

A survey of relation between occupational stress and teacher effectiveness of diet college teachers

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Abstract

The present study was taken up to find out the relationship between occupational stress and teacher effectiveness of teachers working in DIET colleges of united Andhra Pradesh. The study also aimed to find out the difference between teacher effectiveness scores of high stressed and low stressed teachers. Descriptive survey method was adopted for the study. A sample of 480 college teachers from different DIET colleges were selected by stratified random sampling technique. The "Occupational Stress Index" was developed and standardized by Srivastava A.K and Singh (1981), Teacher Effectiveness Scale by Shallupuri and Gakhar S.C were adopted and used for data collection. The data were analysed by using statistical techniques viz., Mean, SD, t-test and coefficient of correlation. The results revealed that there was a significant difference between teacher effectiveness and occupational stress with respect total sample and dimensions of teacher effectiveness. Further, it also revealed that there was a significant difference between teacher effectiveness of teachers working in DIET colleges with high and low occupational stress (as a whole and dimensions of teacher effectiveness).

Keywords: occupational stress, teacher effectiveness, DIET colleges

Introduction

I think the teaching profession contributes more to the future of our society than any other single profession

- John Wooden

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality life. A sound and effective system of education results in the blossoming of learner's potentialities, enlargement of their competencies and transformation of their interest, attitudes and values. In this context, effective teacher education has a crucial role. In fact, it becomes a core condition to ensure high proficiency and quality of education. Teachers have a powerful, long lasting influence on their students. They directly affect how students learn, what they learn, how much they learn and the ways they interact with one another and the world around them. The teacher stands at the most important point in the educational process. He occupies a fairly important place in spite of the fact that the education has been pushed to the front in the progressive thought of education.

Teacher Effectiveness

Teacher Effectiveness based on teacher competence or teacher performance. Anderson (2004) [1] stated that "--- an effective teacher is one who quite consistently achieves goals which either directly or indirectly focuses on the learning of their students". Dunkin (1997) considered that teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills and teacher performance as the way a teacher behaves in the process of teaching.

Occupational stress, in particular, is the inability to cope with the pressure in a job and a poor fit between someone's abilities and his/her work requirements and conditions (Rees,

1997). It is a mental and physical condition which effects an individual's productivity, effectiveness, personal health and quality of work (Comish and Swindle, 1994) [2].

Relation between Occupational Stress and Teacher Effectiveness

Occupational stress also known as job stress and has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors. The modern technological world demands well balanced, well equipped and resourceful teachers an effective teacher is compared to an al chemist and a catalyst and therefore teachers should help students to develop their full personality so that they can contribute positively to the total growth of the nation (Y. G. Singh, 2012) [7].

The international studies concerned with teachers' stress, the mounting evidence that prolonged occupational stress can lead to both mental and physical ill-health and will impair even the quality of teaching. Kyriacou (1978) conceptualize stress as a response syndrome of negative effect that is developed when there are prolonged and increased pressure that cannot be controlled by the coping strategies that the individuals have, Rosman Bin, Md. Yusoff (2014) [5], the results of study showed that faculty teachers workload was negatively related with the work performance. Warraich Usman Ali (2014) [10], in his study results revealed that work load and role conflict, and inadequate monetary reward are the prime reasons of causing stress in employees and this stress reduces their efficiency.

Teachers experience higher level of stress due to demanding situation, while dealing with adolescent teachers, overcrowded classes, heavy syllabus and inadequate facilities make teachers work more complex (Shukla, 2008) [6]. Ritu, Ajmer Singh (2012), study revealed there exists negative relationship between teacher effectiveness and occupational

stress of teachers. Usha, A. Borkar, (2013) [8] and Vandana Gandhi, Sharada (2013) [9] study revealed that the four main aspects of occupational stress are role conflict, role ambiguity, fail interpersonal relationship and work load.

Need for the study

The teacher is an employee of a teacher education (training) institution where the future of the nation be shaped. According to Pandit Jawaharlal Nehru, the future of nation is being shaped in her class room. It a teacher free from stress and strain, he will teach effectively in classrooms and can provide better quality of environment to make educational institutions a challenging and interesting Centre for the students. A teacher teaching in a teacher training institute has to prepare future teachers and if the teacher is stressful she/he no doubt will directly or indirectly transude that stress to the student teachers also which can further hamper the future students who come their contact after placement. Thus, the investigator selected the problem to find the occupational stress and teacher effectiveness among teachers teaching in DIET colleges. So that imperative step can be taken to enable these teachers to handle stress more effectively through positive coping mechanisms. Even after reviewing the related literature it was felt that although numerous studies have been conducted at the national and international level in the area of teachers (primary, secondary or tertiary levels) but at the national level occupational stress and teacher effectiveness related studies and that too focusing upon teacher educators working in DIET colleges are very scanty. Therefore, there is a dire need for identification and study of relation between occupational stress and teacher effectiveness, the difference between occupational stress and teacher effectiveness of high stressed and low stressed teachers of DIET colleges.

