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TEACHER EFFECTIVENESS IN RELATION TO OCCUPATIONAL STRESS AMONG PRIMARY SCHOOL TEACHERS

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Abstract:-The study examined the teacher effectiveness in relation to occupational stress among Primary school teachers. The tools used in this study were Kulsum Teacher Effectiveness Scale (KTES) by Umme Kulsum(2000) and Occupational Stress Index (O.S.I) by Dr. A.K. Srivastava & Dr. A.P. Singh (1984). In order to collect relevant data, a sample of 200 teachers of Primary schools was involved. Incidental method of sampling was used for the selection of schools and then teachers were selected at random from schools. Investigator has employed descriptive survey method. The technique of t-ratio was worked out to find out the difference in role conflict and emotional intelligence of male and female primary school teachers. Further in order to find the nature and extent of relationship of role conflict and emotional intelligence, product moment method of correlation was worked out. Result showed that the Govt. and private primary school teachers differ significantly from each other in their teacher effectiveness and occupational stress but male and female primary school teachers do not differ significantly on their teacher effectiveness. It was further found that there is significant relationship between teacher effectiveness and occupational stress of primary school teacher.

Keywords: Teacher Effectiveness , Occupational Stress , powerful instrument , social political and economical development .

INTRODUCTION:

Education is a powerful instrument for the social political and economical development of the country. It has been an instrument in the evolution of mankind from 'stone age' to 'computer age' to gear up education towards the desired and teaching as a profession assumed a great importance. Education is like a guiding force for human growth and development. It is through education that a man develops his thinking, intelligence, attitude, positive sentiments and skills, good values and attitude.

Teacher effectiveness plays a pivotal role in teaching-learning process. It being at Use hub of the whole programme needs close observations and critical analysis, as the enrichment in effectiveness has a direct bearing on the learning outcomes of the pupils. The qualitative aspect of education depends entirely on the character and personality of the teacher. Teaching aids school plants and other material aids are necessary for qualitative improvement of education. But a good teacher can communicate the divine spark of learning in a born, a shallow one wall achieve little even with the latest scientific aids. Socrates had neither a class-room, a textbook, nor blackboard to help him. Classes were held in the market places and he related almost entirely on the force of his personality to achieve his ends. The same was true with Gopabandhu and other four veteran teachers of Satyabadi Yoga. It is a fact that one good teacher can achieve more than a hundred bad or indifferent ones."To be effective means producing the result that is intended or wanted.

Upon perusal, it is obvious that majority of studies have been carried out on teacher effectiveness and on occupational stress, yet a little work has been conducted in the field of teacher effectiveness with occupational stress.

STATEMENT OF THE PROBLEM

The present study is a directed to find out Teacher effectiveness in relation to Occupational Stress among primary

school teachers. The study is titled as:

“Teacher Effectiveness in Relation to Occupational Stress among Primary School Teachers”

Operational Definitions of the terms used:

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

Occupational Stress:-Occupational stress is a physical and emotional stress which occurs in an occupational environment. When there is poor match between job demands and capabilities, resources, needs of workers. This stress manifested in symptoms such as extreme anxiety or tension, cramps, headaches, digestion problems.

OBJECTIVES OF THE STUDY

The present study is conducted with the following objectives in mind-

1. To Study the Teacher Effectiveness of government and private primary school teachers.
2. To Study the Occupational Stress of government and private primary school teachers.
3. To Study the Teacher Effectiveness of male and female primary school teachers.
4. To Study the Occupational Stress of male and female primary school teachers.
5. To Study the relationship of Teacher Effectiveness with Occupational Stress of primary school teachers.

HYPOTHESES OF THE STUDY

The researcher framed the following hypotheses for the present study:-

1. There exists no significant difference in Teacher Effectiveness of government and private primary school teachers.
2. There exists no significant difference in Occupational Stress of government and private primary school teachers.
3. There exists no significant difference in Teacher Effectiveness of male and female primary school teachers.
4. There exists no significant difference in Occupational Stress of male and female primary school teachers.
5. There exists no significant relationship between Teacher Effectiveness and Occupational Stress of primary school teachers.

SIGNIFICANCE OF THE STUDY

In influencing the life and character of children and youth one of the important factors is the example set by the teachers. Teacher are the role model, what they imbibe get multiplied directly in the subsequent generations. Therefore we expect good teacher to be a living example of some, if not all, virtues that are to be developed in the future children of a nation. The students get a superior education with the help of an effective teacher. So there is need to identify the variable of occupational stress of teachers which goes with the teacher effectiveness of school teachers. The present study guide to the student to basic factors responsible for the teacher effectiveness of primary school teachers. It also helps us to understand the teachers and his abilities and deficiencies in a better way.

