

**EFFECTIVENESS OF SELF INSTRUCTIONAL MATERIAL ON JOB
STRESS AMONG SECONDARY SCHOOL TEACHERS OF DAVANGERE
DISTRICT**

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ABSTRACT:

The present study was designed to study the effectiveness of Self Instructional Material on Job stress of secondary school teachers of Davangere district, data was collected by selecting 50 high stressed Government and Private secondary school teachers through random sampling technique. Tools used for the collection of the data are Job stress test by Meena Buddhisagar Rathod and Madulika Varma (2011) and SIM prepared and developed by the researcher was used in the study. Experimental method of research with single group experimental design was used. Analysis was done using independent 't' test and dependent 't' test with respect to pre-test and post-test Job stress scores.

And the findings were, there was a significant effect on decreasing the job stress of teachers of secondary schools, post-test scores is significantly higher in teachers of rural secondary schools as compared to urban secondary school, Job Stress is higher in teachers of Private schools when compared with teachers of Government secondary schools. The post-test job stress is higher in females as compared to male teachers of secondary schools.

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INTRODUCTION:

Good learning situations are ones that make it possible for learners to use materials through which they can learn more effectively. Indeed, it is in the area of instructional materials that the greatest progress has been made in education during the past decade.

A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. Dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning progress and it consequently affects their academic growth.

Self Instructional Materials (SIM) is designed for both, on-site and at distance learner to learn on their own. Self instructional material includes all the text prepared to stimulate independent study /learning. The Self instructional material will be useful to teachers who;

1. Have high level stress while teaching-learning practice.
2. Have to practice in order to relieve their stress.

Stress Reduction Techniques Used in Self Instructional Material (SIM)

Deep Breathing, Meditation, Laugh Out Loud, Stretching, Social Support, Yoga, Building Physical Reserves / Exercise Therapy, Relaxation: i) Music ii) Visualization techniques are used in the self instructional material.

Characteristics of Self Instruction Materials (SIM):

The characteristics of Self instructional material are

1. Self-Explanatory
2. Self-Contained
3. Self-Directed
4. Self-Motivating
5. Self-Evaluating
6. Self-Learning

JOB STRESS:

Job stress has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors (Kyriacou, 2001). Job stress is an individual experience, depending on the traits of individuals, in that not all people react to events the same way (Manthei and Gilmore, 1996; McKenna, 1987). According to a substantial body of literature, teaching can be a very stressful job and teacher stress appears to have increased in recent decades.

It is the dysfunctional effect of high level of stress and conflict that should be and are major concern for working persons in general and for effective balance of home/work place. The problems due to high levels of stress and conflict can be exhibited physically, socially, psychologically or behaviourally by teachers. Work-related stress is the main concern. Stress can lead progressively to a decrease in performance and long-term absence from work. So secondary school teachers need to be encouraged to get support early rather than wait until things go wrong.

Members of the teaching profession are vulnerable to stress because of the often times demanding nature of the work and the stressors involved. Relatively speaking, teachers need help and not hurt. They are not as satisfied as they want to be with the role of teaching. Unless they are able to reduce or eliminate their problems or attain their goals, they will feel considerable stress and burnout (Cruickshank, 1981).

NEED AND IMPORTANCE OF THE STUDY:

Stressors, which come across the way of smooth process of teaching to the quality educators, cannot be ignored in any sense. Hence there is a need for the present study.

The performance demands have increased tremendously. It is upon them that the entire burden lays; the responsibility of producing quality teachers; is one of the greatest liabilities. Any minor ignorance or slacken in them will prove detrimental to the cause of advancement in the country as well as an important loss to the entire humanity; hence there is need for present study.

Hence, the researcher felt it worthwhile to explore this area in order to investigate the effectiveness of self instructional material on stress among Secondary School teachers. Hence, there is a need for the present study.

STATEMENT OF THE PROBLEM:

The problem under investigation can be stated as: **“Effectiveness of Self Instructional Material on Job Stress among Secondary School Teachers”**.

