014). The preparation occurred in 8 week by week gatherings of a hour and a half every, which included reflection, attitudinal and motivational help, sitting contemplation, casual talk, and entry contemplation, centered consideration and backing off. In any case, when contrasted and the control gathering, the treatment members demonstrated more critical advantages for adapting stress, absolution and rumination. Various examinations were directed to research the impact of contemplation as stress administration systems on physiology of the body.

### **Statement of the Problem**

Education at primary level is compulsory in Pakistan like many other countries. The government is coping well to achieve this target but unfortunately number problems are founded in primary education and teachers stress is one of core issues. So the present study focus on stress management techniques used by primary school teachers in district Faisalabad.

### **The Study Objectives**

The objectives were as under:

1. To discover the stress level in primary school teachers.
2. To investigate the difference in stress between male and female teachers.
3. To identify the difference in stress between more qualified primary school teacher and less qualified primary school teacher.
4. To identify the stress management techniques used by primary teachers.

### **Research Questions**

The questions of study were made as:

Research Question 1:

When you get sad what are the reasons behind?

Research Question 2:

When you get sad what do you do?

Research Question 3:

What do you advise if someone of your colleague get sad?

Research Question 4:

What do you feel when someone interfere in your academic work?

Research Question 5:

How do you handle when someone interfere in your academic work?

Research Question 6:

In what circumstances, you feel that you are very sensitive to a great extent?

### **Population of the Study**

Population of this study was teachers in primary schools in district Faisalabad. Faisalabad district has six tehsils as: Faisalabad (City), Faisalabad (Sadar), Chak Jhumra, Jaranwala, Tandlianwala and Samundri. There were 5684 Primary school teachers both male and female working in district Faisalabad. So, the researcher has decided to take sample from the population for the study.

### **Sample and Sampling Technique**

There were 5684 primary school teachers taught in district Faisalabad. There were 1208 public primary schools in which 679 male and 529 female schools working in district Faisalabad. There were 483 public elementary schools which have also attached the primary portion working in district Faisalabad, in which 170 male schools and 313 female schools. There were 380 public high schools which have also attached the primary portion working in district Faisalabad. There were 60 higher secondary schools with primary section working in district Faisalabad, in which 24 male schools and 36 female schools. Only one (1) masjid Maktab School was working in district Faisalabad. The primary school teachers randomly, elementary and secondary schools as sample of the study. Multiphase random sampling was applied to select the primary school teachers for data collection. Sample of the study which was consisted of 250 primary school teachers relating with the analysis of stress management techniques use by primary school teachers in district Faisalabad. All the respondents were belonged to only primary level.

### **Research Instrument**

There were two types of research instruments were applied on the respondents to collect data. These two types of research instruments were questionnaire and interview. First of



all the questionnaire was used for the collection of data. The questionnaire consisted of 7 objective type questions which were taken from DASS-21. Questionnaire was used for only primary school teachers to collect data. Both the qualitative and quantitative data was collected simultaneously.

### **Data collection**

The questionnaire was delivered to the primary school teacher by the researcher personally. Firstly the researcher introduced himself to the primary school teacher and the topic of the research and introduction regarding research was also conveyed to the primary school teacher. The instructions for filling the questionnaire were also given to the respondent. The respondent who was not willing to fill the questionnaire was not given the questionnaire. The researcher was present meanwhile the primary school teachers were filling the questionnaire to clear any ambiguities and problems in giving the response. Researcher gave them help in each step, if they need in filling up the questionnaire.

### **Data Analysis**

Data were collected by the primary school teachers analyzed using SPSS (Statistical Package for Social Sciences) of version 22.0. The frequencies and percentages for each response were calculated to know about the primary school teachers who were in favor of the statement and who were not agreed with the statement. The data was collected in a master sheet and was analyzed by statistical methods like mean score, standard deviation, t-test, ANOVA, and sample table for analysis.

Table 1

*Participation of Teachers*

<b>1</b>	<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
	Male	135	54.0
	Female	115	46.0
<b>2</b>	<b>Job Status</b>		
	Regular	157	62.8
	Contractual	93	37.2
<b>3</b>	<b>Marital Status</b>		
	Married	173	67.2
	Unmarried	77	30.8
<b>4</b>	<b>Location</b>		
	Urban	110	44
	Rural	140	56

The table showed the gender wise participation of teachers. Data were collected from one hundred and thirty-five male teachers and one hundred fifteen female teachers. The job status wise participation of teachers. Data were collected from one hundred and fifty-seven regular teachers and ninety-three contract teachers. The table showed the marital status wise participation of teachers. Data was collected from one hundred and seventy-three married teachers and seventy-seven unmarried teachers. The table showed the location wise participation of teachers. Data was collected from one hundred and ten urban teachers and one hundred and forty rural teachers.

RQ: I find myself getting agitated

Table 2

*Comparison of respondents about feeling of agitation*

Gender	N	Mean	Std. Deviation	t	sig
Male	13	2.41	1.21		
Female	11	2.60	1.22	-1.19	.234

While applying test of difference t to explore the difference in the teachers' gender opinion about feeling of agitation. It revealed that there exist no significant differences between male and female teachers' opinion about feeling of agitation. The mean achievement score of male teachers (M = 2.41, SD = 1.21) and female teachers (M = 2.60, SD = 1.22, t = -1.19, p>0.05). The mean achievement score revealed that there is no significant difference between male and female teachers. It is concluded that both female and male teachers had show same feeling of anger.

