

Occupational Stress Management in Women Teacher Educators of Hyderabad Karnataka Region

Smt. Rukshinda Hena Akbari*

Prof. V.V. Malagi**

Abstract: Teacher educators are the most resourceful persons not only for colleges but also for the society and education system. They shape the society through their mighty intervention in the life of student teachers. Stress is considered unavoidable in one's life due to excessive and an increasing workload which leads to complex and multiple dimensional problems in our everyday life. In this study the main objective of the study was to study the stress management of women teacher educators of Hyderabad Karnataka region with respect to type of college management, locality of the college, women teacher educators stream and women teacher educators qualifications. It is descriptive survey in nature. The population and sample of the study consists of 210 women teacher educators from 61 colleges, who are working in colleges of education in Hyderabad Karnataka region by purposive sampling. The tools has used for Data Collection was Stress management Researcher has collected the data from the respondents, the collected data has analysed by using mean, standard deviation and critical ratio values. The findings of the study is The women teacher educators working in unaided colleges have substantially higher levels of occupational stress as compared to their counterparts working in government aided colleges, and differences in the stress management of women teacher educators who are working in urban than the women teacher educators rural colleges.

Key Words: *Occupational Stress Management, Women Teacher Educators, Teacher Education Institutions and Hyderabad Karnataka Region.*

* *Research Scholar, Department of Studies in Education and Research, Karnataka State Akkamahadevi Women's University, Vijayapura-586108*

** *Professor, Department of Studies in Education and Research, Karnataka State Akkamahadevi Women's University, Vijayapura-586108*

Introduction

Education, in general, and teacher education in particular should be quality oriented since only quality education can make people useful, productive and prudent. In order to achieve these objectives, we need professional teachers who are knowledgeable, competent and skilled. In the modern scenario, the role of teachers and teacher educators has been changing due to the pressure of socio-economic changes and global level expectations. The expected role of teachers has assumed new dimensions and the society expects their occupational stress management in the task of making education an effective instrument in the task of nation building.

Nearly all observers of the education process, including scholars, school administrators, policy makers, and parents, point to teacher quality as the most significant institutional determinant of academic success. If a student had an effective teacher, as opposed to an average teacher, for only five years in a row, the increased learning would be sufficient to close entirely the average gap between low and middle income students during that relatively short amount of time. The available literature suggests that effective teachers increase student learning. In fact, it is the most important school-related factor influencing student achievement.

Occupational Commitment

Occupational commitment refers to a positive attitude toward one's occupation or profession reflecting a strong sense of identification with and involvement in that occupation Whereas most of the previous studies had measured occupational commitment as a one-dimensional construct, Meyer et al. (1993) proposed that occupational commitment, like organizational commitment, consists of three components- affective commitment, normative commitment, and continuance commitment to the occupation.

Stress Management

It may seem that there's nothing you can do about stress. The bills won't stop coming, there will never be more hours in the day and your career and family responsibilities will always be demanding. But you have more control than you might think. In fact, the simple realization that you're in control of your life is the foundation of stress management. Managing stress is all about taking charge: of your thoughts, emotions, schedule, and the way you deal with problems.

Stress is the body's General response to any intense physical, emotional or mental demand placed on it by on self or others. Anything can be stressor if it last long enough is perceived as stress. Stress is any situation that evokes negative thoughts and feelings in a person. Being

a women teacher educators can be the most interesting time of one's life. New family, new places, new challenges can make a teaching life stress full. Most teachers will feel the effect of stress at some point in their studies and a small number of teachers may feel stressed or depressed for most of the time. Financial worries, department, syllabus completion, professional career development and relationship problem create lot of pressure on women teachers.

Stress management encompasses techniques to equip a person with effective coping mechanisms for dealing with physiological stress. Stress management involves techniques include self-management, conflict resolution, positive attitude, self-talk, breathing, meditation, exercise, diet and rest. Effective stress management involves learning to set limits for the issues that create stress.

Extreme stress levels and frequent stress conditions can have a serious impact on one's health and productivity. Therefore stress needs to be controlled or managed effectively. The idea of intervention program is to alleviate the harmful effects of stress and help one to manage stress.

