

## STRESS OF TEACHER EDUCATORS WORKING AT TEACHER EDUCATION INSTITUTIONS (TEIS) IN ODISHA: A STUDY

*Jayamala Sethi*

*Teacher Educator DIET, Rayagada, Bissamcuttack, Odisha, India*

---

**Received: 13 Jan 2018**

**Accepted: 16 Mar 2018**

**Published: 26 Mar 2018**

---

### ABSTRACT

*Stress is a feeling of tension, which is both physical and mental and is caused by physiological, psychological and environmental demands. Stress is a hurdle to effectiveness. The effectiveness of teaching and the performance of a teacher, mainly depend upon his/ her psychological state of mind. It is a most important area to identify how teacher educators can avoid and cope with stress to be a success in their life. The researcher conducted a study to know the level of stress among the teacher educators working at different teacher education institutions in Odisha. The objectives of the study were (i) to know the level of stress among the teacher educators working in different TEIs. (ii) To compare the stress of contractual and regular teacher educators working in TEIs. (iii) To compare the stress of male and female teacher educators working in different TEIs. Hundred (100) nos. of teacher educators were randomly selected to conduct the study. The study is an empirical study and use of teachers' stress scale developed by constructed and standardized was administered Michael J. Fimian. The teacher test inventory is composed of 49 stress-related and 9 optional demographic items and takes about 15 minutes to complete. Hypotheses were tested using mean, standard deviation and 't' test. Findings revealed that in general, there is a significant difference in relation to sex and service condition.*

**KEYWORDS:** *Teacher Educators, Teacher Education Institutions, Stress, Contractual and Regular Employee*

### INTRODUCTION

There are many causes and levels of stress. But stress is experienced at some level by all; it may be a teacher, teacher educator, doctor, engineer, student or common man or anybody else due to varying consequences. The last decade has seen large changes in the teaching profession. Due to these changes teachers are working in more intense environments than ever before and reporting higher stress levels. Stein and Cutler (2002) define stress "as a total response to one's environmental demands and pressures and theorize that stress is an unavoidable part of life that everyone has to deal with" (as cited in Austin et al, 2005, p. 63). Specifically for teachers/ teacher educators, "stress may be defined as the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, resulting from aspects of his work as a teacher" (Kyriacou, 2001, p.28). Teaching has become more challenging due to a number of factors, including curriculum changes, discipline problems, increased pupil/teacher ratio, increased workload and more responsibilities. These changes have created the perception of teaching being an increasingly pressurized occupation (Chaplin, 2001). In addition, due to cuts in total education spending, there are less resources available for students with more specialized needs further which further increased the demands placed on mainstream classroom teachers (Forlin, 2001). Although it is recognized that teachers face numerous stressors, research has identified a number of specific

organizational stressors that affect teachers differently across different contexts; student misbehavior (Kokkinos, 2007), workload and student behavior (Klasesn, 2010), role conflict, school stress, nonparticipation, role overload, task stress, management style, role ambiguity, supervisory support and peer support (Adams, 2001). Multiple studies have also explored the specific conditions that make teaching stressful, for example, teachers coping abilities (Pithers & Soden, 1998; McCormick et al., 2005; Richards, 2012), role-stress (Conley & Woosley, 2000), pupil behavior (Robertson & Dunsumir, 2012) and inclusion (Forlin, 2001). These factors to increased stress to teacher educators will be investigated in this study, along with assessing if personality types contribute to perceived stress among teachers and teacher educators.

Wu, Li, Wang, Wang, Li (2006) reported on the effects of stress for both the individual and the organization, specifically, the effectiveness of intervention and prevention strategies in reducing stress among teachers in middle schools in China. The researchers posit that stress is caused by a combination of individual characteristics and characteristics of the work environment. They believe that individual factors can influence how teachers perceive and react to workplace stressors. Their results show that many factors influencing occupational stress can be modified and controlled by prevention programmes.

