

Stress among the Teachers in the Development of Quality Teaching

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ABSTRACT

The teacher's job is not an easy task. They are subjected to countenance more than a few problems in teaching. The teachers are entrusted to other job s by Government. The works like conducting census details duty, entrusting selection duties, etc. apart from these works the teachers should be involved in teaching and other connected issues in the teaching attendance preparing mastery rolls, log books, conducting seminars, unit test and other examinations. The pass proportion of the students is the main task of teachers getting ready for academic amid it is another difficulty confronted teachers. Besides these problems their family burdens and educational problems dread them to the stress and strain.

KEYWORDS: Stress, Teachers, Development, Quality Teaching

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INTRODUCTION

It is high time to find out determine the problems of the teacher in particular his proficiency and his mental agony to make the teaching learning process useful to the present day condition. In the modern days teacher is loaded with so many sophisticated technological trends that were place in the modern human beings also confronted with many Perplexing problems caused due to perfectly changing world resulting in Frustration, Conflict, Anxiety, and stress and so on. Coleman in 1982 also experiential that, "The 17th century has been called the age of clarification, the 18th century the age of cause, the 19th century the age of improvement and the 20th century the age of anxiety". This emphasizes that an important and satisfying way of life has become not easy in this age of anxiety the teacher of today is not exempted from the above age of anxiety.

Teaching is a susceptible weapon to achieve the expected educational goals through effective teaching learning process. Teaching is a multi-dimensional process to modify the behavioral patterns of the learners. So the attainment of educational goals, learning outcomes, changing of behavioral patterns is likely only with effective teaching.

The effective teaching is possible only with the teachers, those who are spiritually sound. We should make the teacher away from the Anxiety, Stress and so on. So as to use all his teaching competencies to make the teaching learning processes in an effective way.

The current research studies observed that the teacher performance and teacher behavior are powerfully effected by stress. "The stress with the teaching profession may affect

the school as an organization, teacher performance, the physical and emotional well-being of the teacher".

Kisur (1982) and Soloman (1960) opine that, "facts of teacher performance such as creativity, class room management and implementations of educational techniques may go through when teacher ex periences high level of stress". From this it is obvious that the efficiency of teacher in drama task is teaching would be affected by the level of his stress.

So many research studies concerted to answer the questions by, what are the causes of stress. How to mantle up this stress? What is teaching fitness? How far teacher stress, teaching capability influences. The teaching competency much attention of research has not taken places to study the teacher stress in relative to teaching comp etency.

Hence, the present study has been taken up to reply the following research quarry - How far teacher stress is related to teaching competency?

What scope of teacher's stress are effecting teaching competency? In order to answer the above r esearch quarries a thorough sympathetic of the concepts, teacher stress and teaching competency and the measurement is essential. So a conceptual frame work is being attempted here under.

Importance of Stress

Stress is a condition stream on one's emotions, thought processes and physical conditions. When it is excessive it can pretend once ability to cope with surroundings. "Stress is the

general term applied to the pressures; employs residential various signs of anxiety as, an adjective demand placed on the organism”.

The main factors of creating stress in individual are genetic, Psychosocial and Socio-Cultural. Biological factors influence all aspects of our behavior including our scholar capabilities, basic temperament, primary reaction tendencies and stress broadmindedness. Psycho social factors of stress also power the well-being of the individual in current life. Stress due to failure, wounded, personal limits, and responsibility and aloneness leads to self-depreciation. Modern living is a bundle load of pressures acting on individuals. Each individual experience his own single pattern of pressures such as rival with others, meeting educational, work-related and marital depends and coping with the complexity and in fast pace of modern life. There are other socio-cultural factors creating stress on current man such as problems of war and violence, collection prejudice and bias, financial and joblessness problems, rapid social change and existential anxiety.

Job Stress

In this last decade of twentieth century, many people are not capable to cope up with stress generated as a result of situation forcing them to adopt fast paced life styles. This proposal is highly significant when people are at work. A rational and rational inference one can make, at this stage basing on the above premises is that running styles are also subjected to change in accordance to the fast altering life styles, may be a presupposition for work stress or job stress.

