



A Study Of Predicting Teacher Effectiveness Among Secondary School Teachers On The Basis Of Their Occupational Stress

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Abstract:

The present paper describes the relationship between teacher effectiveness and occupational stress among secondary school teachers. It is an established fact that the performance of teacher mainly depends upon his psychological state of mind. As occupational stress affects the physical and psychological well being of the teacher; it is definitely influences his efficiency and performance. The objectives of the study were to find the relationship between teacher effectiveness and occupational stress and predicting teacher effectiveness on the basis of occupational stress. In order to find the relationship between the two variables, the data was collected from 128 secondary school teachers at Rohtak District in Haryana through survey method by using standardized tools like The Teacher Effectiveness scale by Kumar and Mutha and The Occupational Stress Index by A.K. Shrivastva. The findings made it clear that there existed a negative relationship between teacher effectiveness and occupational stress. Out of 12 dimensions of occupational stress, five factors that emerged as the predictors of teacher effectiveness were intrinsic impoverishment, low status, powerlessness, under participation, responsibility for persons which are causing 34.3% of the variance in teacher effectiveness.

Introduction

Every profession has its distinctive responsibilities. Teaching, being the basic profession to all others; must present an ideal where responsibility and seriousness ought to be realized conscientiously. Of all the persons with whom the students come into contact, the teacher makes the greatest impact on them. Since the teaching profession may be rightly called as the mother of all profession, it has to set a very high sense of professional integrity.

It is increasingly being realized that the effective and efficient functioning of any organization depends on its resources. The core transactions of formal education take place where teachers and students, books and articles instruct teachers on how they should teach and behave in the class. It has rightly been said that if you educate a boy, you educate one person; if you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community. A school may have excellent material resources-equipment, building, library and other facilities along with a curricula appropriately adopted to suit the community need, but if the teachers are misfit or indifferent to their responsibilities, the whole program is likely to be ineffective and wasted. The problem of identification of effective teachers is, therefore, of prime importance for realizing desirable educational goals.

A good teacher and the quality of teaching have always been of paramount importance to free men and to a free society. Globalization of education in general has further raised its importance as it has triggered a competition among unequal (the developed and developing countries). We have to compete with those who have a sound and quality system of education. Unfortunately, our schools in India have failed in engaging the students in the meaningful learning process in classroom as has been indicated by various baseline studies conducted by NUEPA and NCERT. To a large extent this reflects the quality of teachers as teachers are undoubtedly the most important component of our educational system. The case study conducted by Reddy (1995) revealed that teachers are largely responsible for success of educational system. It has been found that among various factors that affect or influence the efficiency of education, the teacher factor alone contribute to 68%, where as other factors like infrastructure, finance, role of leaders, political background etc. together contribute 32% only (Panda and Tiwari, 1997). Thus excellence in educational system is directly linked to the commitment, willingness and professional preparedness of teachers.

A committed and effective teacher can work out wonders and in fact, the success of the entire educational system of a nation depends on him. The comprehensive modern aim of education, that is, all round harmonious development of child, itself defines, an effective teacher as one, who can successfully relate the learning activities to the developmental process of the learner and make a desired and decisive effect on his socio-psychological development. Though the effectiveness of a teacher depends on his personal traits and professional accomplishments but the modern tri-polar concept of education (with its three poles as teacher, student and environment) clearly pin points towards the role of environmental factors and teaching learning process on teacher effectiveness.

An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitude, value judgment and adequate personal adjustment of the students. A competent and conscious teacher is a vital spark in education and it is he, who has to impart to the student the creative use of knowledge. He enlarges and enriches the mind of the students and plays an important role in shaping and molding the personality of child. Spiritual values of life are elevated by the noble and sublime thoughts of a teacher.

Teacher effectiveness depends on a large number of factors. These factors include teacher competency, emotional intelligence, job satisfaction, mental health, attitude towards teaching profession; burn out, self concept, occupational stress etc. We are living in an era of growing complexities and pressures where human capacities are being taxed severely. The stress related to job has become predominant feature of modern life. This is the reason that systematic studies of stress in organizational setting have increased dramatically over the past one decade. Recently job stress has come into prominent work-related research topic.

