STRESS AND ADJUSTMENT OF TEACHERS OF COLLEGES OF EDUCATION – AN EMPIRICAL STUDY

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True Education, it must be noted at the outset, is a powerful force in bringing about desired change. It is education and education alone that can bring about changes in knowledge, skills, attitudes, appreciations and understanding things around us. The growth rate of science and technology, globally speaking, is extraordinarily fast – almost unbelievably fast. The growth in science and technology that is, the new discoveries and developments in the next decade or so would be about equal in volume to the knowledge that mankind has gathered over the preceding several centuries. All these developments are possible through education in which the teacher is an important personality to achieve the educational tasks. The Human Resource Development Ministry, Government of India has recently declared in its new educational policy to enhance the quality in Secondary Education. Institutions at Secondary level are the basement for implement the Government policies so as to mould better teachers to achieve the national target. It is, therefore, considered that the teacher is the important personality who is responsible to maintain the discipline and enhance quality among the future generations.

The Teacher Training Hence, this is the right time to focus the need of study of relationship between Stress and Adjustment among the sample of Teachers working in Colleges of Education in Vizanagaram District. The prime object of the present study is to measure the Teacher Stress in relation to Adjustment among the Teachers of Colleges of Education in around of Vizianagaram City. Thus a systematic study of Stress and Adjustment of Teachers of Colleges of Education in the present environmental context is very much needed. It is also intended to study the influence of intervening variables of Stress and Adjustment among these teachers.

In terms of the declaration of Indian Education Commission (1964-66) that 'nothing is more important than providing teachers best professional preparations and creating satisfactory condition of work in which there can full be effective'. Hans selye feels that complete freedom from stress is 'death'. Stress appears to be as common as 'sweat' to anybody now-a-days. It appears at every level, and in every profession. So, 'Teaching' is no exception. In fact it is strongly felt that teachers are more prone to stress because dealing with children all day is in itself a stressful occupation. Kyriacou and Sutcliffe (1977, 1978) have defined teachers stress as a response syndrome of negative effects (such as anger, anxiety or depression) arising from aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constitute a threat to his self-esteem or well being and by

coping mechanisms activated to reduce the perceived threat.

The term 'Adjustment' has been borrowed from a biological concept of adaptation to emphasize the individual's struggle to get along or survive in his or her social and physical environment. Teacher Adjustment is a state in which the needs of a teacher on one hand and the claims of his environment on the other hand are fully satisfied. It is interesting to view teacher adjustment as a social system proposed by Getzels (1975), who opines a social system as involving two classes of phenomena, which are at once conceptually independent and phenomenally interactive. Baral (1969) studied on social maladjustment among high school students. Two studies (Veereshawar, 1979 and Tripathy 1981) analyzed adjustment problems of adolescents. Prasana (1984) found that high and low achievers have differential adjustment patterns.

The theoretical questions arise in the mind of the investigator that - Is teacher Stress correlate with Adjustment? Is there significance of relationship between the dimensions of Teacher Stress and Adjustment? How the demographic and professional variables are influencing on the Stress and Adjustment aspects? Is there any significance of difference between high and low Stress in relation to Adjustment and vice-versa?

Problem:

The object of the study is to establish the relationship between Teacher Stress and Adjustment among the Teachers of Colleges of Education in Vizianagaram District.

Objectives of the Study:

- To study the relationship between Teacher Stress and Adjustment.

- To find out the significance of relationship between Dimensions of – Teacher Stress and Adjustment.

- To find out the significance of difference between the demographic and professional variables in respect of Teacher Stress and Adjustment.

- To find out significance of difference between High and Low Teacher Stress in relation to Adjustment; High and Low Teacher Adjustment in relation to Stress.

Hypotheses:

- There is no significance of relationship between Teacher Stress and Adjustment.

- There is no significance of relationship between the Dimensions of Teacher Stress and Adjustment.

- Teachers considered under Sex, Locality, Qualification, Age, Marital Status, Experience, and Type of Management do not differ significantly in their Teacher Stress and Adjustment.

- Teachers of Low and High categories do not differ significantly in their Teacher

Stress in relation to Adjustment; and Teachers Adjustment in relation to Stress.

