

STRESS AMONG TEACHER EDUCATORS FROM SELF-FINANCING COLLEGES OF EDUCATION

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ABSTRACT

This study examined the factors which contribute stress among the teacher educators who are currently teaching in self-financing colleges of education affiliated to Kurukshetra University, Haryana. There were five sources of teacher stress that included in this study: time management, work related stressors, professional distress, discipline and motivation and professional investment. A total of 85 teacher educators (N=85) from 12 self-financing colleges of education affiliated to Kurukshetra University of Haryana state were selected randomly to represent the population. The sample of the present investigation constituted of 29 male and 56 female teacher educators. The instrument used to measure the teacher stress was the adapted version (adapted by Rubina Hanif, 2004) of Teacher Stress Inventory constructed by Fimian (1985). The alpha Cronbach for the instrument in the present study was .85. The data were analyzed using both descriptive (mean, frequency and percentage) and inferential (t-test) statistics. The results indicate no significant difference of teacher stress among the respondents based on gender. But significant differences were found between the stress of teacher educators who teach fifty and more students in the class, between the stress of teacher educators who teach less than four periods a day and teacher educators who teach more than four periods a day, between the stress of teacher educators having three and more years of teaching experience and teacher educators having less than three years of teaching experience.

Key words: Teacher, Stress, Educator and Self Financing.

INTRODUCTION:

Teachers have always been the centre of attention in the classroom, yet ironically their concerns and needs have not always been addressed in the same way. Nowadays teachers have heavier responsibilities than ever before, and studies show that teaching is one of the most stressful jobs in comparison to other occupations (Adams, 2001). Innovations in the field of education and teaching have created a rather novel role for teachers. Teachers are no longer looked at as mere transferors of knowledge, but as individuals who need to communicate and engage with

students more than before and to care for their inner worlds (Arnold, 1999). The teachers are held responsible in shaping the minds of next generation. Imagine if they are not being paid well, not even being respected in the community. Though teaching is called as labor of love, until now, the realities of classroom life has made teaching stressful. Teachers face high amounts of stress during teaching and handling students. Classrooms in developing countries remain overcrowded and the teachers face intensive verbal communication, prolonged standing, high volume of workload. The environment of a working place has great impact on the level of stress. Teaching related stress, commonly termed ‘teacher stress’, is defined as a teacher’s experience of “unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from some aspect of their work as a teacher” (Kyriacou, 2001). Like other forms of occupational stress, it can have serious implications for the healthy functioning of the individual as well as for the organization in which the individual serves. The issue of teachers’ stress is one that has received reasonable attention regionally, nationally and internationally (Pickering, 2011).

In India the educational institutions are run by government as well as by some individuals or trusts. It has been observed that teachers in private educational institutions receive more stress than their counterparts of government institutions. In case of teacher education institutions, the situation is more peculiar. Here the victims are teacher educators, who prepare teachers to serve our country. All of us related with teacher education are well known with the problems faced by the teacher educators from private teacher education institutions. Problems related to salary, workload, administration, working environment, unnecessary interference of management, etc are common. Taking these facts into consideration, the present investigation is an attempt to explore the stress of teacher educators from self-financing colleges of education.

OBJECTIVES OF THE STUDY:

1. To study the stress of teacher educators from self-financing colleges of education.
2. To compare the stress of teacher educators who teach four and more periods per day and who teach less than four periods per day.

3. To compare the stress of teacher educators having 3 and more years of teaching experience and less than 3 years of teaching experience.
4. To compare the stress of teacher educators who teach 50 and more students in a class and who teach less than 50 students in a class.
5. To compare the stress of male and female teacher educators.

HYPOTHESES OF THE STUDY:

1. There exists no significant difference in the stress of teacher educators who teach four and more periods a day and who teach less than four periods a day.
2. There exists no significant difference in the stress of teacher educators having 3 and more years of teaching experience and less than 3 years of teaching experience.
3. There exists no significant difference in the stress of teacher educators who teach 50 and more students in a class and who teach less than 50 students in a class.
4. There exists no significant difference in the stress of male and female teacher educators.

METHOD:

Participants-

To comply with the objectives of the study, 85 teacher educators were selected randomly from 12 self-financing colleges of education affiliated to Kurukshetra University of Haryana state. The sample of the present investigation constituted of 29 male and 56 female teacher educators.