Stress is a feeling of tension, which is both physical and emotional and is caused by physiological, psychological and environmental demands. In the occupational or job stress, the main source of stress is the occupation of the person. Job stress may be defined as the condition where job related factors interact with the individual to change his/her psychological or physiological conditions in such a way that a person is forced to deviate from normal functioning (Selye, 1974). The life of an individual is centered on his work and company. Work is a major part of human lives. A man needs to work in order to survive; therefore, most part of his life is spent in work. Hence, at work, sources of stress are inevitable and humans tend to react to such stressors leading to emotional

and physical problems. Prolonged exposure to stress may even lead to more serious health problems.

Teachers are central actors in education, facilitators of learning and knowledge and in developing healthy relationship between pupils and societies in which they live. Deteriorating standards of education and poor quality of products coming out of educational institutions have made the society questions the dos and don'ts of educational system. Moreover, a teacher being the member of the modern society has to play diverse and dynamic roles to meet his various needs, obligations and expectations. In doing so he often suffers from stress particularly when he has to perform certain roles to meet his incompatible expectations. The causes of teacher stress are many. Some of these are: poor socio-economic status, inadequate emoluments and facilities, working conditions that are not conducive, occupational stress, lack of infrastructure etc. Among all the above stated sources of teacher stress, occupational stress plays a pivotal role in affecting teacher effectiveness.

Teaching is regarded as a very stressful occupation. Increasing consciousness for education due to increasing competitions among students for achieving their goals added more pressure and stress on teachers. It is an established fact that the performance of teacher mainly depends upon his psychological state of mind. As occupational stress affects the physical and psychological well being of the teacher; it is definitely influences his efficiency and performance. Teaching is a human service profession; in order to teach effectively the teacher must have sound mental health, enthusiasm and satisfaction in the job.

Maslach (1981) noted that teacher stress negatively affects the educational performance of school teachers. Teaching is regarded as a stressful occupation. The daily interactions with students and coworkers and the incessant and fragmented demands of teaching often lead to overwhelming pressures and challenges, which may lead to stress. Where work stress is unrelenting, some negative physiological, psychological, and behavioral consequences may result (DeRobbio & Iwanicki, 1996). Teaching is not only hard work, it can be full of stress. Pressure due to school, reform efforts, inadequate administrative support, poor working conditions, lack of participation in school decision making, the burden of paperwork, and lack of resources have all been identified as factors that can cause stress among school staff.

From the above discussion, it can be concluded that effectiveness of teachers is very important in the field of education. Occupational stress is one of the most important

factors that affect the teacher effectiveness. Therefore the investigator tried to find the type of relationship between teacher effectiveness and occupational stress and predicting teacher effectiveness on the basis of occupational stress.

Operational Definitions Of The Terms Used

Teacher Effectiveness

An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitudes, value Judgment and adequate personal adjustment of the students.

Occupational Stress

The stress arising exclusively from job roles is called occupational stress. Occupational stress is defined in terms of relationship between person and environment. “ There is potential for stress when an environmental situation is perceived as presenting demand which threatens to exceed the person’s capabilities and resources for meeting it, under conditions where he expects a substantial differential in the rewards and costs from meeting the demand versus not meeting it.”

Objectives

- To find out the relationship between teaching effectiveness and occupational stress among secondary school teachers.
- To predict the teaching effectiveness of secondary school teachers on the basis of their occupational stress.

Hypothesis

- There exists no significant relationship between teaching effectiveness and occupational stress among secondary school teachers.

Finding*Relationship Between Teacher Effectiveness And Occupational Stress And Predicting Teacher Effectiveness On The Basis Of Occupational Stress*

In order to find the relationship between twelve dimensions of occupational stress and overall teacher effectiveness, Pearson's correlation technique was used. Table 1.1 reveals that there exists a negative relation between occupational stress and teacher effectiveness (All values of correlation are negative). It can be concluded that if the teachers are experience more stress, their teaching effectiveness is reduced.