Procedure adopted:

In order to test the hypotheses, the investigator is planned and executed in four phases. In the first phase development and standardization of Teacher Stress and Adjustment self-rating scales. In the second phase measurement of Teachers' opinion is collected with the help of above two self-rating scales. In the third phase using appropriate statistical procedure is adopted to find out the significance of relationship between Teacher Stress and Adjustment. In the Fourth and last phase adopted by using appropriate statistical procedures to find out the significance of difference between the demographic and professional variables in their Teacher Stress and Adjustment.

Administration of the Tools:

After developing and standardizing these two tools following the predictive validity as suggested by John, W.Best and James V.Kahn, the final and fresh scales are prepared for administration with specific instructions. In the Teacher Stress tool four alternatives are provided against each item – Little Stress, Mild Stress, Moderate Stress and Great Stress. While in the case of Teacher Adjustment Tool two alternatives are provided viz., 'Yes' or 'No'. A clear instruction was given to the respondents to express their opinion by putting a tick mark against the response category to which they are agreed with. Each scale is stated with the personal data sheet. These two scales are administered to 114 Teachers from among the Teachers of Colleges of Education in the district of Vizanagaram.

Collection of Data:

For collection of data, the investigator personally visited each institution and administered these scales to the teachers. They advised to put their name, sex, qualification, designation, Age, experience etc., and address of the institution etc., as mentioned in the demographic data provided to these tools. Teachers are further requested not to leave any item of the tool. Most of the teachers have responded on the spot and return the tools to the investigator. Thus these two tools collected and scores are analyzed according to the statistical procedure of Garrette, H.E.(1981).

Scoring:

The responses scored according to the key provided against each item of the questionnaires of Stress and Adjustment. In respect of Teacher Stress for all the positive items scores from 4 to 1 for the responses viz., Little Stress (LS), Mild Stress (MiS), Moderate Stress (MoS) and Great Stress (GS) are provided for all the 40 items and weightages will be awarded in reverse order for all negative items from 1 to 4. Basing on the above scoring procedure both the tools were scored and computed as required and designed the statistical profiles presented in the analysis of data. Thus the total score of Teacher Stress tool will be in between 40 – 160. Whereas the

Adjustment is an apt tool in which two alternatives were provided against each item viz., 'Yes' and 'No'. The investigator made use of the scoring key dimension wise as was designed earlier by D.N.Srivastava. Thus the total score will be in between 0 – 80.

Sample:

The sample selected for the present investigation is the Teachers of Colleges of Education in Vizianagaram District. Random sampling technique is followed to draw the sample for the present study. To measure the Teacher Stress and Adjustment of the selected sample of Teachers, the collected data was categorized as Sex (Male= 58; Female = 56), Locality (Rural = 62; Urban = 52), Qualification (Post-graduates = 84; PG with M.Phil/Ph.D. = 30); Age (Below 40 years = 49; Above 40 years = 65), Marital Status (Married – 73; Unmarried – 41), Experience (Below 15 years = 69; Above 15 years = 45), Type of management (Govt/Aided = 36; Private Unaided = 78). Thus it is found to be a satisfactory sample and the sample is believed to be an adequate to test the hypotheses. Thus the total sample of Teachers from fifteen Colleges of Education is 114.

Delimitation of the Study:

This study is delimited to the Teachers working in Colleges of Education in around of Vizianagaram City in Vizianagaram District only. To measure the opinion of teachers in their Teacher Stress and Adjustment self-rating Scale is used. Of many dimensions of Teacher Stress – Intensity of Work, Students' Behaviour, Professional growth and Extrinsic Annoyers are taken into account. Similarly of many dimensions of Teacher Adjustment – Home Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment are taken into account.

Tool Description:

The Teacher Stress was designed and standardized by Dr.B.Indira (1998). This tool consists of 40 items covering four areas viz., Intensity of Work (8 items), Students' Behaviour (7 items), Professional Growth (8 items) and Extrinsic Annoyers (17 items).

The Adjustment tool was devised and standardized by D.N.Srivastava, which was used by the present investigator for his study with four Dimensions viz., Home Adjustment (20 items), Social Adjustment (20 items), Emotional Adjustment (20 items) and Educational Adjustment (20 items).