RQ: I find it difficult to relax

Table 3

*Comparison among feeling of relaxation*

Gender	N	Mean	Std. Deviation	t	Sig
Male	13	2.26	1.11		
Female	11	2.29	1.28	-.182	.855

While applying test of difference t to explore the difference in the teachers' gender opinion about feeling of relaxation. It revealed that there exist no significant differences between male and female teachers' opinion about feeling of relaxation. The mean achievement score of male teachers (M = 2.26, SD = 1.11) and female teachers (M =

2.29, SD = 1.28,  $t = -.182$ ,  $p > 0.05$ ). The mean achievement score revealed that there is no significant difference between male and female teachers. It is concluded that both female and male teachers had show same feeling of relaxation.

RQ: I am intolerant of anything that refrain me in completing my task

Table 4

Comparison among respondents about Task Completion					
Gender	N	Mean	Std. Deviation	T	Sig
Male	13	3.44	1.35		
	5				
Female	11	3.31	1.33	.770	.442
	5				

While applying test of difference t to explore the difference in the teachers' gender opinion about task completion. It revealed that there exist no significant differences between male and female teachers' opinion about task completion. The mean achievement score of male teachers ( $M = 3.44$ ,  $SD = 1.35$ ) and female teachers ( $M = 3.31$ ,  $SD = 1.33$ ,  $t = .770$ ,  $p > 0.05$ ). The mean achievement score revealed that there is no significant difference between male and female teachers. It is concluded that both female and male teachers had show their willingness to complete the academic task without any disturbance.

RQ: I find it hard to wind down

Table 5

Comparison between the Gender Responses about Self Control					
Marital Status	N	Mean	Std. Deviation	T	sig
Married	17	3.44	1.35		
	3				
Unmarried	11	3.31	1.33	.770	.442
	7				

While applying test of difference t to explore the difference in the teachers' gender opinion regarding the difficulty in self control. It revealed that there exist no significant differences between married and unmarried teachers' opinion regarding the difficulty in self control. The mean achievement score of married teachers ( $M = 3.44$ ,  $SD = 1.35$ ) and unmarried teachers ( $M = 3.31$ ,  $SD = 1.33$ ,  $t = .770$ ,  $p > 0.05$ ). The mean achievement score revealed that there is no significant difference between married and unmarried teachers. It is concluded that both female and male teachers had same level of difficulty in their self control.

RQ: I tend to over react to different situation

Table 6

*Comparison among the Responses of Marital Status about React to different Situation*

Marital status	N	Mean	Std. Deviation	t	Sig
Married	17	3.44	1.35	.472	.638
	3	3.39	1.19		
Unmarried	77	3.31	1.11		

While applying test of difference t to explore the difference in the married and unmarried teachers' opinion regarding the reaction in different situation. It revealed that there exist no significant differences between married and unmarried teachers' opinion regarding the reaction in different situation. The mean achievement score of married teachers (M = 3.44, SD = 1.35) and unmarried teachers (M = 3.31, SD = 1.33, t = .770, p>0.05). The mean achievement score revealed that there is no significant difference between married and unmarried teachers. It is concluded that both married and unmarried teachers had same level of reaction in different situation.

RQ: I feel that I am using a lot of mental abilities

Table 7

*Comparison in Mental Abilities of Respondents*

Marital Status	N	Mean	Std. Deviation	t	Sig
Married	17	3.58	1.11	-1.01	.313
	3	3.58	1.11		
Unmarried	77	3.73	.99		

While applying test of difference t to explore the difference in the married and unmarried teachers' opinions regarding use of mental abilities. It revealed that there exist no significant differences between married and unmarried teachers' opinions regarding use of mental abilities. The mean achievement score of married teachers (M = 3.58, SD = 1.11) and unmarried teachers (M = 3.73, SD = .99, t = -1.01, p>0.05). The mean achievement score revealed that there is no significant difference between married and unmarried teachers. It is concluded that both married and unmarried teachers had same level of reaction to different situations.

RQ: I feel that I am rather touchy

Table 8

*Comparison among respondents about Sensitivity*

Marital Status	N	Mean	Std. Deviation	t	Sig
Married	17	3.54	1.25	.334	.739
Unmarried	77	3.48	1.23		

While applying test of difference t to explore the difference in the married and unmarried teachers' opinion about sensitivity. It revealed that there exist no significant differences between married and unmarried teachers' opinion about sensitivity. The mean achievement score of married teachers (M = 3.54, SD = 1.25) and unmarried teachers (M = 3.48, SD = 1.23, t = .334, p>0.05). The mean achievement score revealed that there is no significant difference between married and unmarried teachers. It is concluded that both married and unmarried teachers had the same level of sensitivity.

### Conclusions

1. It is concluded that both female and male teachers had the same level of difficulty in their self-control.
2. It is concluded that both female and male teachers had the same level of reaction to different situations.
3. It is concluded that both female and male teachers had the same level of reaction to different situations.
4. It is concluded that both female and male teachers had the same level of sensitivity.
5. It is concluded that both female and male teachers had shown the same feeling of anger.
6. It is concluded that both female and male teachers had show same feeling of relaxation.
7. It is concluded that both female and male teachers had show their willingness to complete the academic task without any disturbance.
8. It is concluded that both female and male teachers had same level of difficulty in their self-control.
9. It is concluded that both married and unmarried teachers had same level of reaction in different situation.

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