

TEACHER EFFECTIVENESS IN RELATION TO OCCUPATIONAL STRESS, TEACHING EXPERIENCE AND GENDER

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Abstract

The purpose of present study was to study the effect of occupational stress, teaching experience, gender and their various interactions on teacher effectiveness. The sample comprised of 250 secondary school teachers (40 male and 210 female) taken from government and private schools of Barnala district of Punjab. Data were collected by using Teacher Effectiveness Scale developed by Kulsum (2011) and Occupational Stress Index developed by Srivastava and Singh(2003). Data were analyzed by employing 3x3x2 factorial design of ANOVA. The result revealed that occupational stress levels of teachers do not influence their teacher effectiveness. No significant interactional effect of teaching experience and gender on teacher effectiveness was found. It was also found that there is no significant interactional effect of occupational stress, teaching experience and gender on teacher effectiveness.

Keywords: Teacher effectiveness, Occupational stress, Teaching Experience, Gender, Secondary School Teachers.

A teacher holds the key position in the educational system and is just like a main wheel on whose shoulders rests the success of educational programme. There is no substitute for a teacher as a human engineer, architect of the society and nation builder. The role he plays is very significant vast, unique and unmatched. It is generally agreed that the 'goodness' of an educational system, to a great extent, is dependent on the quality of teachers. A school may have excellent material resources like equipment, building, library and other facilities along with a curriculum appropriately adopted to suit the community needs; but if the teachers are misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and wasted. The problem of identification of effective teachers is, therefore, of prime importance for realizing desirable educational goals. Effective teacher, as regards to teaching, is one who organizes the class in such a way that pupils feel involved in classroom actively, gives guidance on what is good work, help pupils to learn and feel confident, creates interest in lesson being taught and teaches in real sense. Effectiveness of teacher means perfection or the optimum level of efficiency and productivity on the part of the teacher.

Barr (1952) defines Teacher Effectiveness as a relationship between teachers, pupils and other persons concerned with the educational undertaking, all effected by limiting and facilitating aspects of the immediate situation. Dictionary of Education (2005) explains the term teacher effectiveness as the ability of a teacher to create a meeting and an interaction between the physical, intellectual and psychological interests of the students. The ability of a teacher is to relate the learning activities to the developmental process of the learner and to their current

and immediate interests and needs. Teacher effectiveness is the capability of a teacher to teach in such a manner that he gets success to bring the desirable changes in the students' behavior. It is assessed not only from the academic pursuits and classroom teaching of the teacher, but from the sum total of influence exerted by the teacher upon the students. It is also an established fact that the effectiveness of a teacher mainly depends upon his psychological state of mind. As occupational stress affects the physical and psychological well-being of the teacher; it definitely influences his efficiency and performance. In present times, it is strongly felt that teaching is becoming a stressful profession. For teachers, the sources of stress are generally the heavy workload, time pressure, problems with pupils and staff, lack of recognition for work, negative community attitude towards the teaching profession, delayed salaries, extra duties like election duties, pulse polio, social survey etc.

Occupational stress can be defined as the psychological and emotional responses, when worker perceives an imbalance between their work demands and their capability and resources to meet these demands. Importantly, stress responses occur when the imbalance is such that the workers perceive they are not coping with the situation. Akinboye, Akinboye and Adeyemo (2002) viewed that occupational stress describes physical, mental and emotional wear and tear brought about by incongruence between the requirement of the job and the capabilities, resources and needs of the employee to cope with job demands. Holmlund-Ryttonen and Strandvik (2005) described that occupational stress, in particular, is the inability to cope with the pressure in a job because of a poor fit between someone's abilities and his/her work requirements and conditions. In educational researchers, many studies have revealed that stress up to moderate level

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is necessary for motivation, but higher level of stress adversely effect the effectiveness of the teachers. Kyriacou and Sutcliffe (1978) used a questionnaire survey to investigate the prevalence, sources, and symptoms of stress among teachers and found about one-fifth of the teachers rated being a teacher as either very stressful or extremely stressful. Rao (2001) indicated that occupational stress is present in teachers and reduced their effectiveness. Sabu and Jangaiah (2005) studied the occupational stress among teachers and found that the occupational stress has weakened the efficiency of the teachers. Lynda (2006) revealed that stress caused by feeling burdened by work pressure and demands are barriers to teacher effectiveness. Kauts and Saroj (2010) found that teachers having more occupational stress were less effective. Researches also indicated teaching experiences and gender differences in teacher effectiveness (Arockiodoss, 2005; Rai, 2005; Jain, 2007; Roul 2007; and Mohalik,2008).There is hardly any research which examined gender, experience and occupational stress as moderator variable for teacher effectiveness. For filling this gap the present study was conducted.

Objective

- To study the effect of occupational stress, teaching experience, gender and their various interactions on teacher effectiveness of secondary school teachers.

