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RESEARCH PAPER

An Analysis of Differences between Government and Private Elementary Schools in Terms of Teacher Stress on Teacher Efficiency

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Key words: *Teacher Stress, Teacher Efficiency, Elementary Schools etc.*

Abstract

Teacher efficiency and accountability professional ethics and stress have become the topics of increasing public and professional concern. The negative impact of stressed teachers on the quality of education can easily be imagined. Some teachers are committed who possess meaning in life and satisfaction in profession. Many complain of being under serve and stress. In fact, we should try to understand why young and enthusiastic ones turn into bored and aloof professionals in a very few years of service. It was observed that due to higher degree of Teacher Stress Among teachers of high stress group of teachers (HSG) the effect on teacher efficiency is more. Whereas due to low degree of teacher stress among teachers of low Stress Group of teachers (LSG) the effect on teacher efficiency is less. Although the difference between high and low stress group teachers having effect on teachers efficiency was found to be significant. In other words one can safely say that the degree of effect of stress on teacher efficiency remains the same for teachers of both groups. i.e., high or low stress.

INTRODUCTION

India has made considerable progress in School Education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in teacher education – the political recognition of Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of the Right of Children to Free and Compulsory Education Act, 2009. This would increase the demand manifold for qualified elementary school teachers.

The country has to address the need of supplying well qualified and professionally trained teachers in larger numbers in the coming years. The problems of inadequate quality in most

Elementary Schools due to poor infrastructure and insufficient and poorly equipped teachers.

The National Curriculum Framework (NCF) 2005 places different demands and expectations on the teacher. The importance of competent teachers to the nation's school system can in no way be overemphasized. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals. The length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills the teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems as also to learners and the level of motivation critically influence the quality of curriculum transaction in the classrooms and thereby pupil learning and the larger processes of social transformation. Teacher quality is a function of several factors: teachers' status, remuneration, conditions of work and their academic and professional education.

Elementary School teachers play a vital role in the development of children. They introduce children to the basics of numbers, language, science, and social studies. They use games, music, artwork, films, slides, computers, and other teaching technology to teach basic skills.

The Act, vide section 29 (2), emphasises the following areas while laying down the curriculum and evaluation procedures:

- Conformity with the values enshrined in the Constitution.
- All round development of the child.
- Building up child's knowledge, potentiality and talent.
- Development of physical and mental abilities to the fullest extent.
- Learning through activities, discovery and exploration in a child friendly and child-centered manner.
- Medium of instruction shall, as far as practicable, be in child's mother tongue.
- Making the child free of fear, trauma and anxiety and helping the child to express views freely.
- Comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

These areas are particularly significant to the professional development of teachers at all stages.

The launch of the massive Sarva Shiksha Abhiyan (SSA) in 2002 and the financial commitment and education to augment the UEE mission have underscored the need to prepare the teachers adequately to address the growing demand for quality education.

The continued decline in quality of the state school system and the proliferation of sub-standard unregulated private schools pose several challenges to the national declaration of catering to the basic learning needs of all children in the 6-14 age group through the elementary education system.

Increasing privatisation and differentiation of the school system have vitiated drastically the right to quality education for all children. In addition, the pressures of globalisation leading to commercialisation in all sectors including education and increasing competition are forcing children into unprecedented situations that they have to cope with. It is expected that the Right of Children to Free and Compulsory Education Act will play a major role in arresting some of these trends dictated by the market forces. There is now a public acknowledgement that the current system of schooling imposes tremendous burden on our children. This burden arises from an incoherent curriculum structure that is often dissociated from the personal and social milieu of children as also from the inadequate preparation of teachers who are unable to make connections with children and respond to their needs in imaginative ways. Teachers need to be creators of knowledge and thinking professionals. They need to be empowered to recognize and value what children learn from their home, social and cultural environment and to create opportunities for children to discover, learn and develop. The recommendations of the NCF on school curriculum are built on this plank. Educationists are also of the view that the burden arises from treating knowledge as a 'given', as an external reality existing outside the learner and embedded in textbooks.

This view of education points to the need to take a fresh look at teacher preparation. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers need to be looked at as crucial mediating agents through whom curriculum is transacted and knowledge is co-constructed along with learners. Textbooks by themselves do not help in developing knowledge and understanding. Learning is not confined to the four walls of the classroom. For this to happen, there is a

need to connect knowledge to life outside the school and enrich the curriculum by making it less textbook-centered.