DESIGN OF THE STUDY

The aim of the present investigation is to investigate the relationship between role conflict and emotional intelligence. Investigator has employed descriptive survey method. The technique of t-ratio was worked out to find out the difference in role conflict and emotional intelligence of male and female primary school teachers. Further in order to find the nature and extent of relationship of role conflict and emotional intelligence, product moment correlation was worked out.

TOOLS USED

For collecting data for any problem under study, the use of appropriate and standardized tool is of vital importance. The tools used in present study are as under:-

1. Kulsum Teacher Effectiveness Scale (KTES) by Umme Kulsum(2000).
2. The Occupational Stress Index (O.S.I) by Dr. A.K. Srivastava & Dr. A.P. Singh (1984).

SAMPLING

In order to collect relevant data, a sample of 200 teachers of Primary schools was involved. Incidental method of sampling was used for the selection of schools and then teachers were selected at random from schools.

PROCEDURE OF DATA COLLECTION

For the fulfilment of the requirement of the study investigator personally visited different schools of District Ludhiana. The authenticity and reliability of any research is based on the collection of relevant data. For this, different tools i.e. Teacher effectiveness and occupational Stress was administered to government and private Primary School teachers selected randomly from the sample schools. The principals of respective schools were requested for obtaining data from their teachers. The limit of the data was set at 100 males and 100 females. Permission and co-operation was sought from the head of the institutions for securing data. Efforts were made to establish rapport with teachers, before administering the tools. The teachers were told that the results of the test would be kept strictly confidential so that they could mark their views freely and frankly. After distributing the tools, the subjects were asked to fill in the preliminaries given at the top of the scale namely, name, age, sex, name of the school etc. The subject were motivated to answer the questions carefully and truthfully and were asked not to leave any question unanswered both the tools were completed in one sitting with interval in between. After administering the tools, the response sheets were scored, according to the directions given in the manuals.

STATISTICAL TECHNIQUES USED

Statistical techniques are extensively used in educational research. To have a clear and meaningful picture for the interpretation of the data and testing of hypotheses, the data was subjected to the following statistical techniques:-

- 1.Measurement of central tendencies like Mean, Median, Mode, S.D.
- 2.T-test
- 3.Correlation

DELIMITATIONS OF THE STUDY

1. The study is delimited to government and private primary school teachers only.
2. The study is delimited to 200 teachers from government and private primary schools
3. The study was delimited to the teachers of District Ludhiana only.

Data Analysis and Interpretations: In order to visualize the nature of score distribution of the data collected, numerical determinates of normality like Mean, Median, Mode, and Standard Deviation, are worked out. Bar graphs are plotted to have pictorial view of the data. After the analysis of data following conclusion were made.

TABLE 4.1.
MEAN, MEDIAN, MODE AND STANDARD DEVIATION OF TEACHER EFFECTIVENESS AND OCCUPATIONAL STRESS OF PRIMARY SCHOOL TEACHERS

Variable	N	Mean	Median	Mode	SD
Teacher Effectiveness	200	409.49	410.00	422.00	18.91
Occupational Stress	200	125.74	128.00	134.00	14.37

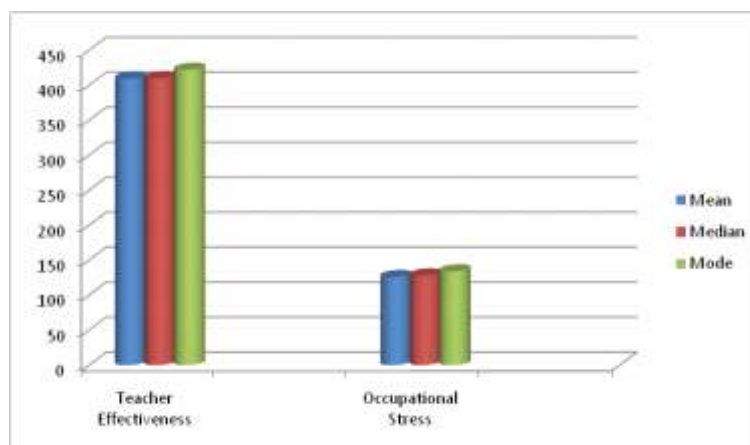


Table 4.1. reveals that minor difference was observed between the values of mean (409.49) and median (410) for the teacher effectiveness of total primary school teachers and minor difference was observed between the values of mean (125.74) and median (128) for the occupational stress of total primary school teacher.