Instructor Stress

Teacher value has been considered in to its three separate mechanism for convenience of presentation. It should be taken that these components are rainproof compartment. It also follows that there are no clear -cut lines to tell apart one component from the other. Probably no characteristic of education has been discussed with greater incidence, with as much deep concern, or by more educators and people, and then has that of teacher efficacy. How to define it, how to identify it, how to measure it, how to assess it, and how to detect and remove obstacles to its achievement, “difference and ambiguity with respect to the description of teaching ability are to be expected and cannot entirely be avoided because competent teaching as unquestionably a relative matter. The term competence has been used by some investigators to refer to training process, properties of teachers, behavior exhibited by teacher and effects produced by teachers. The same changeable have been termed by other investigators as effectiveness, criteria of competency, ability in reach and a host of other terms – teacher achievement, teacher efficiency, teacher efficiency, teacher performance, teacher competency etc., are used synonymously by investigators.

Job stress is the most common psychological phenomena that is prevalent among people who are in different jobs and professions. The stress studies are initially directed toward trade organizations within the private sector. Researchers have come to believe that stress may be especially prevalent among human service professions, particularly the teaching profession. As teaching is a human service profession, stress within the teaching occupation is considerable and may have far reaching cost on the entire education system. Teaching is an intricate process were in teacher is expected to display

many skills. This makes a teacher to experience stress in the vocation.

Teacher stress has a country- wide concern and relatively new area of empirical research”. Concerns about stress among school teacher have been raised for over 40 years stress is careful to be very significant in any educative process much attention is not drawn towards this. Teacher performance and his performance, class room connections, school and classroom climate may be considered as the important components of any educative process. The teachers competency as “those of knowledge, abilities and beliefs on teacher processes and brings to the teaching situation. Teacher competency differs from teacher performance and teacher efficacy in that it is a stable characteristic of the teacher that does not change substantially when the teacher moves from one situation to another. By this it is obvious that the knowledge of subject stuff, lessons skills, viewpoint and feelings of teachers may be careful as the machinery of teaching competency that a competent teacher is theoretical to process.

It is not easy to ascertain sources of teacher stress, as its ambit is limitless. However several attempts are made to identify the sources that possible create stress among teachers. Factors prepared by teachers as being worrying or stressful have built-in students order, negative student attitudes towards school, physical violence, is adequate training time, lack of clear role definition and heavy workloads.

Teacher is subjected to stress due to incoherent social life, widen social distance, segregation, lack of societal support, corruption, nepotism, unnecessary societal involvement in day to day activities, high degree of social rowdiness, fall of values, lack of social safety etc. Besides the potential stresses that occur outside the school, there are also those related with the school itself. Instruction as a job demands nonstop growth, but teachers while discharging time for further studies, unable to use the training the salaries, lack of opportunity for reading training, less change for further promotion etc. are acting as sources of strain on teachers.

Teaching as an occupation, present certain situations where in the teacher has to adjust to unhealthy school atmosphere, lack of gratitude for effective teaching. Teaching the subjects is which he is not involved, lack of support for innovative approaches, lack of enthusiasm in staff meeting, droning working conditions, difference of opinions with head of the institution etc., are the situation acting as sources of stress.

Student behavior is also a major constituent in the teaching learning process. Nonstop badness or certain students, non-acceptance of teacher’s authority, indiscipline in the class, lack of interest on outsides. Threat from the students, lack of notice in the class, unable to estimate the students, lack of positive responses from the student etc., are some of the important sources of stress on teachers. Thus students as a group can be an important source of teacher stress also lack of group can be a significant source of teacher stress. Similarly lack of group cohesiveness in school, lack of social support and interpersonal conflicts create teacher stress.

So far extra executive, governmental and group stressors are discussed; teacher is the ultimate consumer of stress due to aforesaid stressors. Thus individual dispositions such as role conflict and ambiguity at organizational and group levels,

causes stress. Teachers has to play multiple roles and these often make conflicting stress and create conflicting expectations. In the present education system heavy prospect are there on teachers. Hence teachers are supposed to take on high scale of work.

Now teachers are experiencing stress as they are supposed to teach more periods a day without rest between periods, excess improvement work, undertaking institutional work like census, lack of time for completing syllabus, conduct of co-curricular and extracurricular activities etc.

