

STUDY OF OCCUPATIONAL STRESS AMONG TEACHER EDUCATORS OF SELF FINANCE INSTITUTIONS

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ABSTRACT

The study is intended to gain knowledge about occupational stress of 60 teacher educators of Self Finance Institutions of Meerut District. It was found that stress did not make any major impact on the basis of gender and their qualification since the mean scores on these dimensions were found to be insignificant but mean score was found to be significant on the basis of teaching experience that revealed that stress impact on them with regard teaching experience. The teacher education is expected to produce effective, competent, confident, social engineers, which is possible only if our teacher educators are indeed well equipped to handle the pressure and challenges of their yet vulnerable profession. He can perform his duties dedicatedly by properly if he is reasonably satisfied with himself and his environment

Key Words:- Occupational Stress, Teacher Educators, Self-Finance institutions

Introduction

A nation is built by its citizens and citizens are moulded by teachers. So it is, as the teacher so is the nation. When we talk about the good teacher, it comes out that he is the topmost academic and professional person in the educational pyramid. As the education is a tripolar process, at one end stands the educators on the second the educants and on the third the content. Teacher is as important as a student and the content. He is the pivot around which all the educational programmes rotate so far as their implementation is concerned. He can either make or mar the nation and act as a midwife for the national development. He can bring constructive, productive and quality education in the society because under the change destiny of our children being placed. The National policy on education, 1986 and its revised version 1992. It is repeatedly said that, 'Status of the teacher reflects the socio-cultural ethos of society and no people can raise above the level of his teacher.' So, the personality of a student is highly based upon the personality of a teacher thus we can say that more active, influential, resourceful and competent the teacher, the more effective and useful is the education so far, the development of country, it is very important to have a good teacher and quality of teacher is largely dependent upon the quality of teacher education. They receive the ones of creating quality teachers ultimately rests with teacher education.

The teacher education is expected to produce effective, competent, confident, social engineers, which is possible only if our teacher educators are indeed well equipped to handle the pressure and challenges of their yet vulnerable profession. He can perform his duties dedicatedly by properly if he is reasonably satisfied with himself and his environment.

Stress

The term stress is derived from Latin word "Stringer" which means to be drawn tight. The Oxford dictionary informs that

in the 17th century "Stress means hardship" or advertising or affliction. In fact, stress has been widely described as a person, environment relationship (Quick et al 1986). Stress is a condition or feeling experienced when a person perceives that demand exceeds the personal and social resources the individual is able to mobilize. Stress causing factors are known as stressors. Stress is related to both external and internal factors. External factors are physical environment (home and office), including one's relationship with others. Internal factors are overall health and fitness level, emotional wellbeing and amount of sleep and rest one gets.

The symptoms of stress could be internal or external. External symptoms may include throwing things, screaming, weeping etc. Internal symptoms involve feeling sick, moody or having headache. Stress causes hypertension, anxiety, backache, ulcer and sleeplessness etc. Problem arises when the body's ability to respond to stress becomes disrupted and does not allow an individual's metabolism to revert to its original state. Then instead of stress being positive force (a certain amount), its effects can become extend and damaging leading eventually to disease and even death.

Occupational Stress

Stress related to work environment is known as occupational stress. It can be defined as the psychological and emotional responses, when workers perceive an imbalance between their work demands and their capability and resources to meet these demands.

Occupational Stress and Teacher

Occupational Stress of Teacher is a specific type of occupational stress. It is "the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his work as a teacher (Kyriacou 1987)

Occupational Stress Among Teacher Educators

Teacher educators are expected not only to work as pedagogues but also juggle multiple roles of an administrator,

resource person, innovator, counsellor and role model of society which subsequently leads to high level of stress. In the prevailing educational set up, teacher educator to continue to reel under the pressure of working under too many constraints imposed by one, by too many bodies. Meeting the norms and standard setup by NCTE, following the rules and regulations of concerned state government and adhering to guidelines set up by the affiliating universities create immense pressure on teacher educator and affects their overall efficiency. The ever-changing eligibility criteria for becoming a teacher educator and its implication on their professional life also acts as a stressor. A vast majority of teacher educators are employed in self-finance institution, work under autocratic organizational climate condition where they grapple with workload, role ambiguity, motive lessness and job insecurity, poor in infrastructural facilities, out model curricula with little scope for innovation prove detrimental to the stress level among teacher educator.