TABLE 4.2.
SIGNIFICANCE OF DIFFERENCE OF TEACHER EFFECTIVENESS OF GOVERNMENT AND PRIVATE PRIMARY SCHOOL TEACHERS

Group	N	Mean	SD	df	t – Ratio
Government	100	413.68	17.57	198	3.008
Private	100	405.31	19.35		

Fig – 4.2 Bar Graph showing significant difference in the mean scores of Teacher Effectiveness of Government and private primary school teachers.

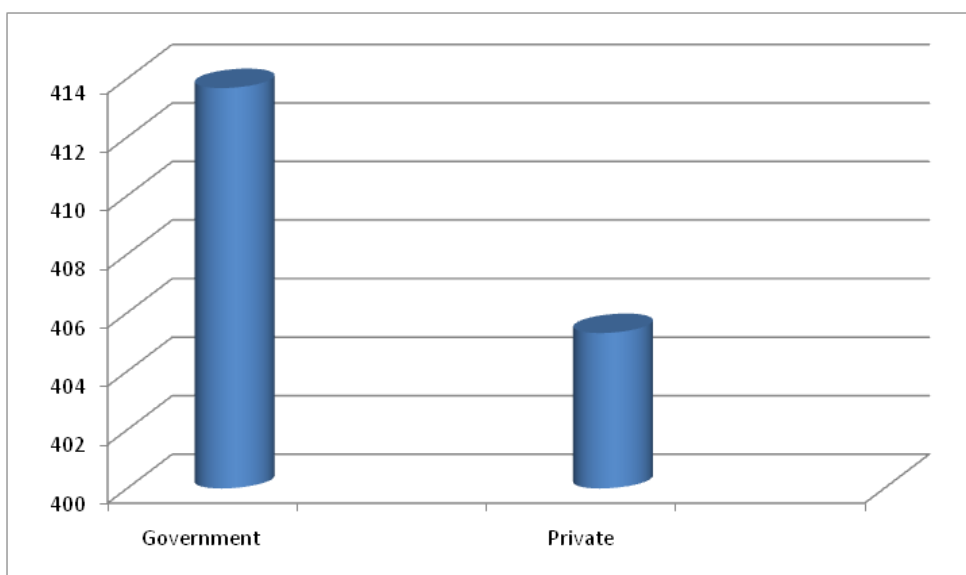


Table 4.2 shows the mean scores of teacher effectiveness of Govt. and private primary school teachers are 413.68 and 405.31 respectively and their standard deviation as 17.57 and 19.35 respectively. The t-ratio was calculated as 3.008 which is higher than the table value at 0.01 and 0.05 level of confidence.

Hence the Govt. and private primary school teachers differ significantly from each other in their teacher effectiveness.

Further the mean value of teacher effectiveness of government primary school teachers is 413.68 and the mean value of teacher effectiveness of private primary school teacher is 405.31, which is less than the teacher effectiveness of government primary school teachers.

Hence the hypothesis 1 which states that “there exists no significant difference in teacher effectiveness of government and private primary school teacher” is rejected.

The results have been supported by the study conducted by Rai(1992) which revealed significant differences in teacher effectiveness of Govt. and Private School teachers.

TABLE – 4.3
SIGNIFICANCE OF DIFFERENCE OF OCCUPATIONAL STRESS OF GOVERNMENT & PRIVATE
PRIMARY SCHOOL TEACHERS

Group	N	Mean	SD	df	t – Ratio
Government	100	123.81	13.76	198	9.519
Private	100	268.68	151.47		

Figure: 4.3. Bar Graph showing significant difference in the mean scores of occupational stress of primary school teachers of government and private sector.