Sl. No	Dimensions of Occupational Stress	Overall Teacher Effectiveness	Significance Level
1	Role over Load	-0.233	.008
2	Role Ambiguity	-0.294	.001
3	Role Conflict	-0.288	.001
4	Unreasonable Group and Political Pressures	-0.349	.000
5	Responsibility for Persons	-0.144	.105
6	Under Participation	-0.167	.060
7	Powerlessness	0.029	.748
8	Poor Peer Relations	-0.309	.000
9	Intrinsic Impoverishment	-0.492	.000
10	Low Status	-0.451	.000
11	Strenuous Working Conditions	-0.429	.000
12	Unprofitability	-0.049	.581

Correlation is significant at 0.05 level

Table 1.1: Relationship between twelve dimensions of occupational stress and overall teacher effectiveness

Model	Dimensions of occupational stress	Adjusted R Square	Std. Error of the Estimate	Sig. F Change
1	Intrinsic Impoverishment	.236	21.17762	.000
2	Intrinsic Impoverishment, Low Status	.261	20.83231	.024
3	Intrinsic Impoverishment, Low Status, Powerlessness	.290	20.42488	.015
4	Intrinsic Impoverishment, Low Status, Powerlessness, Under Participation	.321	19.97173	.011
5	Intrinsic Impoverishment, Low Status, Powerlessness, Under Participation, Responsibility for Persons	.343	19.63860	.024

Independent variable: Dimensions of Occupational Stress

Dependent variable: Overall Teacher Effectiveness

F change is significant at 0.05 level of significance

Table 1.2: Stepwise regression analysis for predicting the teaching effectiveness on the basis of their occupational stress

To identify the best predictors of teacher effectiveness, stepwise regression was used with the dimensions of occupational stress as the predictors. In occupational stress model, there were twelve dimensions which originally consisted of forty-six items, served as independent variable and overall teacher effectiveness as the dependent variable. The model summary Table 1.2, reports the strength of the relationship between independent and dependent variable. It can be seen that regression model explained 34.3% of the variance in the dependent variable i.e. teacher effectiveness.

Table 1.2 reveals that the most important predictor of teacher effectiveness is intrinsic impoverishment which is causing 23.6% of the variance in teacher effectiveness. The next important predictor is low status which contributes 26.1% of the variance along with first predictor. In this way, all the above five factors described in the Table 1.4 i.e. intrinsic impoverishment, low status, powerlessness, under participation, responsibility for persons emerged as the predictors of teacher effectiveness which are causing 34.3% of the variance in teacher effectiveness.

ANOVA						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	27537.511	5	5507.502	14.280	.000
	Residual	47052.294	122	385.675		
	Total	74589.805	127			

F is significant at 0.05 and 0.01 levels of significance

Table 1.3 : PANOVA table for explaining acceptability of regression model

Predictors: Intrinsic Impoverishment, Low Status, Powerlessness, Under Participation, Persons

Dependent Variable: Overall Teacher Effectiveness

Table 1.3 summarizes the results of analysis of variance. The objective of ANOVA table is to test the acceptability of the model from a statistical perspective. The sum of squares, degree of freedom and Mean square variance are displayed for two source of variation- Regression and Residual. The regression row displays information about the variation accounted for by the model. The residual row displays the information about the variation that is not accounted for by the model. The value of F is significant at both the levels which indicate that 34.3% of the variance in teacher effectiveness that is explained by the regression model in the Table 1.2 is not by chance but this variance in teacher effectiveness due to five dimensions of occupational stress existed in reality.