This vulnerability can be attributed to the fact that they transition from being a student to being a teacher and this can define who they are as educators (Conroy, 2004). Studies have shown that teaching is a stressful career and this can lead to teachers suffering from burnout (McCarthy, Lambert, O'Donnell, & Melendres, 2009), resulting in a national epidemic of teacher departures.

The progress of a nation depends largely on education. Education is the apprenticeship of human life . It is a human process, which involves the teacher and taught. Teacher is the kingpin of education process. His commitment and devotion and efficient functioning of a school depends primarily on the quality and commitment of its human resources. Kothari commission has remarked that "Of all the different factors which influence the quality of education and its contribution to national development, the quality competence character of teachers are undoubtedly the most significant." Though they occupy the highest pedestal as torch bearers and real lamp lighters, recently teachers were put to bitter ridicule and criticism as society perceived them as mercenary irresponsible and undevoted. It is really a matter of great concern probably no professional group has been criticized as vehemently and as intensively as teachers.

Lack of motivation and commitment to the profession is an area, where a paucity of research prevails in our country, very recently teachers and their problems have been attracting a great deal of attention.

Teacher efficiency and accountability professional ethics and stress have become the topics of increasing public and professional concern. The negative impact of stressed teachers on the quality of education can easily be imagined. Some teachers are committed who possess meaning in life and satisfaction in profession. Many complain of being under serve and stress. In fact, we should try to understand why young and enthusiastic ones turn into bored and aloof professionals in a very few years of service.

Teachers sense of efficiency has been to be a powerful construct related to student outcomes such as achievement, motivation and sense of efficacy. It was also related to teachers behavior in the classroom. It affects the effort they put into teaching , the goals they set and their level of aspiration. Efficiency influences teacher's persistence when things do not go smoothly and their resilience in the face of setbacks. Greater efficiency enables teachers to

be less critical of students when they make errors to work longer, with a student who is struggling and to be less inclined to refer a difficult student to special education. At the school level, higher teacher efficiency is related to the health of the organizational climate and orderly and positive school atmosphere, more classroom based decision making and the strength of collective efficiency.

STATEMENT OF THE PROBLEM -

Looking into the discussion and the quarries raised by various thinkers educationists and Psychologists of the society it was felt that logical answer, practical for the past queries in nature should be sent through research. The proposed design is an attempt in this direction. The title of the problem flows from the above discussion reads as.

“An analysis of differences between Government and Private Elementary Schools in terms of Teacher Stress on Teacher Efficiency”

OBJECTIVES OF THE STUDY

1. To identify the intensity of teachers between the Government and Privately managed Elementary Schools on the basis of Teacher Stress in Rajasthan.
2. To identify “high stress and low stress” teachers in Government and Privately managed Elementary Schools in Rajasthan.
3. To find out the effect of Teacher Stress on Teacher Efficiency.

HYPOTHESES

1. There exist no significant difference between teachers working in GES and PES in terms of teachers stress on
 - (i) Teacher Stress Scale (TSS)
 - (ii) Dimensions of TSS, i.e., Work Load, Pupils Misbehaviour, Poor Classroom Facilities, Personal Recognition and Poor Colleague Relation.
2. (i) There exist no significant difference between teachers of High Stress Group (HSG) and Low Stress Group (LSG) working in GES and PES in terms of effect of teacher stress on teacher efficiency.
 - (ii) There exist no significant difference between teachers of High Stress Group (HSG) and Low Stress Group (LSG) working in GES and PES in terms of effect of Dimensions of TSS, i.e., Work Load, Pupils Misbehaviour, Poor Classroom

Facilities, Personal Recognition and Poor Colleague Relation on teacher efficiency.

3. There exist no significant difference between intensity of teachers working in GES and PES on the basis of teacher stress on
 - (i) Teacher Stress Scale (TSS)
 - (ii) Dimensions of TSS, i.e., Work Load, Pupils Misbehaviour, Poor Classroom Facilities, Personal Recognition and Poor Colleague Relation.

DESIGN OF THE STUDY

The present piece of research in ex-post-facto research design has been used in terms of teacher stress and teacher efficiency of elementary school teachers in Rajasthan.