OBJECTIVES OF THE STUDY:

1. To prepare the self instructional material for secondary school teachers.
2. To study the effectiveness of self instructional material on job stress among secondary school teachers.
3. To study the significant difference between Male and Female teachers working in secondary schools with respect to their job stress.
4. To study the significant difference between Rural and Urban teachers working in secondary schools with respect to their job stress.
5. To study the significant difference between type Government and Private school teachers working in secondary schools with respect to their job stress.

VARIABLES OF THE STUDY:

In the present study, the researcher has selected the following variables i.e., Independent, Dependent and Moderator variables.

1. Independent Variable

Self Instructional Material

2. Dependent Variable

Job Stress

3. Moderate Variables

a) Gender – Male and Female

b) Locality – Rural and Urban

c) Type of School - Government and Private

METHODOLOGY:

For the present study, experimental method of research was used by the researcher. In the present study single group experimental design with pre-test and post-test was used.

TOOLS USED FOR THE COLLECTION OF DATA:

In the present study for the collection of data the following tools were used by the researcher.

- **Job Stress Test:** Indore Teacher's Job Stressors scale prepared by Meena Buddhisagar Rathod and Madhulika Varma (2011).

- **Self Instructional Material - (SIM):** Prepared and Developed by the researcher. Self instructional material was developed by the researcher keeping in view the stress among secondary school teachers. SIM was given to teachers with high stress. Pre-test and Post-test was used to measure stress among teachers. The following areas were covered while preparing SIM for secondary school teachers, 1. Deep breathing 2. Meditation 3. Laugh out loud 4. Stretch 5. Social Support 6. Yoga 7. Building Physical Reserves / Exercise 8. Relaxation. In order to plan these aspects the researcher consulted many experts, referred many journals, books, scholarly articles and with the suggestion of guide the researcher got clear frame about construction of the tool and SIM

SAMPLE OF THE STUDY:

Secondary school teachers were considered as the sample in order to carry out the study Two hundred (200) Government and private secondary school teachers from Davanagere districts were administered Job stress scale. The school and teachers were selected through random sampling technique. After the analysis only the teachers with high job stress which includes 50 teachers were selected as sample for the experimental group.

COLLECTION OF THE DATA:

The investigator personally visited to all the secondary schools in Davanagere district with the prior permission of the headmasters/headmistress of the concerned secondary schools. The teachers who were present in the school on the day for collection of data are considered for the purpose of the study. The teachers were given necessary instructions about the various tools and motivated to respond genuinely to all the items. For the present study, Job stress tests were administered to 50 teachers with high Job stress are selected on random basis in secondary schools of Davangere District.

Self Instructional material was given to experimental group of teachers to practice stress reduction techniques. Job stress pre test and post test was administered to experimental group.

STATISTICAL TECHNIQUES USED TO ANALYSIS DATA:

The appropriate statistical technique have been used based on aims, objectives and hypotheses of the study such as simple average, standard deviation, dependent t-test, independent t-test, are used to test the hypotheses.

ANALYSIS OF THE DATA:

Hypothesis 1: No significant difference between pretest and posttest job stress scores of teachers working in secondary schools

To test the above assumption or hypothesis, the statistical test i.e. dependent t test was performed and the outcome of test is presented in the following table.

Table: Showing the mean, SD, t-value and degrees of freedom between pre test and post test job stress scores of teachers working in secondary schools

Test	Mean	SD	Mean Diff.	SD Diff.	Dependent t	Degrees of freedom	Signi.
Pretest	179.66	11.87	39.08	19.02	14.5323	49	<0.05, S
Posttest	140.58	16.37					

According to the results of the above table, the difference between pre test and post test scores of job stress of teachers of secondary schools is found to be statistically significant with a level of 5% significance. Therefore, we reject the null hypothesis and accept the alternative hypothesis.

It means that, the Self instructional material has a significant effect on decreasing the job stress of teachers of secondary schools ($t=14.5323$, $df=49$, $p<0.05$).