Sl. No.	Predictors of Teacher Effectiveness	Standardized Coefficients	T	Sig.	Collinearity Statistics	
		Beta			Tolerance	VIF
1	Intrinsic Impoverishment	-.400	-4.083	.000	.539	1.855
2	Low status	-.187	-1.881	.062	.525	1.903
3	Powerlessness	.343	3.757	.000	.620	1.612
4	Under participation	-.310	-3.246	.002	.567	1.764
5	Responsibility for persons	-.184	-2.282	.024	.792	1.262

Table 1.4: Beta Co-efficient Summary

Beta co-efficient is the standardized regression coefficient, which allows comparison of the relatives on the dependent variable of each independent variable.

T- Statistics help to determine the relative importance of each variable in the model.

Table 1.4 reveals that all explanatory variables described in the previous table were found to be significant, which suggests that teacher effectiveness is influenced by the above described dimensions of occupational stress. A closer scrutiny of the results in Table 1.4, show that the key explanatory variables in occupational stress, namely, intrinsic impoverishment, low status, powerlessness, under participation, responsibility for persons are significant predictors of teacher effectiveness. Therefore, it can be concluded that occupational stress is one of the most important factors that has influence on teacher effectiveness.

Implications

Based on the findings of the study, it can be concluded that teachers were experiencing low stress level. The teachers were not easily affected by the difficulties that they encounter in relation to their job. Seemingly, they have a high level of stress tolerance. Generally, gender, type of school and location of the school do not significantly affect the teachers' level of occupational stress and teacher effectiveness. From the findings, it was concluded that intrinsic impoverishment, low Status, powerlessness, under

participation and responsibility for persons are significant predictors of teacher effectiveness.

On the basis of the conclusions forwarded, it is recommended that concerned authorities should be made aware of the specific work-related sources of stress for possible change and assistance along these areas. A “stress awareness” drive by incorporating topics on stress in the social orientation subject should be encouraged. The normal level of stress among the secondary teachers should be maintained in all aspects.

Regular assessment of stress level should be conducted for preventive measures. Direct physiological measures of stress like diagnostic tests and consultation should be conducted by the Guidance Center and Medical Clinic. Creation of policies that will encourage more social interaction between administrators and teachers and holding workshops and retreats on the subject of heightening awareness on stress management are also recommended. Creation of reward and recognition systems that will strengthen work ethic of teachers is also important. The developed Stress Management Program should be implemented in the school to keep stress at a bearable level. In terms of further research, it is recommended that the same study may be replicated in other regions of the country to validate findings of the present research or to explore and evaluate the other variables or factors that may affect the stress experiences of the teachers.

The utilization of media in stress coping strategies is one of the important sources for reducing stress which will lead to improve teacher effectiveness. Media helps to enhance the teaching process. Teacher with media is better than a teacher alone. Media motivates both learners and teachers. Media provides variety in the learning situation. Media encourages students to actively participate in classroom. Media individualizes instruction. Flexibility in teaching and learning is possible by media. Attitude backs action, so teachers with positive attitude towards media will surely use media if they are provided appropriate motivation and cooperation by the school administration. For optimum learning outcomes, media could be used by teachers to capture attention of students and to bring variety in teaching situations. A picture is worth a thousand words is true and visuals do have an impact on the mind of the learner. Media especially can help a teacher to assume the role of learner, mentor, facilitator, researchers and managers, but sadly technology is not easily accessible to teacher. Technology in education contributes to both teacher effectiveness and student achievement. In-service training should be provided to teacher for increasing their teacher effectiveness. Training should be provided to teacher in the use of media.

It is also suggested that responsibilities of male teachers should be reduced. Workload of female teachers should be reduced in order to maintain normal stress level. Steps should be taken to improve working conditions and status of teachers in govt. schools. Role overload and interference of unreasonable groups and political pressures should be reduced in private schools. Personality development programs should be organized in government schools in order to improve personality characteristics. Training in psychology and use of devices to improve teaching learning process should be provided to the teachers. School administration should provide time to teachers for ongoing professional development. Some incentives (such as job security, financial) may be offered to teachers to use technology as they need to prepare students for the technological work place of the future, enables teachers to spend more time with individual students, less time lecturing to the whole class and allows students to carry out more independent work. Staff development that is individualized to the needs of the teacher should be provided.

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