Hyderabad Karnataka Region

History of India is scattered and difficult to shaped and narrated in an important fact. However emerges from this strange contrast 'of Hyderabad Karnataka history under the despotic role of the Nizam. The people were subject to all sorts of restrictions. The civil liberty were totally denied, there was neither freedom of speech nor freedom of association nor freedom of press were leading a precarious life with so many handicaps in economic, religious, educational, cultural and even in social fields. Naturally there was a growing discontent in the minds of the people who wanted to assert themselves for their own rights.

A three-decade struggle to seek special status for six Karnataka districts ended when Lok Sabha passed the Constitution (118th Amendment) Bill, 2012. A special status was granted to the Karnataka-Hyderabad region comprising Bidar, Bellary, Gulbarga, Koppal, Raichur, Koppal and Yadagir districts. The seven districts in the north-east region of the state were part of the erstwhile Hyderabad state under the Nizams till 1948 and were subsequently merged with thethen Mysore state in 1956 under the re-organisation of states on linguistic basis.

The bill enables the President to empower the governor to establish a separate development board for the Hyderabad-Karnataka region with the provision that a report on its working would be placed each year before the provincial assembly. Article 371 will help in development of HK region.

Rationale for the Study

Individuals were viewed as psychologically attaching themselves either to the occupation or the institution, and an increase in attachment in one area was accompanied by a decrease in attachment in the other area.

Teachers play an extraordinarily important role in providing the support and guidance that students need as they set out to find their way in today's world and society. Pressure, thus, has gone drastically for those engaged in the teaching profession. It is therefore, important to identify the factors which might further deplete our teaching force through early retirement or attrition in order to best support teachers. If educational systems fail to identify factors that contribute to teacher stress, the common masses would be reluctant towards teaching as a profession. Hence, demands for teachers may potentially become higher, which in turn will cause higher shortages and attrition.

Rationale of the study lies in the notion that by examining the stress levels of women teacher educators, one can better recognize the early signs of stress which may further lead to burnout, and take measures to prevent it, especially in "at risk" (high stress) groups. Also, the quality of education to most people is almost synonym to the quality of teaching. Accordingly, the quality of teaching depends largely on the characteristics of individuals serving as teachers, their training background, aspirations, experience, subject areas concerned; and no less important, and their general state of physical and emotional well-being. Teachers play a pivotal role in the molding of the future generation envisioned by Vision 2020, so it is of paramount importance that the overall effectiveness of teachers as educators is not undermined by the stressors they encounter. Thus, it is obviously desirable for a systematic study and an inquiry into the phenomenon to be carried out.

With clear and strong understanding of the teacher's occupational stress management and its influence on different demographic factors on women teacher educators of Hyderabad Karnataka region.

Objectives of the study

1. To find out the significant difference, if any, between Govt.-Grant-in-Aid and Un-aided college women teacher educators stress management.
2. To find out the significant difference, if any, between Urban and Rural college women teacher educators stress management.
3. To find out the significant difference, if any, between M.A., M.Ed. / M.Sc., M.Ed. with and without SET/NET and M.A., / M.Sc., M.Ed. with and without SET/NET and Ph.D. women teacher educators stress management.

4. To find out the significant difference, if any, between Science and Arts women teacher educators stress management.

Hypotheses of the Study

1. There is no significant difference between Govt.-Grant-in-Aid and Un-aided college women teacher educators stress management.
2. There is no significant difference between Urban and Rural college women teacher educators stress management.
3. There is no significant difference between M.A., M.Ed. / M.Sc., M.Ed. with and without SET/NET and M.A., / M.Sc., M.Ed. with and without SET/NET and Ph.D. women teacher educators stress management.
4. There is no significant difference between Science and Arts women teacher educators stress management.

Research paradigm

Methodology

The researcher has adopted descriptive survey method in the present study.

Background variables

The researcher has selected four background or demographic variables for the present study. Those are locality, type of college, educational qualification and stream.

Dependent variables: occupational stress.

Population and sample

Women teacher educators serving in teacher education institutions of Hyderabad Karnataka region form the population for this study and among the population, the researcher selected 210 women teacher educators from 61 colleges of educations(B.Ed.) who are serving in teacher education institutions of Hyderabad Karnataka region six districts such as, Bidar, Kalaburagi, Yadagir, Raichur, Koppal and Ballari for this study. Purposive sampling technique was adopted by the researcher in the study.

Tools used for the study

For the present study researcher has used stress management scale: V. Kaushik and N. A. Charpe, (2011) for the data collection purpose.