Nowadays the world has become a global village and a lot of luxuries have come to the market. People want to get them all but could not afford. As a result, they develop a kind of dissatisfaction among themselves. There are various conditions in the work- life like excessive work, poor remuneration, nepotism and corruption and poor boss – employee relationship that also makes them unsatisfied and stressed. Stress at work resulting from increasing complexities of work and its divergent demand has become a prominent and pervading feature of the modern organizations. Stress as, opined by Robinson (2007), is a pressure of adverse influences, circumstances (such as the stress of teaching) that disturbs the natural physiological balance of the body. Life events and the stress they place on the individual are not the problems until the individual fails to handle the situation competently and engages in poor coping skills. Stress may be the result of the individual characteristics of the person or related to his/her environment. Although the teaching profession has traditionally been regarded as low stress, during the past two decades the situation is somersaulted (Olivier & Venter, 2003). Teaching is becoming more challenging as a profession: a more paperwork, more bureaucracy, and more unruly classes. Worldwide surveys reveal widespread concern about the effects of stress on teachers' sense of well-being and their willingness to stay in the profession. Compared to the general population, teachers are at risk for higher levels of psychological distress and lower levels of job satisfaction. It is clear that teachers can be exposed to a number of sources of stress. Kyriacou (2001) also reported that the main sources of teacher stress are teaching students who lack motivation, maintaining discipline in the classroom, confronting general time pressures and workload demands, being exposed to a large amount of change, being evaluated by others, having challenging relationships with colleagues, administration, and management, and being exposed to generally poor working conditions prospects, unsatisfactory working conditions, ambiguity of the teacher's role, poor relationships with colleagues, pupils, and administrators, and job insecurity. The pupils of stressed teachers have less effective professional and personal attention with attendant negative educational consequences. There is also a general community cost. Therefore, all those factors which influence occupational stress of teachers and its consequences must be studied thoroughly.

## **NEED OF THE STUDY**

Teacher education is a programme that is related to the development of teacher proficiency and competence that

would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Teacher education encompasses teaching skills, sound pedagogical theory, and professional skills.

As stated by NCTE (1998) in *Quality Concerns in Secondary Teacher Education*, —The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage. And the teacher educators' are the builder of prospective teachers and teachers are the pillar of the nation. They also build the future nations. As the future nation is built in her classroom, the teachers' importance should not be denied and delayed.

Thus, from the above discussions it is clear that certainly higher level of teachers' stress generates an attitude of apathy, non-involvement, and non-cooperation which will lead to low quality of education, increase in wastage, increase in cost, work breakage, low efficiency and strained relation of the teachers with the management and with fellow teachers. Nowadays, when India is progressing by leaps and bounds and is on the verge of becoming a developed nation, we cannot afford to neglect talents of our teachers because the teacher is one of the pillars of the society and the country. Without good teachers, no country can progress. The importance of teachers in the life of a nation cannot be overlooked. The teacher influences the immature minds of the youth. He treats and molds the young mind into various forms. The economic condition of teachers is also miserable and we know that our country is economically backward and the standard of the masses is very low. In present-day society, only those people command respects that have power and money. The society of the past which respected teachers have vanished. The poor teacher does not enjoy much prestige in the society of today. The proliferation of private schools, which are merely teaching shops, is another reason of the decline for a teacher's prestige. These schools employ teachers at very low salaries and the teachers cannot give his best to the students. There are a great dissatisfaction and frustration among teachers. Working conditions in schools and colleges are appalling. It is very sad that the persons in charge of education are themselves quite ignorant. They look down upon teachers as mere employees and nothing else. In such conditions, the teacher feels helpless and frustrated. Within the limited time period and on the basis of available literature the investigator could not find a single study which investigated the influence of the said variables at the level of teacher educators' stress in teacher education institutions in Odisha. It is very pity that the status of teachers/ teacher educators is very poor in this state.

## **STATEMENT OF THE PROBLEM**

Incorporating the above- raised questions, the study has been formally titled as: “***STRESS OF TEACHER EDUCATORS WORKING AT TEACHER EDUCATION INSTITUTIONS (TEIs) IN ODISHA: A STUDY***”. The principle aim of this study is to explore the differences in levels of stress among teacher educators of teacher education institutions.

## **OBJECTIVES**

- To know the level of stress among the teacher educators working in different TEIs.
- To compare the stress of contractual and regular teacher educators working in TEIs.
- To compare the stress of male and female teacher educators working in different TEIs.

## HYPOTHESES

The following null hypotheses have been formulated while dealing with the present problem:

- There is no significant level of stress among the primary school teachers.
- There is no significant difference in the level of stress of contractual and regular teacher educators in TEIs.
- There is no significant difference in the level of stress of male and female primary school teachers.

## METHODOLOGY

The present study is an empirical study and is exploratory in nature. In the present study, data has been collected from different teachers education institutions such as DIETs, BIETs, and ETEIs by administering Teachers' Stress Scale constructed and standardized was administered Michael J. Fimian.

## SAMPLE

In the present study, data has been collected from different teachers education institutions in Odisha. All the teacher educators in the state are population. But the inconvenience of the study, the researcher has purposively selected 50 nos. of teacher educators are regular and 50 nos. of teacher, educators are contractual and among them, 50% of teacher educators are male and other 50% are female. The total no. of a sample is 100.