Property of Teacher strain

As job stress effect organizational performance, teacher stress impede teacher routine in teaching. Infact it is unspecified that mild stress can even enhance performance but high level s of stress can create physical, mental and behavioral problems among teacher. There are several research studies which experiential that, a high level of stress is accompanied by physical illness such as high blood pressures, ulcers and even cancer. Similarly high level of stress may be accompanied by mental problems such as anger, nervousness, depression, nervousness, irritability tension and boredom. Excessive stress may also result in behavioral problems such as sleeplessness, under eating or over eating, increased smoking and drinking and drug abuse.

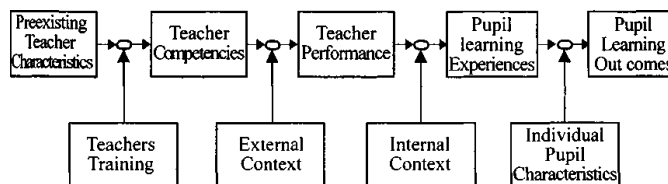
Teaching capability

Though teaching competency has been familiar as an important component of teaching learning process, relatively little effort is made to define the term. A peek in into the literature of teacher efficiency as one finds many related conditions such as teaching success; winning teacher, teaching efficiency, teacher performance, teacher competency etc.

One of the most difficult problems in educational investigate is that of recognizing teacher capability of discriminating between more and less effectual teachers. The role of the class room teacher in instructive is central. The teacher is, after all, the point at contact between the educational system and the pupil. The impact of any instructive programme or novelty on the pupil operates through the pupil teacher. It is therefore fairly accurate to say that a school's capability depends directly on the capability of its teachers. Maximizing teacher ability is a major goal of education.

“Teacher capability” refers to the behavior of a teacher while education a class (both inside and outside the classroom). Teacher recital differs from teacher competence. It is distinct in terms of teacher behaviors, of what the teacher does, while teacher ability is defined in terms of what the teacher's pupils do, teacher presentation resembles teacher ability in that it, too, is a product of the interaction between certain teacher uniqueness and the teaching situation - teacher recital is often used as a basis from which teacher ability can be inferred.

“Teacher competence” refers to the set of knowledge; abilities and a belief a teacher possess and bring to the teaching situation. Teacher capability differs from teacher performance and teacher effectiveness in that it is a stable characteristic of the teacher that does not change appreciably when the teacher moves from one situation to another. It resembles teacher performance in that it has also been proposed as a basis from which teacher effectiveness can be incidental.



STRUCTURE OF TEACHER COMPETENCY

Figure shows in schematic form nine important types of variables involved in the definition of teachers capability proposed as a basis for planning future research, in the research itself, and in decisions about educator capability.

The five cells in the top serration (on-line) define five types of variables, each of which has been used at one time or separate as a criterion for evaluating teachers. The four cells in the second row (off -line), define four additional types of variables, that effect the outcomes of teaching and that are not controlled by the teacher. The arrows in the diagram indicate the flow of influences must directly. Note that all of the other cells shown effect pupils learning out comes directly or indirectly. The skill of teachers depends, then, on at least eight different kinds of variables; and it is vital that they be notable clearly from one another. It is the aim of examine in teacher competency to clarify the contributions of all eight to teacher competency.

Teacher training erratic in figure reflect labors of teacher educators or others to help a teacher growing competence, that is, to add extra interest is persevere preparation, the training that goes on before the teacher enters in to fulltime practice of the profession. The set of competencies a teacher has at the end of continue training is a mixture of pre-obtainable teacher uniqueness and knowledge's, abilities and beliefs acquired during training.

Suggestions

- It is to be suggested that teachers effects teaching skill.
- The stress creators harm the teacher effectiveness and teaching competency.
- The management or personal management of the institution should improve
- The conditions for better teaching by dipping the stress factors.
- The main stress creators like lake of promotional opportunities lake of expert growth are to be talked to improve the teaching competency.
- If not stress creators are reduced qualitative improvement teaching, learning process cannot be improved.

Conclusion

The teacher's job is not an easy task. They are subjected to countenance more than a few problems in teaching. The teachers are entrusted to other job s by Government. The works like conducting census details duty, entrusting selection duties, etc. apart from these works the teachers should be involved in teaching and other connected issues in the teaching attendance preparing mastery rolls, log books, conducting seminars, unit test and other examinations. The pass proportion of the students is the main task of teachers getting ready for academic amid it is another difficulty confronted teachers. Besides these problems their family burdens and educational problems dread them to the stress and strain.

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