Statistical techniques applied

The following statistical techniques were used for the analyses of the data to draw meaningful interpretations; Mean, Standard Deviation and Critical Ratio (CR) Value.

Analysis and Interpretations

Ho-There is no significant difference between the stress management of women teacher educators with respect to type of college (Govt.-Grant-in-Aid and Un-aided colleges)

Table No. 1: The data related to stress management of women teacher educators with respect to type of college (Govt.-Grant-in-Aid and Un-aided colleges)

College type	N	df	Mean	S.D.	CR-Value	LoS
Govt.-Grant-in-Aid Colleges	19	208	113.75	15.18	1.478	P<0.05
Un-aided Colleges	191		115.95	14.16		

The above table depicts that the mean and standard deviation values are given to stress management of women teacher educators with respect to type of college that is Govt.-Grant-in-Aid and Un-aided colleges. The mean values of the stress management of women teacher educators with respect to type of college that is Govt.-Grant-in-Aid and Un-aided colleges are 113.75 and 115.95 and standard deviations are 15.18 and 14.16 respectively.

The calculated CR value for stress management of women teacher educators with respect to type of college that is Govt.-Grant-in-Aid and Un-aided colleges in both the group together are 1.478. The CR table value at the level of 0.05 for the degree of freedom 208 is 1.98, which is greater than its calculated value. Therefore the null hypothesis has been accepted and declared that there is no significant difference between the stress management of women teacher educators with respect to type of college (Govt.-Grant-in-Aid and Un-aided colleges).

Ho- There is no significant difference between the stress management of women teacher educators with respect to locality (Urban and Rural)

Table No. 2: The data related to stress management of women teacher educators with respect to locality (Urban and Rural)

Locality	N	df	Mean	S.D.	CR-Value	LoS
Urban women teacher educators	165	208	113.33	14.75	2.147	P<0.01
Rural women teacher educators	45		116.53	14.98		P>0.05

The above table shows that the mean and standard deviation values are given to locality of the women teacher educators with respect to urban and rural. The mean values of the women teacher educators with respect to urban and rural are 113.33 and 116.53 and standard deviation are 14.75 and 14.98 respectively.

The calculated CR value of locality of the women teacher educators with respect to urban and rural both the group together is 2.147. The CR table value at the level of 0.01 and 0.05 for the degree of freedom 208 are 2.60 and 1.98, which is less than its calculated value at 0.05 level of significance, but the null hypothesis has been accepted at 0.01 level of significance. This reveals that the null hypothesis has been rejected and declared that, there is significant difference between the stress management of women teacher educators with respect to locality that is urban and rural at 0.05 level of significance, while there is no significant difference between the stress management of women teacher educators with respect to locality that is urban and rural at 0.01 level of significance.

Ho- There is no significant difference between the stress management of women teacher educators with respect to educational qualifications (M.A., M.Ed. / M.Sc., M.Ed. with and without SET/NET and M.A., / M.Sc., M.Ed. with and without SET/NET and Ph.D.)

Table No. 3: The data related to the stress management of women teacher educators with respect to educational qualifications (M.A., M.Ed. / M.Sc., M.Ed. with and without SET/NET and M.A., / M.Sc., M.Ed. with and without SET/NET and Ph.D.)

Women Teacher-educators' Educational Qualifications	N	df	Mean	S.D.	CR-Value	LoS
M.A., / M.Sc., M.Ed. with and without SET/NET	192	208	114.30	14.98	0.792	P<0.05
M.A., / M.Sc., M.Ed. with and without SET/NET and Ph.D.	18		115.49	14.88		

The above table reveals that the mean and standard deviation values are given to the stress management of women teacher educators with respect to educational qualifications that is M.A., M.Ed. / M.Sc., M.Ed. with and without SET/NET and M.A., / M.Sc., M.Ed. with and without SET/NET and Ph.D. The mean values of the stress management of women teacher educators with respect to educational qualifications that is M.A., M.Ed. / M.Sc., M.Ed. with and without SET/NET and M.A., / M.Sc., M.Ed. with and without SET/NET and Ph.D. are 114.30 and 115.49 and standard deviation are 14.98 and 14.88 respectively.