Hypothesis 2: No significant difference between male and female teachers working in secondary schools with respect to their job stress scores

Table: Showing n, mean, SD, SE, t value and p-value between male and female teachers working in secondary schools with respect to their job stress scores

Variable	Gender	N	Mean	SD	SE	t-value	Signi.
Pretest	Male	25	179.96	11.74	2.35	0.1769	>0.05, NS
	Female	25	179.36	12.23	2.45		

Posttest	Male	25	147.32	14.88	2.98	3.1695	<0.05, S
	Female	25	133.84	15.19	3.04		
Changes	Male	25	32.64	15.16	3.03	-2.5224	<0.05, S
	Female	25	45.52	20.54	4.11		

No significant difference was observed between male and female teachers of secondary schools in pre test job stress scores ($t=0.1769$, $df=48$, $p>0.05$) at 5 percent level of significance. Therefore, we accept the null hypothesis and reject the alternative hypothesis. It means that, the male and female teachers of secondary schools have a similar pre test job stress scores.

A significant difference was observed between male and female teachers of secondary schools in post test job stress scores ($t=3.1695$, $df=48$, $p<0.05$) at 5 percent level of significance. Therefore, we reject the null hypothesis and accept the alternative hypothesis. It means that, the male and female teachers of secondary schools have different post test job stress scores. In another words, the post test job stress scores are significantly higher in females as compared to male teachers of secondary schools.

A significant difference was observed between male and female teachers of secondary schools in change in job stress scores from pre test to post test ($t=-2.5224$, $df=48$, $p<0.05$) at 5 percent level of significance. It means that, the male and female teachers of secondary schools have different change in job stress scores from pretest to posttest. In another words, the change in job stress scores from pre test to post test scores are significantly higher in females as compared to male teachers of secondary schools.

Hypothesis 3: No significant difference between teachers of rural and urban secondary schools with respect to their job stress scores

Table: Showing n, mean, SD, SE, t value and p-value between teachers of rural and urban secondary schools with respect to their job stress scores

Variable	Location	N	Mean	SD	SE	t-value	Signi.
Pretest	Rural	24	182.08	11.62	2.37	1.4006	>0.05, NS
	Urban	26	177.42	11.88	2.33		
Posttest	Rural	24	153.46	10.71	2.19	8.1962	<0.05, S
	Urban	26	128.69	10.64	2.09		
Changes	Rural	24	28.63	14.21	2.90	-4.3713	<0.05, S
	Urban	26	48.73	17.92	3.51		

No significant difference was observed between teachers of rural and urban secondary schools in pre test job stress scores ($t=1.4006$, $df =48$, $p>0.05$) at 5 percent level of significance. Therefore, we accept the null hypothesis and reject the alternative hypothesis. It means that, the teachers of rural and urban secondary schools have a similar pre test job stress scores.

A significant difference was observed between teachers of rural and urban secondary schools in post test job stress scores ($t=8.1962$, $df =48$, $p<0.05$) at 5 percent level of significance. Therefore, we reject the null hypothesis and accept the alternative hypothesis. It means that, the teachers of rural and urban secondary schools have different post test job stress scores. In another words, the post test job stress scores are significantly higher in teachers of rural secondary schools as compared to teachers of urban secondary schools.

A significant difference was observed between teachers of rural and urban secondary schools in change in job stress scores from pre test to post test ($t=-4.3713$, $df =48$, $p<0.05$) at 5 percent level of significance. Therefore, we reject the null hypothesis and accept the alternative hypothesis. It means that, the teachers of rural and urban secondary schools have different change in job stress scores from pre test to post test. In another words, the change in job stress scores from pre test to post test scores are significantly higher in teachers of urban secondary schools as compared to teachers of rural secondary schools.