Statistical Procedure adopted:

After presenting the methodological aspects, the statistical procedure was used to establish the relationship between the two variables, i.e., Teacher Stress and Adjustment 'r' values are computed. To measure the significant differences between these two variables in relation to the demographic and professional variables the means, standard deviations and Critical Ratio values are computed.

Analysis of Data:

The following statistics were calculated for arriving at conclusions i.e., co-efficient correlation to find the relationship between Teacher Stress and Adjustment also obtained the Critical Ratio values variables wise.

Table 1

Table showing significance of 'r' between Teacher Stress and Adjustment

Variable category	N	Df	'r'	Probability
Teacher Stress Teacher Adjustment	114	112	0.59	Significant at 0.01 Level

The value of 'r' is significant and hence, the hypothesis is rejected. Hence, the null hypothesis stated that 'there is no significance of relationship between Teacher Stress and Adjustment' is rejected.

Table 2

Significance of relationship between the Dimensions
of Teacher Stress of Dr.B.Indira (1998)

	Mastery experiences	Vicarious experiences	Social persuasion	Physiological &Psychological arousal
Mastery experiences	1.00	0.56	0.44	0.63
Vicarious experiences		1.00	0.41	0.49
Social persuasion			1.00	0.46
Physiological &Psychological arousal				1.00

Table 3

Significance of relationship between the Dimensions
of Teacher Adjustment of Dr.D.N.Srivastava

	Home Adjustment	Social Adjustment	Emotional Adjustment	Educational Adjustment
Home Adjustment	1.00	0.43	0.38	0.58
Social Adjustment		1.00	0.47	0.54
Emotional Adjustment			1.00	0.61
Educational Adjustment				1.00

From the above table it can be concluded that the obtained 'r' values are significant at 0.01 levels respectively. The dimensions viz., Home Adjustment, Social Adjustment, Emotional Adjustment and Educational Adjustment of Teacher Adjustment Scale are correlated and statistically corroborated. Hence, the null hypothesis stated that 'no significance of relationship between the dimensions of Teacher Adjustment' is rejected.

Table 4

Table showing the significance of difference of Mean Between the various variables of Teachers of College of Education in their Stress

Variable category	Mean	S.D	N	C.R
Male	88.62	17.61	58	1.96*
Female	82.15	17.73	56	
Rural area	84.86	16.39	62	2.2*
Urban area	91.65	16.47	52	
Post-graduates	70.27	17.11	84	2.18*
PG with M.Phil/Ph.D.	86.63	18.27	30	
Below 40 years Experience	79.67	17.23	49	2.56*
Above 40 years Experience	87.93	16.84	65	
Married	87.42	17.21	73	1.76@
Unmarried	81.21	18.56	41	
Below 15 years Age	89.62	17.37	69	2.39*
Above 15 years Age	81.36	18.45	45	
Govt./Aided	78.24	17.92	36	2.07*
Private Unaided	85.55	16.69	78	

*Significant at 0.05 level
@Not Significant at any level

From the above table it can be concluded that the Critical Ratio values in respect of the variables Sex, Locality, Qualification, Age, Experience and Type of Management category teachers do differ significantly. The obtained Critical ratio values are more than 1.96 but less than 2.58, which is significant at 0.05 level and hence, the null hypotheses are rejected. Further, though there is significance of difference between the Teachers in respect of Marital Status category, statistically it is not corroborated. Hence, the hypothesis is retained.

Table 5

Table showing the significance of difference of Mean Between the Various variables of Teachers of Colleges of Education in their Adjustment

Variable category	Mean	S.D	N	C.R
Male	82.42	16.36	58	1.88@
Female	88.21	16.43	56	
Rural area	82.69	16.62	62	2.0*
Urban area	89.56	16.54	52	
Post-graduates	86.38	16.11	84	1.7@
PG with M.Phil/Ph.D.	79.97	18.23	30	
Below 40 years Experience	78.31	18.48	49	2.88**
Above 40 years Experience	87.93	16.54	65	
Married	88.94	16.62	73	2.22*
Unmarried	81.27	18.33	41	
Below 15 years Age	92.92	16.69	69	2.7**
Above 15 years Age	86.24	16.89	45	
Govt./Aided	89.73	16.98	36	2.44*
Private Unaided	81.45	16.37	78	