SELECTION OF THE SAMPLE OF THE STUDY

The study was conducted on 600 teachers of Government & Privately managed elementary schools of Rajasthan. Due to administrative difficulties in applying randomizing procedure, the method of purposive sampling was selected. The schools with the possibility, availability of teachers were selected for selecting sample teachers.

TOOLS USED

The following tools were selected or developed by the investigator:

- (i) Teacher Stress Scale (TSS) (Standardized by Dr. Nagendra singh, RIE & Dr. Ashok Sewani, Jialal Institute of Education, Ajmer)
- (ii) Teacher Efficiency Scale (TES) (Self made)

STATISTICAL TECHNIQUES USED

Data were analysed through computer. Descriptive and inferential statistics techniques were used for analysis of data for the present study. The analysis has been in conformity with the objectives and the hypotheses as formulated by the investigator. The following statistical techniques have been employed for the analysis of data.

Mean, Standard Deviation (SD) and Significance of difference between the means ('t').

FINDINGS

Findings pertaining to comparisons of teachers working in Government Elementary Schools (GES) and Private Elementary Schools (PES) on teacher stress and its dimensions.

Findings pertaining to comparison of teachers working in Government Elementary Schools (GES) and Private Elementary Schools (PES) on teacher stress and its dimensions, i.e., Work Load (WL), Poor Classroom Facilities (PCF), Pupils Misbehaviour (PM), Personal Recognition (PR) and Poor Colleague Relations (PCR) are presented below :-

Significant difference was observed between teachers of Government Elementary Schools (GES) and Private Elementary Schools (PES) on total scores of Teacher Stress Scale (TSS) and its four dimensions, out of five, i.e., Work Load (WL), Poor Class-room Facilities (PCF), Personal Recognition (PR) and Poor Colleague Relations (PCR). However significant difference between teachers of GES and PES was not found in case of remaining dimension i.e., Pupils Misbehaviour (PM).

However, the compared mean scores showed following findings :-

(i) Teachers of Private Elementary Schools (GES) have higher scores than their counterparts teacher working in Government Elementary Schools (PES) on total Scores of TSS and its all five dimensions, i.e., work load (WL), Pupils Misbehaviour (PM), Poor Classroom Facilities (PCF), Personal Recognition (PR) and Poor Colleague Relation (PCR) of Teacher Stress Scale.

Which means that teachers of PES feel more stress in comparison to their counterparts working in Government Elementary Schools (PES) on TSS and its all five dimensions, i.e., WL, PM, PCF, PR and PCR.

Effect of Teacher Stress on teacher efficiency :

It was observed that due to higher degree of Teacher Stress Among teachers of high stress group of teachers (HSG) the effect on teacher efficiency is more. Whereas due to low degree of teacher stress among teachers of low Stress Group of teachers (LSG) the effect on teacher efficiency is less. Although the difference between high and low stress group teachers having effect on teachers efficiency was found to be significant. In other words one can safely say that the degree of effect of stress on teacher efficiency remains the same for teachers of both groups. i.e., high or low stress.

Finding pertaining difference between intensity of teachers working in GES and PES on the basis of stress :

The number of teachers into high, average and low Groups calculated for normal distribution of teachers working in Government Elementary Schools (GES) and Private Elementary Schools (PES) into above stated categories on the basis of stress have followed normal distribution.

The percentage of teachers having high stress working in Private Elementary Schools is higher than the percentage of its counterparts working in Government Elementary Schools, However, it was found just reverse when the teachers having low stress working in GES and PES were compared.

IMPLICATION :

The earlier discussion regarding findings and conclusions suggests some implication which can be useful for policy planners, Teacher Educators, Teacher Trainers and Training Institutions in Particular. The implications reads as follows-

- (i) No extra work should be assigned to teachers other than teaching or school work, outside the school, class-room facilities should be improved.
- (ii) More emphases should be given on Personal recognition, enhancement of salary, reducing internal unhealthy competition, among teachers working in Private elementary schools to bring down degree of stress among the teachers.
- (iii) There is a need to appoint teachers from rural areas in the schools situated in rural areas, to avoid long distance travelling, causing stress among teachers.
- (v) There is a need to develop compatible service system to avoid discrepancies in Government as well as Private elementary schools to reduce stress among teachers.

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