Hypothesis 4: No significant difference between teachers of private and government secondary schools with respect to their job stress scores

Table: Showing n, mean, SD, SE, t value and p-value between teachers of private and government secondary schools with respect to their job stress scores

Variable	Managements	n	Mean	SD	SE	t-value	Signi.
Pretest	Private	27	183.15	11.27	2.17	2.3535	<0.05, S
	Government	23	175.57	11.46	2.39		
Posttest	Private	27	149.41	14.32	2.76	5.0671	<0.05, S
	Government	23	130.22	12.09	2.52		
Changes	Private	27	33.74	17.03	3.28	-2.2374	<0.05, S
	Government	23	45.35	19.66	4.10		

A significant difference was observed between teachers of private and government secondary schools in pre test job stress scores ($t=2.3535$, $df =48$, $p<0.05$) at 5 percent level of significance.

Therefore, we reject the null hypothesis and accept the alternative hypothesis. It means that, the teachers of private and government secondary schools have a different pre test job stress scores.

A significant difference was observed between teachers of private and government secondary schools in post test job stress scores ($t=5.0671$, $df =48$, $p<0.05$) at 5 percent level of significance. Therefore, we reject the null hypothesis and accept the alternative hypothesis. It means that, the teachers of private and government secondary schools have different post test job stress scores. In another words, the post test job stress scores are significantly higher in teachers of private secondary schools as compared to teachers of government secondary schools.

A significant difference was observed between teachers of private and government secondary schools in change in job stress scores from pre test to post test ($t=-2.2374$, $df =48$, $p<0.05$) at 5 percent level of significance. Therefore, we reject the null hypothesis and accept the alternative hypothesis. It means that, the teachers of private and government secondary schools have different change in job stress scores from pre test to post test. In another words, the change in job stress scores from pre test to post test scores are significantly higher in teachers of government secondary schools as compared to teachers of private secondary schools.

FINDINGS OF THE STUDY:

- The Self instructional material has a significant effect on decreasing the job stress of teachers of secondary schools.
- The post-test job stress is significantly higher in females as compared to male teachers of secondary schools.
- The change in job stress from pre-test to post-test are significantly higher in females as compared to male teachers of secondary schools.
- The post-test job stress is significantly higher in teachers of rural secondary schools as compared to teachers of urban secondary schools.
- The change in job stress from pre-test to post-test are significantly higher in teachers of urban secondary schools as compared to teachers of rural secondary schools.
- The post-test job stress is significantly higher in teachers of private secondary schools as compared to teachers of Government secondary schools.
- The change in job stress from pre-test to post-test are significantly higher in teachers of Government secondary schools as compared to teachers of private secondary schools.

CONCLUSION:

The humble effort made by the researcher to develop and validate the SIM on job stress has yielded fruitful results from the secondary school teachers in general. However, the researcher is aware that there is lot of scope for further refinement and enrichment of the quality and content of the SIM. The researcher hopes that future researchers by taking up of several studies and efforts in this direction will enrich the opportunities for meaningful and fruitful learning.

1. Teachers with different types of management like teachers working in Government schools and Private schools differ in their job stress.
2. All types of management should realize the significance and importance of the role of the teachers.

EDUCATIONAL IMPLICATIONS:

1. It is imperative that teachers who are the back bone of any educational system are properly looked after in view of quality improvement in education.
2. Status of teachers in society need to be recognized and has to be enhanced as they have vital role to play in bringing the desirable changes among students. Minimum facilities must be provided to all the teachers irrespective of locality or work and the type of management, in terms of position, service conditions and monetary benefits. They should be given complete freedom within the frame work or curriculum to attain excellence.
3. Each individual needs a moderate amount of stress to be alert and capable of functioning given that presence of more or less stress is inevitable; many researchers sought to find that what could be done to counteract stress so as to prevent its negative consequences. Normally coping, is defined as an adaptive responses to stress; a response intended to eliminate ameliorate or change the stress producing factors or intended to modify the individuals reaction to stressful situation in a beneficial way.
4. Generally effective coping strategies or “approach” strategies or SIM to confront the problems of stress as a challenge and increase capability for dealing with it.

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