



THE EFFECT OF JOB STRESS ON TEACHING EFFECTIVENESS OF GOVERNMENT GUEST FACULTY TEACHERS OF HARYANA STATE

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Abstract

The job stress is referred to as the work pressure in different occupations, professions or the working situations. Stress related with job or occupation is also called as job stress. Job stress is a condition where the job related factors interact with the individual to change his or her psychological and physiological conditions (i.e. mind and body) such that person is forced to deviate from normal functioning. Cooper and Marshal (1970) have expressed job stress as "negative environmental factors or stress associated with a part job." Allen, Hit and Green have defined job stress as, "disruption individual's psychological and physiological homeostasis that force them to deviate from usual functioning in interaction with their job and work environment which affect the value system. It is assumed that unchecked stress of job reduces values". Present study aim is to identify and compare the job stress and teaching effectiveness among male and female guest faculty teachers and correlation between job stress and teaching effectiveness. For the present study a sample of 400 Government Secondary School Guest teachers (200 Male + 200 Female) were selected by random technique from Haryana State and descriptive survey method was used. Results shows that there is no significant difference between job stress among Govt. male and female guest faculty teachers and there is also no significant difference between teaching effectiveness among Govt. male and female Guest faculty teachers and results shows negligible correlation between job stress and teaching effectiveness status. The obtained value shows zero correlation between job stress and teaching effectiveness status. Correlation does not show any causation, it shows only relation.

Keywords: Job Stress, Teaching Effectiveness, Guest Faculty Teachers, Correlation.

Introduction

Education has been defined by philosophy, thinkers, and educations in different ways according to their philosophy of life gifted out of their past experience. Since education is related to time and space. Philosopher and Thinker Socrates to John dewey in the west and Yajnavalky to Krishan Murti in the east have defined it differently.

Capacity such as spirit is one that fosters capacity such as sprit of inovory, erective, enterer and moral leadership which are central to nation building in a democracy. We need education which develop in our children these capacity and matters then astronomers. Hence, who are self dovecote and self controlled. Education is an effort of the senior people to transfer their knowledge to the younger members of society. It is thus an institution, which plays a vital role in integrating an individual with his society and in maintaining the perpetuation of culture. Emile Durkheim defines education as "the influence exercised by the adult generation upon those who are not yet ready for adult life".

According to Indian Education Commission (1964-66) "The Quality of nation depends upon the quality of education programme and good education programme to a large extent is dependent upon the quality of teachers who implement that programme. Educational institutions may have excellent material resources, equipment, building, library and other facilities along with the curriculum suited to the community needs but if the teachers are not good the whole education programme is likely to be ineffective and wasted. Therefore the problem of identification of effective teachers is of prime importance for realizing desirable educational goals.

Concept of Job Stress

The concept of job stress was borrowed from the natural science where it was equated with force, pressure, or strain exerted upon a material object. Stress in an occupation has also become an important issue in moderm world. No profession or study is free from stress. Even teachers also faced certain level of physical and mental stress in their life or profession. At present teaching is also an extremely stressful job. If it is of short duration then the effects are temporary and if it last for long period then the effects can be highly weakening and diminishing. It not only affects the teacher's health but affecting their role and performance also. In the past the teaching has been viewed as a "labour of love". Unfortunately, the realities of classroom life have made teaching a stressful job. Educators today are expected to cure society's ills, prepare young adults for life in a complex, technological society and accomplish both of these for salaries not corresponding with their education. As a importance of the job conditions, many teachers are finding that their feelings about themselves both of these for students, salaries and their job are more negative than they were begin. At present regardless teaching profession exposed to high levels of stress. Teacher is standing at a vulnerable position.



Regular teaching work is the reason of over burdened, has to be accountable, is paid less, facing job insecurity, uncordial relations with fellow colleagues and has to work for long hours. All these factors and many more have brought a feeling of low self esteem among them and thus, they are facing both physical as well as psychological stress. As a result their teaching competency and effectiveness decreases, ultimately leading them to depart from their jobs or face the consequences of stress. In addition, job stress can hinder effectiveness at work and can lead to low performance, job distress, poor motivation, absenteeism, and turnover. "Teacher stress can be defined as the experience by a teacher of unpleasant negative emotions such as anger, frustration, anxiety, depression and nervousness, resulting from some aspect of their work" (Kyriacou 2000). Since the early 1970s, the amount of research on teacher stress has increased steadily, and it is now a major topic of research in many countries. The teachers are also supposed to go through a number of problems as the other professionals. They also have to face the problem more or less similar to the other professionals in the field of education or can say in a more complicated way that may lead to the reduction in their effectiveness and hence their performance too. We are living in an era of globalization, privatization and liberalization where complexities and pressures severely affected human beings. The stress related to job has become predominant feature of modern life. Recently, job stress has come into prominent work related research topic. Occupational stress can be defined as the psychological and emotional responses, when workers perceive an imbalance between their work demands and their capacity and resources to meet these demands. Stress responses occur when the imbalance is such that the teachers perceive they are not coping up with the situation. Occupational stress is generally defined in terms of relationship between a person and his environment. It has been found that every occupation has stress, which may differ in degrees. In a survey conducted to find out the most stressful jobs the following were found to be the top four professions which caused more stress, nursing, teaching, managers and professionals.