Statement of the Problem-

Statement of the problem of this research is "A study of occupational Stress among Teacher Educators of Self Finance Institutions.

Operational Definitions-

Occupational Stress of teacher: It refers to the difficulty experienced by the teacher working in relation to their professional situation.

Teacher Educators of Self Finance Institutions- Teacher of various Teacher Education Colleges of Self Finance Institution

Objective of the Study-

The study was designed to pursue the following objectives

1. To find out the level of occupational stress of teacher educator in terms of gender.
2. To find out the level of occupational stress of teacher educators in terms of educational qualifications.
3. To find out the level of occupational stress of teacher educators in terms of teaching experiences.

Hypothesis of the Study-

The following hypothesis were formulated for testing:

1. There is no significant difference between male and female teacher educators with regard to occupational stress.
2. There is no significant difference between NET/Ph.D. and Non-NET/Ph.D. teacher educators with regards to occupational stress.
3. There is no significant difference between teacher educators on the basis of teaching experiences.

Delimitation of Study-

The present study has been delimited to the Teacher Educators of Self Finance Institutions.

Research Design-

Research design provides a picture of what and how to do the work before starting

Research Methodology-

Method of a style of conduction a research work which is determined by the nature of the problem. The main method of study was Normative Survey Method.

Population of the study-

The population or universe means the entire mass of observations. In present study the population were teacher educators of self-financed Teacher Education Institutes of Meerut only.

Sample and Sample technique-

To study the total population is not possible. It is also impracticable. The practical limitations are cost and time. Hence, I selected only a few items from the university of minefor study purpose.Only 60 randomly selected teacher educators of Self Finance Colleges were drawn. The sample comprised of 60 teacher educators (34 females and 26 males) working in self-finance teacher educator colleges. In present study simple Random Sampling Techniques was used to select the sample.

Tool Used-

In the investigation, the following tool was used for data collection. Indore Teacher's Job Stressor Scale by Dr Meena Buddhi Sagar and Dr. Madhulika Verma

Statistical Techniques used-

To achieve the objective and test the hypotheses, Mean, S.D. and t-test-statistical techniques were used.

Testing of Hypotheses and Result-

Hypothesis 1- There to no significant difference between male and female teacher educators with regard to occupational stress.

Table I- Mean difference in the occupational stress of teacher educators in terms of gender.

Gender	N	M	S.D.	t-value	Level of significance
Male	26	131	13.10	0.75	0.05 0.01
Female	34	135	27.23		Insignificant Insignificant

The above table shows that the calculated t-value 0.75 is less than the tabulated value at both the levels of significance i.e., 0.05 & 0.01. Therefore, null hypothesis is accepted at both the levels. It can be inferred that there is no significant difference between male and female teacher educators with regard to occupational stress.

Hypothesis 2- There is no significant difference between NET/Ph.D. and Non-NET/Ph.D. teacher education with regard to occupational stress.

Table II- Mean difference in the occupational stress on the basis of educational qualifications.

Educational Qualification(s)	N	M	S.D.	t-value	Level of Significance
Non-NET/Ph.D.	13	134	20.97	0.17	0.05
NET/Ph.D.	17	133	22.88		Not Significant

The above table value shows that the calculated t-value 0.17 is less than the tabulated value of both the levels of significance i.e., 0.05 & 0.01. Therefore, null hypothesis is accepted both the levels. It can be inferred that there is no significant difference between NET/Ph.D. and Non-NET/Ph.D. teacher educators.

Hypothesis 3- There is no significant difference between teacher educators on the basis of teaching experiences.

Table III- Shows Mean difference of teacher educators on the basis of teaching experiences.

Teaching Experience(s)	N	M	SD	t-value	Level of Significance
Above 5 years	20	125	20.95	2.72	0.05 0.01
Below 5 years	40	139	13.57		Significant Significant

The above table shows that the calculated t-value is greater than the tabulated value at the both levels of significance i.e., 0.05 and 0.1 hence, null hypothesis is rejected. It can be inferred from the above data that there is significant difference between teacher educators on the basis of teaching experiences.

Major Findings of the Study-

The Major finding of study are that there is no significant difference between teacher educators with regards to their gender and teaching qualifications but there is significant difference between teacher educators with regards to their teaching experience(s).

Conclusions-

Gender and qualification do not impact on the occupational stress but impact of teaching experience(s) was seen on occupational stress. Therefore, experience of a teacher educators boosts their confidence and helps them overcoming stress.

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