The calculated CR value for the stress management of women teacher educators with respect to educational qualifications that is M.A., M.Ed. / M.Sc., M.Ed. with and without SET/NET

and M.A., / M.Sc., M.Ed. with and without SET/NET and Ph.D. both the group together is 0.792 The CR table value at the level of 0.05 for the degree of freedom 208 is 1.98, which is greater than its calculated value. Therefore the null hypothesis has been accepted and declared that, there is no significant difference between the stress management of women teacher educators with respect to educational qualifications that is M.A., M.Ed. / M.Sc., M.Ed. with and without SET/NET and M.A., / M.Sc., M.Ed. with and without SET/NET and Ph.D.

Ho- There is no significant difference between the stress management of women teacher educators with respect to stream (Science and Arts)

Table No. 4: The data related to the women teacher educators with respect to stream (Science and Arts)

Stream	N	df	Mean	S.D.	CR-Value	LoS
Women science teacher educators	48	208	116.16	14.75	1.725	P<0.05
Women Arts teacher educators	162		113.60	15.02		

The above table depicts that the mean and standard deviation values are given to the women teacher educators with respect to stream that is Science and Arts. The mean values of the women teacher educators with respect to stream that is Science and Arts are 116.16 and 113.60 and standard deviations are 14.75 and 15.02 respectively.

The calculated CR value of for the women teacher educators with respect to stream that is Science and Arts both the group together is 1.725. The CR table value at the level of 0.05 for the degree of freedom 208 is 1.98, which is greater than its calculated value. Therefore the null hypothesis has been accepted and declared that, there is no significant difference between the stress management of women teacher educators with respect to stream of science and Arts.

Delimitations of the study

The present study was delimited with respect to variables, sample, tools and techniques. It was geographically delimited with respect to Hyderabad Karnataka region 6-districts (Bidar, Kalaburgi, Yadagir, Raichur, Koppal and Ballari). It was delimited with respect to women teacher educators of colleges of education of Hyderabad Karnataka region and sample was delimited demographic variables as type of college, college, locality, stream and educational qualifications and dependent variable stress management.

Findings of the study

- There is no significant difference between the stress management in Govt.-Grant-in-Aid college women teacher educators and Un-aided college women teacher educators.
- There is significant difference between the stress management of women teacher educators with respect to locality that is urban and rural at 0.05 level of significance, while there is no significant difference between the stress management of women teacher educators with respect to locality at 0.01 level of significance.
- There is no significant difference between the stress management of women teacher educators with respect to educational qualifications that is M.A., M.Ed. / M.Sc., M.Ed. with and without SET/NET and M.A., / M.Sc., M.Ed. with and without SET/NET and Ph.D.
- There is no significant difference between the stress management of women science teacher educators and women arts teacher educators.

Conclusion

The women teacher educators working in unaided colleges have substantially higher levels of occupational stress as compared to their counterparts working in government aided colleges, and There is significant difference in the stress management of women teacher educators who are working in urban than the women teacher educators rural colleges. Efforts should be done to reduce the occupational stress and increase the commitment and performance, the concerned authorities including the management of the institute and policy makers need to address the root causes for excessive levels of occupational stress and imperatively arrive at decisions in policy making to bring up the levels of commitment and performance at the higher side which to certain sections of the teaching community.

References

- Dessler, G. (2001). *Management: Leading People and Organization in the 21st Century*. Harlow: Prentice Hall.
- Government of Karnataka, Karnataka State Gazetteer, 1982.
- Jeyaraj S.S. (2013). Occupational stress among the teachers of the higher secondary schools in Madurai district, Tamil Nadu. *IOSR Journal of Business and Management*, 7(5), 63-76.
- Kaushik, V. and Charpe, N. A. (2011). *Stress Management Scale*.
- Kothari Education Commission (1964-66).

- McGrath, J. E. (1970). A conceptual formation for research on stress. In J.E. McGrath (Ed.), *Social and psychological factors in stress*. New York, NY: Holt, Rinehart & Winston.
- Meyer, et al. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, **78**, 538-551.
- Meyer, J.P., and Allen, N.J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, **1**, 61-89.
- Mitchell, T. (1982). Motivation: New directions for theory research and practice. *Academy of Management Review*, 7(1), 80-88.
- Pinder, C. C. (1998). *Work motivation in organizational behavior*. Upper Saddle River, NJ: Prentice Hall.
- Reddy G.L. and Anuradha R.V. (2013). Occupational stress of higher secondary teachers working in Vellore district. *International Journal of Educational Planning & Administration*, 3 (1), 9-24.
- Secondary Education Commission (1952-53).
www.hkdb.org