Measures-

To measure teacher stress, adapted version of Teacher Stress Inventory of Fimian, 1985 (adapted by Rubina Hanif, 2004) was utilized. The Inventory comprises of 29 likert-scale items in five subscales namely time management, work related stressors, professional distress, discipline and motivation and professional investment. In response to the questionnaire statements, respondents are asked to choose one of five responses: strongly disagree, disagree, neutral, agree, or strongly agree. The alpha Cronbach for the instrument in the present study was .85.

The demographic data of the participants were gathered via the information sheet. In the information sheet, data of the teacher educators include their name, gender, locality, qualifications, teaching experience, designation etc.

RESULTS:

Table-1 Categorization of teacher stress: frequency and percentage

Teacher Stress Level	Frequency	Percentage
High (Above 93.14)	23	27.06
Moderate (75.3 to 93.14)	42	49.41
Low (Below 75.3)	20	23.53
Total	85	100.0

Table-1 depicts that out of the total 85 teacher educators, 23 i.e. 27.062% teacher educators, who score above 93.14 are highly stressed, 42 teacher educators i.e. 49.41% who score between 75.30 to 93.14 are moderately stressed and the rest 20 teacher educators i.e. 23.53% who score below 75.30 were found to be less stressed.

Table-2 Categorization of work related stress: frequency and percentage

Teacher Stress Level	Frequency	Percentage
High (Above 19.74)	34	40.00
Moderate (15.06 to 19.74)	26	30.59
Low (Below 15.06)	25	29.41
Total	85	100.0

Table-2 reveals that out of the total 85 teacher educators, 34 i.e. 40.00% teacher educators, who score above 19.74 are highly stressed because of work, 26 teacher educators i.e. 30.59% who score between 15.06 to 19.74 are moderately stressed because of work and the rest 25 teacher educators i.e. 29.41% who score below 15.06 were found to be less stressed because of work.

Table-3 Categorization of discipline and motivation: frequency and percentage

Teacher Stress Level	Frequency	Percentage
High (Above 18.05)	23	27.06
Moderate (13 to 18.05)	39	45.88
Low (Below 13)	23	27.06
Total	85	100.0

Table-3 indicates that out of the total 85 teacher educators, 23 i.e. 27.06% teacher educators, who score above 18.05 are highly disciplined and motivated, 39 teacher educators i.e. 45.88% who score between 13.00 to 18.05 are moderately disciplined and motivated and the rest 23 teacher educators i.e. 27.06% who score below 13.00 were found to be less disciplined and motivated.

Table-4 Categorization of time management: frequency and percentage

Teacher Stress Level	Frequency	Percentage
High (Above 26.84)	32	37.65
Moderate (22 to 26.84)	32	37.65
Low (Below 22)	21	24.70
Total	85	100.0

According to table-4, out of the total 85 teacher educators, 32 i.e. 37.65% teacher educators, who score above 26.8 are above average in time management, 32 teacher educators i.e. 37.65% who score between 22.00 to 26.84 are average in time management and the rest 21 teacher educators i.e. 24.70% who score below 22.00 were found to be below average in time management.

Table-5 Categorization of professional distress: frequency and percentage

Teacher Stress Level	Frequency	Percentage
High (Above 18.65)	29	34.12
Moderate (14.17 to 18.65)	25	29.41
Low (Below 14.17)	31	36.47
Total	85	100.0

Table-5 shows that out of the total 85 teacher educators, 29 i.e. 34.12% teacher educators, who score above 18.65 are highly professionally distressed, 25 teacher educators i.e. 29.41% who score between 14.17 to 18.65 are moderately professionally distressed and the rest 31 teacher educators i.e. 36.41% who score below 14.17 were found to be less professionally distressed.

Table-6 Categorization of professional investment: frequency and percentage

Teacher Stress Level	Frequency	Percentage
High (Above 12.15)	22	25.88
Moderate (8.43 to 12.15)	33	38.82
Low (Below 8.43)	30	35.30
Total	85	100.0

Table-6 reveals that out of the total 85 teacher educators, 22 i.e. 25.88% teacher educators, who score above 12.15 are above average in professional investment, 33 teacher educators i.e. 38.82% who score between 8.43 to 12.15 are average professional investment and the rest 30 teacher educators i.e. 35.30% who score below 8.43 were found to be below average in professional investment.