## Tools Used

To know the level of teacher educators' stress in Teacher Education Institutions in Odisha, Teachers' Stress Scale was administered which was developed, constructed and standardized by Michael J. Fimian. The Teacher Stress Inventory is composed of 49 stress-related and 9 optional demographic items and takes about 15 minutes to complete.

## STATISTICAL TECHNIQUES

To analyze the data and interpret the data, the investigator used the following statistical techniques:

- Mean and Standard Deviation
- t-test to compare groups

## RESULTS AND DISCUSSIONS

**Objective 1:** To know the level of stress among teacher educators.

**Table 1: Level of Stress among Teacher Educators**

Level of Stress	No of Teacher Educators	Percentages
Highly Stressed	65	65%
Moderately Stressed	20	20%
Low level of Stress	15	15%
<b>Total</b>	<b>100</b>	<b>100%</b>

It is observed from table 1 that the number of highly stressed of teacher educators comes out to be 65. This shows that 65% of the teacher educators have found to be highly stressed. Thus, the null hypothesis, no.1, "There is no significant level of stress among the teacher educators," is rejected.

**Objective 2:** To compare the stress of regular and contractual teacher educators.

**Table 2: Mean, SD and T-Value of Regular and Contractual Teacher Educators**

Groups	Numbers of Teacher Educators	Mean	Standard Deviation	'T'-Value	Level of Significance
Contractual employee	50	60.26	3.65	2.14	0.05
Regular employee	50	44.64	2.03		

It is clear from table 2 that t-value is 2.14 which is significant at 0.05 level. Thus the null hypothesis, "There is no significant difference in the level of stress of regular and contractual teacher educators," is rejected. This shows that there is a significant difference in the level of stress of regular and contractual teacher educators. The contractual teacher educators are found to have significantly more stressed than their regular teacher educator counterparts.

**Objective 3:** To compare the stress of male and female teacher educators

**Table 3: Mean, SD and T-Value of Male and Female Teacher Educators**

Groups	Numbers of Teacher Educators	Mean	Standard Deviation	'T'-Value	Level of Significance
Male teacher educators	50	51.16	7.95	0.12	Not Significant
Female teacher educators	50	53.74	8.67		

It is clear from table 3 that t-value is 0.12 which is not significant. Thus, the null hypothesis, "There is no significant difference in the level of stress of male and female primary school teachers," is accepted. This shows that there is no significant difference in the level of stress of male and female primary school teachers.

## DISCUSSIONS

From the results of the study, it is clear that the primary school teachers as a whole are found to be highly stressed. This finding supports the past research that the teaching profession has become one of the most stressful professions (Olivier & Venter, 2003). The next finding of this study revealed that on the basis of type of school, private school teachers face more stress than the government teachers this may be due to low salary and more burden of work in the private schools. This result is in line with the findings of John (2007) and Ravichandran & Rajendran (2007). The next finding of this study revealed that there is no significant difference in the level of stress of male and female primary school teachers. This result contradicts with the findings of Aftab & Khatoun (2012), Anbuchelvan (2010), and Chopra & Gartia (2009).

## CONCLUSIONS

The American Commission on Teacher Education rightly observes, "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in a critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher."

Thus the quality of teachers depends not only the professional abilities of the teacher, but also his personal, mental and socio- psychological status. The teacher should be physically, mentally and socially sound and free from all bondage which hampers in his/ her professional field.

**REFERENCES**

1. Adams, E. (2001). A proposed causal model of vocational teacher stress. *Journal of Vocational Education & Training*, 53, 223-246.
2. Siddharth Lohani & Anil Kumar Nautiyal, *Professional Identities among Teacher Educators; Perception of Pupil Teachers & Trainees*, *International Journal of Humanities and Social Sciences (IJHSS)*, Volume 4, Issue 6, October-November 2015, pp. 81-90
3. Aftab, Maria., and Khatoon, Tahira., 2012, "Demographic Differences and Occupational Stress of Secondary School Teachers", *European Scientific J.*, 8 (5), 159-175.
4. Nimisha Beri & Anoop Beri, *Professional Commitment of Teacher Educators in Relation to Work Motivation*, *IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)*, Volume 4, Issue 1, January 2016, pp. 45-52
5. Ahmad, N., Raheem, A. and Jamal, S. (2003). Job satisfaction among school teachers. *The Educational Review*, 46(7), 123-126
6. Anbuchelvan, C., 2010, "Occupational Stress of High School Teachers", *EduTracks*, 9 (9), 31-33.
7. Austin, V., Shah, S., & Muncer, S. (2005). Teacher stress and coping strategies used to reduce stress. *Occupational Therapy International*, 12, 63-80.