Studies and empirical research abounds both in India and abroad on job stress. Research literature on the psychology of work gives a lot of insight into some basic questions, such as; job stress is a must on the part of every profession, especially among the teaching profession, as generally known that "Teachers are branded as builders of nation, whereas teachers have much more importance for their role to play".

Thus, it can be concluded that job stress is the abrupt state of mind when the workers are overburdened with workloads that remain high ye regardless of their best efforts. It is one's perception of his working situation in terms of compatibility of his work profile and his capabilities.

In the present context, the job/occupation stress has been taken as the score obtained by the teachers on Occupational Stress Index by Dr. at A.K. Srivastava and Dr. A.P. Singh.

Justification of the Problem

The purpose of the present study is to identify the correlation of job stress and teaching effectiveness among the teachers. The study is also aimed to compare the job stress and teaching effectiveness of male and female teachers. Job stress among different professionals has been researched for a number of decades. It is found to be a major hazard for many workers. It interferes strongly with the working effectiveness of the worker. So it requires sincere efforts to identify the various factors responsible for and to find the means of reducing this stress.

Just what teaching effectiveness is can be understood by studying the models of instruction that capture and define what it is that effective teacher's behaviors that effective teachers incorporate into their daily professional practice. These involve a deep understanding of subject matter, learning theory and student differences, planning, classroom instructional strategies, knowing individual students, and assessment of student understanding and proficiency with learning outcomes. They also include a teacher's ability to reflect, collaborate with colleagues and continue ongoing professional development. Few studies were indicating a positive correlation between job stresses and working efficiency, the others found no significant influence of stress over working effectiveness among professionals. This necessitated the extensive and elaborated research taking these two variables into account.

The researcher could not find many studies predicting any definite correlation between the job stress and teaching effectiveness among the teachers. Besides, the male teachers may differ from the female teachers with regards to their teaching effectiveness and the stress they feel in their workplace. So, immediate attention was indispensable to identify and compare the job stress and teaching effectiveness among male and female guest faculty teachers.

Statement of the Problem

"The Effect of Job Stress on Teaching Effectiveness of Government Guest Faculty Teachers of Haryana State"



Operational Definitions of the Study

Job Stress: Job Stress is the abrupt state of mind when the workers are overburdened with workloads that remain high regardless of their best efforts. It is one's perception of his working situation in terms of compatibility of his work profile and his capabilities.

Teaching Effectiveness: Teacher effectiveness is generally referred to in terms of a focus on student outcomes and the teacher behavior and classroom process that promote better students outcomes.

Guest faculty Teacher: Guest faculty is that guest faculty, which are appointed temporarily and are not regular and permanent. They have been appointed on contractual basis.

Objectives of the Study

1. To study the difference of job stress among male and female Government guest faculty teachers.
2. To study the difference of teaching effectiveness among male and female Government guest faculty teachers.
3. To study the teaching effectiveness among highly stress male and female Government guest faculty teachers.
4. To study the teaching effectiveness of moderate stressed male and female Government guest faculty teachers.
5. To study teaching effectiveness of low stressed male and female Government guest faculty teachers.
6. To study the correlation between the job stress and teaching effectiveness among Government guest faculty teachers.

Hypotheses of the Study

1. There is no significant difference between job stress among male and female Government guest faculty teachers.
2. There is no significant difference between teaching effectiveness among male and female Government guest faculty teachers.
3. There is no significant difference between teaching effectiveness among highly stress male and female Government guest faculty teachers.
4. There is no significant difference between teaching effectiveness of moderate stressed male and female Government guest faculty teachers.
5. There is no significant difference between teaching effectiveness of low stressed male and female Government guest faculty teachers.
6. There is no significant correlation between the job stress and teaching effectiveness among Government guest faculty teachers.

Delimitations of the Study

The study was delimited in the following respect:

1. A sample of 400 Guest faculty teachers working in Govt. Secondary Schools was delimited.
2. In this research the Government Guest faculty teachers were delimited.
3. In these research objectives, hypotheses & statistical technique were delimited.
4. In this research, teaching effectiveness scale and job stress scale were delimited.

Methodology

For achieving the objectives for the present study, the investigator used descriptive survey method .

Population

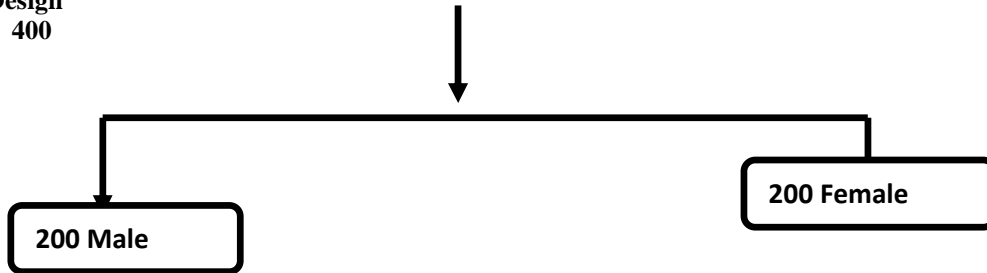
All the Government Guest faculty Secondary school teachers working in Government Secondary Schools in Haryana State constituted the population.