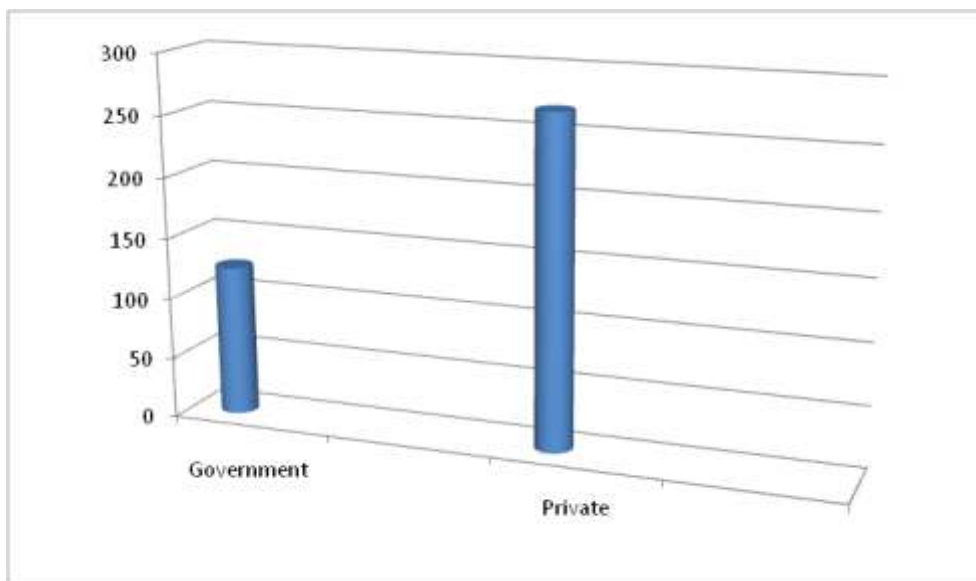


Table 4.3 shows the mean scores of occupational stress of Government and private primary school teachers as 123.81 and 268.68 respectively and their standard deviation as 13.76 and 151.47 respectively. The t-ratio was calculated as 9.519 which is higher than the table value at 0.01 level and 0.05 level of Confidence.

Hence the government and private primary school teachers differ significantly in their occupational stress.

Further the mean value of occupational stress of government primary school teachers is 123.81 and the mean value of occupational stress of private primary school teachers is 151.47, which reveals that the occupational stress of government primary school teachers is less than the occupational stress of private primary school teachers.

Hence the hypothesis 2 which states that “There exists no significant difference in occupational stress of Government and Private primary school teachers” is rejected.

TABLE – 4.4
SIGNIFICANCE OF DIFFERENCE OF TEACHER EFFECTIVENESS OF MALE & FEMALE PRIMARY
SCHOOL TEACHERS

Group	N	Mean	SD	df	t – Ratio
Male	100	409.39	20.84	198	0.72
Female	100	409.60	16.85		

Fig – 4.4. Bar Graph showing significant difference in the mean scores of Teacher Effectiveness male & female primary school teachers.

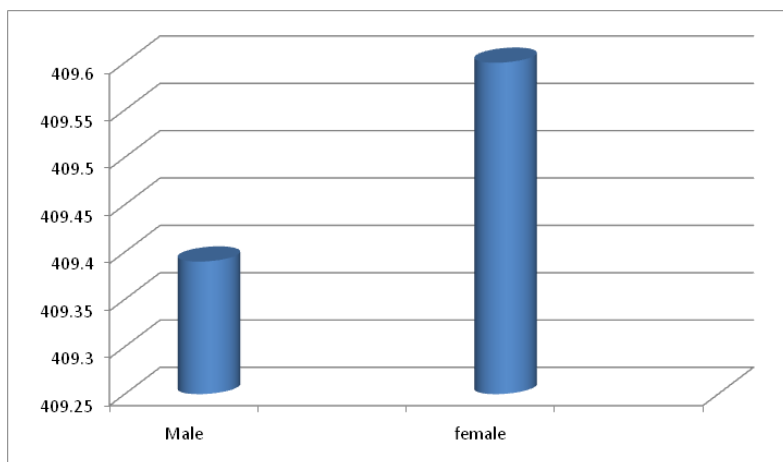


Table 4.4 shows the mean scores of teacher effectiveness of male and female primary school teachers as 409.39 and 409.60 respectively, their standard deviation as 20.84 and 16.85 respectively. The t-ratio was calculated as 0.72 which is less than the table value at 0.05 and 0.01 level of confidence.

Hence the male and female primary school teachers do not differ significantly on their teacher effectiveness.

Hence the hypothesis 3 which states that “There exists no significant difference in teacher effectiveness of male and female primary school teachers” is accepted.

The study have been supported by the study conducted by Grewal(1996) and Kaur (2007) which revealed no significant difference in the teacher effectiveness of male and female school teachers.