Objectives of the study

- To examine the relationship between occupational stress and teacher effectiveness of DIET college teachers as a whole and dimension wise.
- To find out the difference between occupational stress scores and teacher effectiveness scores of high stressed and low stressed teachers of DIET colleges as a whole and dimension wise.

Hypotheses of the study

- There would be no significant relationship between occupational stress and teacher effectiveness of DIET college teachers with respect to total sample (as a whole).
- There would be no significant relationship between occupational stress and teacher effectiveness of teachers working in DIET colleges with respect to the dimensions of Teacher effectiveness.
- There would be no significant difference between teacher effectiveness scores of teachers working in DIET colleges with high and low occupational stress with respect to total sample.
- There would be no significant difference between teacher effectiveness scores of high stressed and low stressed teachers of DIET colleges with respect to the different dimensions of teacher effectiveness.

Research Methodology

Variables

Dependent Variable: Teacher Effectiveness

Independent Variable: Occupational Stress

Method

The Descriptive Survey Method was the most appropriate for gathering data about occupational stress and teacher effectiveness of teachers working in DIET Colleges.

Sample of the study

The sample for the investigation consists of 480 DIET college teachers from whole United Andhra Pradesh. The sample for the study was collected by adopting stratified random sampling technique. Thus the study covered 58 DIET colleges with total of 480 teachers extracted equally among the variables involved in the study viz., gender, locality, type of management and region.

Tools used

The research tools used for the present study were

1. Occupational Stress Index by A.K. Srivastava and A.P. Singh
2. Teacher Effectiveness Scale by Dr. Shallupuri and S.C. Gakhar

Data Analysis and Interpretation

Hypothesis-1

There would be no significant relationship between teacher effectiveness and occupational stress of DIET college teachers with respect to total sample (as a whole).

Table 1: Coefficient of correlation between Teacher Effectiveness and Occupational Stress of DIET College Teachers (as a whole).

Variables	N	df	Co-efficient correlation
Occupational Stress	480	478	0.304**
Teacher Effectiveness	480		

**Significant at 0.01 level.

The above table-1 shows that the obtained value of correlation between occupational stress and teacher effectiveness 0.304 was significant 0.01 level of significance. It represents a positive relationship between two variables which is an indication of positive correlation between the two variables. Hence, there was a significant relationship between occupational stress and teacher effectiveness of teacher educators working in DIET colleges. Thus the hypothesis-*“there would be no significant relationship between teacher effectiveness and occupational stress of DIET college teachers with respect to total sample (as a whole)”* was rejected.

Hypothesis-2

There would be no significant relationship between occupational stress and teacher effectiveness of teachers working in DIET colleges with respect to the dimensions of teacher effectiveness.

Table 2: Coefficient of correlation of various dimensions of teacher effectiveness and occupational stress of teachers working in DIET colleges.

Dimensions of Teacher Effectiveness	N	df	Coefficient of Correlation
Academic and Professional knowledge	480	478	.842**
Preparation and presentation of lesson plan, classroom management	480	478	.952**
Attitude towards students, parents, colleagues, head of institution	480	478	.845**
Use of motivation, reward and punishment and interest in all round development of students	480	478	.803**
Results, feedback accountability	480	478	.807**
Personal qualities	480	478	.952**

** Significant at 0.01 level

It can be observed from the above table-2 that the correlation coefficient of teacher effectiveness and Academic and Professional knowledge dimension of teacher effectiveness and occupational stress of teachers for the total group .842 was significant at 0.01 level. It shows that there was a significant positive relationship between occupational stress and academic and professional knowledge dimension of teacher effectiveness.

It is inferred from the above table-2 that the correlation coefficient of teacher effectiveness and Preparation and presentation of lesson plan, classroom management in case of total group of teachers was .952, which was significant at 0.01 level. It shows that there was a significant positive relationship between occupational stress and preparation and presentation of lesson plan, classroom management dimension of teacher effectiveness.

It is inferred from the above table-2 that the correlation coefficient of teacher effectiveness and Attitude towards students, parents, colleagues, head of institution in case of total group of teachers was .845, which was significant at 0.01 level. It shows that there was a significant positive relationship between occupational stress and attitude towards students, parents, colleagues, and head of institution dimension of teacher effectiveness.

It is inferred from the above table-2 that the correlation coefficient of teacher effectiveness and use of motivation, reward and punishment and interest in all round development of students in case of total group of teachers was .803, which was significant at 0.01 level. It shows that there was significant positive relationship between occupational stress and use of motivation, reward and punishment and interest in all round development of students' dimension of teacher effectiveness.

It is inferred from the above table-2 that the correlation

coefficient of teacher effectiveness and Results, feedback accountability in case of total group of teachers was .807, which was significant at 0.01 level. It shows that there was significant positive relationship between occupational stress and results, feedback accountability dimension of teacher effectiveness.