Sample

400 Government Secondary School Guest faculty teachers (200 Male + 200 Female) were selected by random technique from Haryana State secondary schools.



Sample Design
Teachers 400



Tool Used In This Research

For the present investigation, the investigator used Job Stress scale developed by K.S. Mishra and Teaching Effectiveness Scale Authored by Dr. Shallupuri and Prof. S.C. Gakhar.

Collection of Data

After making sufficient copies of the tools mentioned earlier and finalization of the sample, the investigator visited the personally. The investigator first discussed about the need importance and significance of the present investigation with Guest faculty teachers. For the present study, the data was collected from the Secondary Schools of Haryana State .

Statistical Techniques Used

After collection of the data, all questionnaires were screened and the scores obtained were organized in the tabulated form to make analysis easier. The investigator used the following statistical techniques for the analysis of the data i.e. Mean, S.D., S.E_D and t test and Pearson's product moment correlation coefficient.

Mean

$$M = \frac{\sum X}{N}$$

Standard Deviation

$$S.D. = \sqrt{\frac{\sum d^2}{N}}$$

Standard Error of Deviation

$$S.E_D = \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}$$

T-test

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Karl Pearson's Product Moment Correlation Coefficient.

Almost several methods of finding out coefficient of correlation, **Pearson's Product Moment Method** is the most popular on and 'r' is the symbol to denote it.

"The sum of the deviation from the mean (raised to some power) and divided by N is called moment. When corresponding deviations of 'x' and 'y' are multiplied together summed and divided by N (to given $\frac{\sum Xy}{N}$) the term product moment is used"

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

Where x and y are deviation from the M = Mean of X and & respectively.



Main Findings

1. The mean scores of 140.12, 143.36 and S.D. value is 14.79, 15.00 on the measure of job stress respectively. The obtained t-ratio equals to be 1.18 which is not significant. Therefore, our hypothesis there is no significant difference between job stress among male and female guest faculty teachers is accepted.
2. The mean scores of 264.82, 269.80 and S.D. value is 49.61, 30.43 on the measure of teaching effectiveness. The obtained t-ratio equals to be .606 which is not significant. Thus our hypothesis there is no significant difference between teaching effectiveness among male and female teachers is accepted.
3. The mean scores of 239.00, 256.13 and S.D. value is 50.57, 32.85 on the measure high stressed teaching effectiveness. The obtained t-ratio equals to be 1.39 which is not significant. Thus our hypothesis there is no significant difference between teaching effectiveness among highly stressed male and female teachers is accepted.
4. The mean scores of 292.56, 293.68 and S.D. value is 22.18, 21.46 on the measure low stressed teaching effectiveness. The obtained t-ratio equals to be 0.318 which is not significant. Thus our hypothesis there is no significant difference between teaching effectiveness of moderate stressed male and female teachers is accepted.
5. The mean scores of 298.28, 295.23 and S.D. value is 24.43, 23.74 on the measure low stressed teaching effectiveness. The obtained t-ratio equals to be 0.329 which is not significant. Thus our hypothesis there is no significant difference between teaching effectiveness of low stressed male and female teachers is accepted.
6. The obtained value shows negligible correlation between job stress and teaching effectiveness status. The obtained value shows zero correlation between job stress and teaching effectiveness status. Correlation does not show any causation, it shows only relation.

Conclusions

In this study it is concluded that there is no significant difference between job stress among Govt. male and female guest faculty teachers and there is also no significant difference between teaching effectiveness among Govt. male and female Guest faculty teachers. There is negligible correlation between job stress and teaching effectiveness status. The obtained value shows zero correlation between job stress and teaching effectiveness status. Correlation does not show any causation, it shows only relation.

Educational Implications

Teaching profession is a stressful job. As the present study has revealed that high and low teaching effectiveness interrelate with job stress. To overcome their situations in workplace there is a need to develop the teaching effectiveness of teachers to reduce the severity of job stress in them. Proper training on teaching effectiveness should be given to manage stress situations. This can be done by integrating the teaching effectiveness in the curriculum of teacher's faculty. The head of the institution should provide opportunities for professional enhancement in the form of participation in professional meetings and seminars, promoting situation for healthy professional interactions and making the working environment more flexible to work. Thus the findings are useful for administration, meaning thereby that the principals should organize-such programmes which develop and increases teaching effectiveness of guest faculty teachers so that they may give better performance in future.

Suggestions for Further Studies

This study has been confined to only from Govt. guest faculty of secondary school and this type of study can be done on guest faculty of Govt. colleges also.

This study has been conducted only on guest faculty teachers to check their job stress and teaching effectiveness. It can be conducted on the other occupational and job persons i.e. banking etc.

This study has been confined to Haryana State only. Efforts can be made to conduct this type of study at National level.

A comparative study can be conducted on guest faculty teachers belonging to rural and urban areas.

This study has been done only on 400 guest faculty teachers of Haryana State . This can be conducted on more number of students.



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