METHOD

Sample

The stratified random sampling technique was employed for the present study. The sample of the study consisted of 250 secondary school teachers (40 male and 210 female) taken from government and private schools of Barnala district of Punjab.

Procedure

Data on teacher effectiveness and occupational stress was collected by employing specified tools on

teachers. investigator visited personally to different schools. Approximately gap of one or two hours was kept between employing 1st and 2nd tool. After collection of data scoring was done and data were entered on SPSS sheet. Data was analyzed on the line of above said objective by employing 3x3x2 factorial design of ANOVA.

Measures

- In order to assess the Teacher Effectiveness of secondary school teachers Kulsum Teacher Effectiveness Scale (2011) was used. The scale consists of five dimensions Preparation and Planning for Teaching, Classroom Management, Knowledge of Subject Matter; its Delivery and Presentation including B. B. Summary, Teacher's Characteristics, and Inter-personal Relations with 60 items. In this scale individual teachers were quite free to express their responses as they perceived, keeping in view the maximum possible effectiveness (Most) of teachers and the least possible effectiveness (Least) of teachers, as frame of references for individual rating.
- In order to assess the Occupational Stress among secondary school teachers Occupational Stress Index (2003) developed by Srivastava and Singh was used. The scale consists of twelve dimensions Role Overload, Role Ambiguity, Role Conflict, Unreasonable Group and Political Pressures, Responsibility for Persons, Under participation, Powerlessness, Poor Peer Relations, Intrinsic Impoverishment, Low Status. Strenuous Working Conditions, and Unprofitability with 46 items, each to be rated on five-point scale. Out of 43 items, 28 are 'true-keyed' and rest 18 are 'false-keyed'. True-keyed items were scored as 1,2,3,4,5 (Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree) respectively and False-keyed items were scored as 5,4,3,2,1 (Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree) respectively.

Results Table 1:Summary of 3x3x2 ANOVA for Teacher Effectiveness

Source	Sum of Squares	df	Mean Square	F	Sig.
Model	59245735.375a	15	3949715.69	1,347.68	.000
OS	7294.656	2	3647.32	1.24	.290
Experience	3098.653	2	1549.32	.52	.590
Gender	26.886	1	26.88	.00	.924
Teaching Experience x Gender	4916.865	2	2458.43	.83	.433
OSxTeaching Experience	5731.481	4	1432.87	.48	.744
OSx Gender	1753.324	1	1753.32	.59	.440
OSxTeaching Experience x Gender	12386.121	2	6193.06	2.11	.123
Error	688722.625	235	2930.73		
Total	59934458.000	250			

Note. x Interaction

Table 1 depicts the F value for Occupational Stress is 1.24, which is not significant. It means there is no significant difference in Teacher Effectiveness on the basis of different levels of occupational stress. On the basis of this the null hypothesis that there is no significant effect of occupational stress on teacher effectiveness, is not rejected. Hence, it may be concluded that occupational levels of teachers do not influence their teaching effectiveness.

The F value for interaction between teaching experience and gender is .83, which is not significant. It means male teachers with different teaching experiences and female teachers with different teaching experiences have equal level of teacher effectiveness. On the basis of this the null hypothesis that there is no significant interactional effect of teaching experience and gender on teacher effectiveness, is not rejected. Hence, it may be concluded that there is no significant interactional effect of teaching experience and gender on teacher effectiveness.

F value for interactional effect of occupational stress, teaching experience and gender is 2.11, which is not significant. It means both genders with different teaching experiences at different levels of occupational stress have equal level of teacher effectiveness. On the basis of this the null hypothesis that there is no significant interactional effect of occupational stress, teaching experience and gender on teacher effectiveness, is not rejected. Hence, it may be concluded that there is no significant interactional effect of occupational stress, teaching experience and gender on teacher effectiveness.

Conclusions

The paper revealed that occupational stress levels of teachers do not influence their teacher effectiveness. It was found that there is no significant interactional effect of teaching experience and gender on teacher effectiveness. The findings of present study are supporting the idea that there is no significant interactional effect of occupational stress, teaching experience and gender on teacher effectiveness.

Discussion

Above findings revealed that no significant effect and interactional effects are found for teacher effectiveness. Most of previous researches revealed negative correlation or negative effect of occupational stress on teacher effectiveness (Ragu, 1994; Reddy & Srinivas, 1997; Gmelch, 1998; Kaur, 2006; Kaur, 2008; and Singh & Kaur, 2011). Few researches revealed no significant correlation or effect between occupational stress and teacher effectiveness (Puri, 2008; and Ramchandram, 2014). These few researches supported present findings. There are less number of studies which examined interactional effects between teaching

experience and gender, occupational stress and teaching experience, occupational stress and gender, and occupational stress, teaching experience and gender on teacher effectiveness.

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