Table-7 Comparison of stress of teacher educators who teach 4 and more periods per day and who teach less than 4 periods per day

Groups	N	M	SD	t-ratio
Teach 4 and more periods	29	78.24	19.70	
Teach less than 4 periods	56	87.32	16.13	2.14*

* denotes 0.05 significant level

Table-7 reveals a significant difference at 0.05 levels between the stress of teacher educators who teach 4 and more periods a day and who teach less than 4 periods per day, with educators who teach less than 4 periods a day were found to be more stressed than teacher educators who teach 4 and more periods a day. Hence the earlier stated hypothesis “There exists no significant difference in the stress of teacher educators who teach four and more periods a day and who teach less than four periods a day” was rejected.

Table-8 Stress of teacher educators according to their teaching experience

Groups	N	M	SD	t-ratio
3 and more yrs teaching exp	44	88.07	15.68	2.08*
Less than 3 yrs teaching exp	41	80.10	19.25	

* denotes 0.05 significant level

Table-8 reveals a significant difference at 0.05 levels between the stress of teacher educators having 3 and more years teaching experience and teacher educators having less than 3 years teaching experience. Teacher educators having 3 and more years teaching experience found to be more stressed than teacher educators who have less than 3 years teaching experience. Hence the earlier stated hypothesis “There exists no significant difference between the stress of teacher educators having 3 and more years teaching experience and teacher educators having less than 3 years teaching experience” was rejected.

Table 9: Stress of Teacher Educators according to teaching hours

Groups	N	M	SD	t-ratio
Who teach 50 and more students in a class	28	90.46	17.82	2.02*
Who teach less than 50 students in a class	57	81.16	17.19	

* denotes 0.05 significant level

Table-9 depicts a significant difference at 0.05 levels between the stress of teacher educators who teach 50 and more students in a class and teacher educators who teach less than 50 students in a class, with teacher educators who teach 50 and more students in a class were found to be more stressed than teacher educators who teach less than 50 students in a class. Hence the earlier stated hypothesis "There exists no significant difference between the stress of teacher educators who teach 50 and more students in a class and teacher educators who teach less than 50 students in a class" was rejected.

Table-10 Stress of male and female teacher educators

Groups	N	M	SD	t-ratio
Male teacher educators	29	83.52	15.44	0.29
Female teacher educators	56	84.53	18.63	

Table-10 depicts no significant difference between the stresses of male teacher educators and female teacher educators; it means teacher stress is not gender sensitive.

DISCUSSIONS OF THE RESULTS:

The prevalence of stress among teacher educators ranging from moderate to high was 49.51% to 27.06%. Though majority of teachers found to be moderately stressed (49.51%), 27.06% teacher educators were highly stressed with their job. These finding is incongruence with the result of Hanizah (2003), where he found the prevalence of stress among 55.70% of teachers. Present investigation found experienced teacher educators more stressed than their less experienced counterparts. This result of the present study is against the finding of Antoniou, Polychroni and Vlachakis (2006) where they found less experienced teachers more stressed than their experienced counterparts. Present investigation revealed no significant difference in the stress of male and female teacher educators, this finding of the present study is corroborated with the result of Hadi, Naing, Daud, Nordin and Sulong (2009), where they found no difference between the stress of male and female teachers. According to the results of present study, teacher educators who teach less than 4 periods a day found to be more stressed than those who teach 4 and more periods a day, this might be because of the fact that more involvement teaching relief stress from the teacher educators. Teacher educators who teach 50 and more students in a class were found to be more stressed than teacher educators who teach less than 50 students in a class. This result might be because of the fact that over-crowded class leads to stress of teachers.

EDUCATIONAL IMPLICATIONS:

In recent years, the problem of teacher stress and related issues had already drawn the public attention and frequently are the headlines of newspapers. The findings of this research could serve as a useful reference for the government and related organizations such as NCTE, UGC, NCERT, SCERT and various Teachers' Unions formulating the policies and strategies to help

the teachers relieve and cope with their work-related health problems. Moreover, with the information of common sources of teacher stress found in this research for reference, the government could be more considerate of the teachers while few education policies or educational reforms. The results of the present research suggest the need for periodical stress management programmes to reduce the stress among teacher educators which in turn will improve their functional skills and lead to effective teaching-learning and better teacher education programme. Finally, this research study is believed to be able to enlighten other researchers to conduct further in-depth studies to investigate the occupation health problems of the teachers.

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