**TABLE – 4.5
SIGNIFICANCE OF DIFFERENCE OF OCCUPATIONAL STRESS OF MALE & FEMALE PRIMARY SCHOOL TEACHERS**

Group	N	Mean	SD	df	t- Ratio
Male	100	128.68	13.23	198	3.625
Female	100	121.49	15.03		

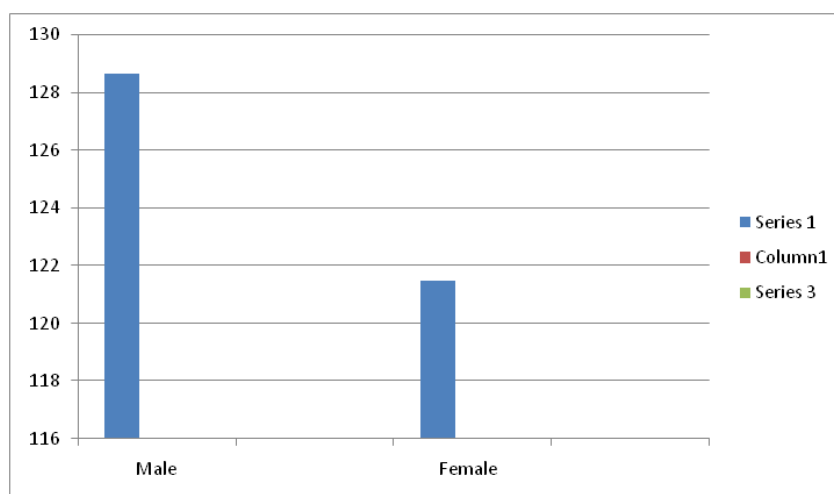


Fig – 4.5 Bar Graph showing significant difference in the mean scores of occupational stress of male & female primary school teachers.

Table 4.5 shows the mean scores of occupational stress of male and female primary school teachers as 128.68 and 121.49 respectively and their standard deviation as 13.23 and 15.03 respectively. The t-ratio was calculated as 3.625 which is higher than the value at 0.05 and 0.01 level of confidence.

Hence the male and female primary school teachers differ significantly in their occupational stress.

Further the mean value of occupational stress of male primary school teachers is 128.68 and mean value of occupational stress of female primary school teachers is 121.49 which reveals that the occupational stress of male primary school teacher is significantly higher than the occupational stress of female primary school teachers.

Hence the hypothesis 4 which states that “there exists no significant difference in occupational stress of male and female primary school teacher” is rejected.

TABLE – 4.6
COEFFICIENT OF CORRELATION BETWEEN TEACHER EFFECTIVENESS AND OCCUPATIONAL STRESS OF PRIMARY SCHOOL TEACHERS

Group	N	df	r
Teacher Effectiveness	200	198	0.164
Occupational Stress			

Table 4.6 shows the coefficient of correlation between teacher effectiveness and occupational stress of total primary school teachers. The value of coefficient of correlation is 0.164 which is significantly higher than the table value at 0.05 level of confidence and less than the table value at 0.01 level of confidence.

Hence the hypothesis 5 which states “there exists no significant relationship between teacher effectiveness and occupational stress of primary school teacher” is accepted at 0.05 level and not accepted at 0.01 level.

The result have been supported by the study conducted by Patel (1980) and Sharma (1988). However Sharma (1981) reported significant negative correlation between the teacher effectiveness and occupational stress of Hindi Teachers.

SUFFESTIONS FOR FURTHER RESEARCH

Research is a continuous process. When one problem is solved, other crops up and when new problem is solved, it in turn tends to indicate still more problems needing scientific explorations. After completing his own piece of research, every investigator feels tempted to himself to suggest new problem of search, particularly relating to the own piece of work.

Therefore the present study opens up certain avenues for further research which are briefly listed below:-

- 1.The present study was conducted on a sample of 200 primary school teachers. A similar study may be conducted on a large sample for broader generalization.
- 2.The research on the variables of teacher effectiveness and occupational stress may be conducted on teachers teaching at elementary level and college level as well.
- 3.Teacher effectiveness can also be studied in relation to some other variables such as teaching aptitude, personality traits etc.
- 4.A comparative study may be conducted on the variables of teacher effectiveness and occupational stress of re-service and in service teachers.
- 5.The present study was conducted on the sample of Government and private primary school teachers. The similar study may be engineering colleges etc.
- 6.The present study was confined to Raikot area only. A similar study may be conducted in other cities and districts of the state.

EDUCATIONAL IMPLICATIONS

In the light of the result of the present studies, It is suggested that teachers must be provided with good facilities recognition, freedom, job security good salary, so that teachers can feel comfortable in their jobs and feel no occupational stress. In this way we will increase their effectiveness in teaching. It was found that government school teachers have more occupational stress and less teacher effectiveness than private school teachers. This result may be attributed to the fact that in government institutions teachers have to do outdoor duties and extra work. It is suggested that government should appoint extra staff for handling the outdoor suites and surveys in government schools so that their duties should not burden them and lower their effectiveness in teaching. The special orientation programmes should be organized with the objective or overcoming the occupational stress among teachers.

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