**Significant at 0.01 level
*Significant at 0.05 level
@Not Significant

The above table disclosed that the obtained Critical Ratio values of all variables except qualification category in respect of Adjustment of Teachers of Colleges of Education are more than 1.96 and 2.58, which is significant at 0.05 and 0.01 levels respectively. Hence, the null hypotheses stated that the 'there is no significance of difference between the variables – Sex, Locality, Age, Experience and Type of Management of Institution of Teachers in their Adjustment' is rejected. Further, in respect of variable Qualification category, though there is significance of difference between the teachers, statistically it is insignificant. Hence, the null hypothesis is accepted.

Table 6

Table showing the Mean values of the Dimensions in respect of Teacher Stress and Adjustment (N = 114)

	STRESS			ADJUSTMENT	
Dimension	Mean	S.D	Dimension	Mean	S.D
Intensity of Work	232.62	3.54	Home Adjustment	12.7	1.94
Students' Behaviour	22.69	4.19	Social Adjustment	10.29	1.68
Professional Growth	20.94	4.43	Emotional Adjustment	11.76	2.5
Extrinsic Annoyers	30.78	8.29	Educational Adjustment	12.93	1.98

From the above table it is observed that the dimensions of Teacher Stress – the highest mean value in merit order is 'Extrinsic Annoyers' aspect followed by 'Intensity of Work', 'Students' Behaviour' and 'Professional Growth'. Further, the dimension of Teacher Adjustment – the highest mean value in merit order is – 'Educational Adjustment', followed by 'Home Adjustment', 'Emotional Adjustment' and 'Social Adjustment' aspects.

Table 7

Table showing the significance of difference of 't' between High and Low Teacher Stress in relation to Adjustment – High and Low Teacher Adjustment in relation to Teacher Stress

Variable category	Mean	S.D	N	C.R
High Stress	92.39	14.82	79	5.44
Low Stress	74.27	17.11	35	
High Adjustment	94.29	15.32	81	4.6
Low Adjustment	78.42	17.25	33	

**Significant at 0.01 level

From the above table it is concluded that the mean value of High Stress in relation to Adjustment is greater than that of Low Stress. Hence, the hypothesis is rejected. Further, the mean value in respect of High Adjustment in relation to Stress is greater than Low Stress. The obtained values of Critical Ratios (i.e., 5.44 and 4.6) are more than 1.96 and 2.58, which is significant at 0.05 and 0.01 levels respectively. Hence, the hypotheses are rejected.

Conclusions:

1) There is significance of relationship between Teacher Stress and Adjustment among the Teachers of Colleges of Education.

2) There is significance of relationship between the dimensions of Teacher Stress.

3)   There is significance of relationship between the dimensions of Teacher Adjustment.

4)   In respect of Teacher Stress, there is significance of difference between the variables like – Sex, Locality, Qualification, Age, Experience and Type of Institution. Further, no significance of difference is found in respect of the variable Age category Teachers.

5)   In respect of Teacher Adjustment, there is significance of difference between the variables like – Locality, Age, Marital Status, Experience and Type of Institution. Further, no significance of difference is found between the Teachers in respect of Sex and Qualification categories.

6)   The highest mean in respect of dimensions of Teacher Stress is – Extrinsic Annoyers followed by Intensity of Work, Students' Behaviour and Professional Growth. While the mean values obtained from highest to lowest in respect of dimensions of Teacher Adjustment are Educational Adjustment, Home Adjustment, Emotional Adjustment and Social Adjustment.

7)   There is significance of difference between High and low Stress in relation to Adjustment. And, there is significance of difference between High and Low Adjustment   in relation to Teacher Stress.

Results and Discussions:

The Teacher Stress aspect is influencing the Adjustment factor. Further, the results of the study reveal that the Teacher Stress variables like Sex, Locality, Qualification, experience and type of institution do differed significantly, whereas the Adjustment - the variables like Locality, Age, Experience, Marital Status, Experience and Type of Institution categories are do differed significantly. In view of these reasons more attention is required to pursue the causes of disparity among the Teachers of Colleges of Education in their Stress and Adjustment aspects so as to enhance the quality in Colleges of Education.

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