It is inferred from the above table-2 that the correlation coefficient of teacher effectiveness and personal qualities in case of total group of teachers was .952, which was significant at 0.01 level. It shows that there was significant positive relationship between occupational stress and personal qualities dimension of teacher effectiveness.

It was concluded from the above table-2 that there was significant positive relationship between occupational stress and various dimensions namely (i) Academic and professional knowledge (ii) Preparation and presentation of lesson plan, classroom management (iii) Attitude towards students, parents, colleagues, head of institution (iv) Use of motivation, reward and punishment and interest in all round development of students (v) Results, feedback accountability and (vi) Personal qualities of teacher effectiveness of teachers working in DIET colleges. This indicates that there was positive relationship between occupational stress and components of teacher effectiveness of DIET college teachers. Thus the hypothesis “*there would be no significant relationship between occupational stress and teacher effectiveness of teachers working in DIET colleges with respect to the dimensions of teacher effectiveness*” was rejected.

Hypothesis-3

There would be no significant difference between teacher effectiveness scores of high stressed and low stressed teachers of DIET colleges with respect to total sample.

Table 3: Significant difference between the mean teacher effectiveness scores of low stressed and high stressed group of teachers (as a whole).

Variable	Groups	N	Mean	SD	t-value	p-value
Overall Teacher Effectiveness	Low Stress	254	280.75	33.88	3.55**	0.000
	High Stress	226	269.65	34.54		

** Significant at 0.01 level

The above table-3 reveals that ‘t’ value 3.55 for difference in the mean teacher effectiveness scores of teachers having low and high stress was significant at 0.01 level. When the mean teacher effectiveness was compared in the case of teachers with low stress 280.75, it was found that the mean teacher effectiveness is higher than that of teacher educators having high stress 269.65. It is clear that the teachers having low stress have more effective as compared to the teachers having high stress. Thus the hypothesis- “*there would be no*

significant difference between teacher effectiveness scores of high stressed and low stressed teachers of DIET colleges” was rejected.

Hypothesis-4

There would be no significant difference between teacher effectiveness scores of high stressed and low stressed teachers of DIET colleges with respect to the different dimensions of Teacher Effectiveness.

Table 4: Significant difference between the Mean Scores on different dimensions of Teacher Effectiveness of High Stressed and Low Stressed groups of DIET college teachers.

Dimensions of Teacher Effectiveness	Occupational Stress				t-value
	Mean		SD		
	High (N=226)	Low (N=254)	High (N=226)	Low (N=254)	
Academic and professional knowledge	28.520	29.690	3.695	3.483	3.560**
Preparation and presentation of lesson plan, class room management	87.040	91.070	11.528	3.745	3.745**
Attitude towards students, parents, colleagues, head of institution	27.930	28.680	4.100	4.180	1.963*
Use of motivation	23.750	24.830	3.780	3.481	3.242**
Result feedback accountability	15.470	16.160	2.516	2.539	2.976**
Personal qualities	86.940	90.330	12.340	12.002	3.047**

** Significant at 0.01 level * Significant at 0.05 level

The above table-4 shows overall teacher effectiveness of teachers in relation to their occupational stress. The computed ‘t’ values of all dimensions of teacher effectiveness of all were significant at 0.01 level and 0.05 level. It is clear from the table-8 that there is significant difference in teacher effectiveness of teachers with high and low occupational stress. The mean scores of teachers with high occupational stress are more than mean scores of low occupational stress of teachers. It shows that teachers with low occupational stress are more effective than teachers with high occupational stress. Thus the hypothesis – “*there would be no significant difference between teacher effectiveness scores of high stressed and low stressed teachers of DIET colleges with respect to the different dimensions of Teacher Effectiveness*” was rejected.

Findings of the study

- There was a significant (positive) correlation between Teacher effectiveness and occupational stress of teachers with respect to total sample.
- There was significant positive relationship between Teacher effectiveness and Occupational stress of DIET college teachers with respect to various dimensions of teacher effectiveness (Academic and professional knowledge (ii) Preparation and presentation of lesson plan, class management (iii) Attitude towards students, Parents, Colleagues, Head of institution (iv) Use of motivation, reward and punishment and interest in all round development of students (v) Results, feedback accountability (vi) Personnel qualities.
- There was significant difference between teacher effectiveness scores of teachers working in DIET colleges with high and low occupational stress with respect to total sample.
- There was significant difference between teacher effectiveness scores of teachers working in DIET colleges with high and low occupational stress with respect to the different dimensions of teacher effectiveness.

Conclusion

The following conclusions could be drawn from the findings. There was significant positive relationship between teacher effectiveness and occupational stress of teachers working in DIET colleges. Significant difference was found between teacher effectiveness scores of teachers working in DIET colleges with high and low occupational stress along the total sample and also the different dimensions of teacher effectiveness.

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