



WORK ORIENTATION AND STRESS OF ENGLISH AND TELUGU MEDIUM SECONDARY SCHOOL TEACHERS

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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. There is a consensus of opinion among educationists to-day that education besides developing the faculties of mind and body, should also contributed for achieving certain social ends such as integration, democracy, equal distribution of wealth etc. That success of an educational institution depends on the quality of its teachers. It is not out of place to state that the teacher is the noblest symbol of the country's culture. A systematic study of Work Orientation and Stress among the English and Telugu Medium Secondary School Teachers in the Indian context is very much needed. It is also intended to study the influence of intervening variables of Work Orientation and Stress. Work or '*karma*' is a force which can uplift one's life when rightly performed and it can also spoil the life when wrongly performed. Work Orientation has been recognized as an important factor influencing work place behavior (Indirasen, 1986). Widderburn and Crompton (1972) studied three chemical plants make a similar point.

Stress is a term used to designate a wide range of man's arising in response to various extreme effects. Usually Stress is thought of in negative terms. It is thought to be caused by something bad. This form is a form of distress. But there is also a positive and pleasant side of stress caused by good things, for example an employee is offered a job promotion at another place. Increasing speculation that stress may be particularly prevalent among the human service professions. Especially the impact of stress in teaching profession is alarming and is being focused and given due attention in recent times. Kyriacou and Sutcliffe (1977 & 1978) have defined teachers stress as a response syndrome of negative effects 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. Theoretically the aspects Work Orientation and Stress are independent but they are inter-dependent. In practice how the Work Orientation is influencing by Stress? What is the relation between the Dimensions as well as relation between Work Orientation and Stress among the Secondary School Teachers.

Mr.Gregor (1960), Argyris (1972) and Herzberg (1966) have opined that the human needs like autonomy, discretion and opportunity for self-growth are important factors influencing the work orientation of people in general. Whereas, Cherrington (1980) in his study concludes that in addition to the present work environment, the childhood experiences of works also act as influencing factors of work orientation of employees. Neff (1968) found that work – like many other human activities is highly responsive to the environment in which it takes place. While Mohanthy (1991) has disclosed that persons high in meaning were achievement oriented, whereas persons low in meaning were affiliation oriented in their work orientation.

Dunham (1976) identified three common stress situations viz., Reorganisation of schools into comprehensive types, role conflict and role ambiguity and poor working conditions like inadequate building and high noise levels. Lowther, Stark and Champman (1984) found that (a) strong sense of being locked into the current job and (b) negative view of their prospects for advancement, vertically as well as horizontally as they were denied the opportunity for promotion even when their performance was outstanding.

Problem:

The problem posed in this study is to establish the relationship between Teacher Work Orientation and Teacher Stress among the English and Telugu Medium Secondary School Teachers in Vizianagaram District.

Objectives of the Study:

- (1) To study the relationship between Teacher Work Orientation and Teacher Stress of English and Telugu Medium Secondary School Teachers.
- (2) To find out the significance of relationship between Dimensions of – Teacher Work Orientation; and Teacher Stress of English and Telugu Medium Secondary School Teachers.
- (3) To find out the significance of difference between the demographic and professional variables in respect of Teacher Work Orientation, Teacher



Stress of English and Telugu Medium Secondary School Teachers.

- (4) To find out significant difference between High and Low Teacher Work Orientation in relation to Teacher Stress; High and Low Teacher Stress in relation to Teacher Work Orientation.

Hypotheses:

- (1) There is no significance of relationship between Teacher Work Orientation and Teacher Stress.
- (2) There is no significance of relationship between the Dimensions of Teacher Work Orientation; and Teacher Stress.
- (3) Teachers considered under Sex, Locality, Qualification, Age, Marital Status, Experience, and Type of Management do not differ significantly in their Teacher Work Orientation and Teacher Stress.
- (4) Teachers of Low and High categories do not differ significantly in their Teacher Work Orientation in relation to Teacher Stress; and Teachers Stress in relation to Teacher Work Orientation.

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 Work Orientation and Teacher Stress 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 Work Orientation and Teacher Stress. The Fourth and last phase is disclosed using appropriate statistical procedures to find out the significance of difference between the demographic variables in their Teacher Work Orientation and Teacher Stress.

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 s. Each statement in both the tools is followed with the method of summated rating technique. This technique is used because it is most forward technique. The Work Orientation Scale is provided with Very Often (VO), Often (O), Sometimes (S), Rarely (R). Where, the Teacher Stress is consists



of four alternatives viz., – Little Stress (LS), Mild Stress (MS), Moderate Stress (MS) and Great Stress (GS). A clear was given to the respondents while giving their opinion by putting a tick mark against the answer category to which they are agreed with. Each scale is stated with the personal data sheet. These two scales are administered to 139 Teachers of English and Telugu Medium Secondary Schools in Vizianagaram District.

Collection of Data:

For collection of data, the investigator personally visited each school and administered these scales to the teachers. In this study 21 Telugu Medium and 28 English Medium Secondary Schools have been surveyed. The respondents are advised to put their name, sex, qualification, designation, Age, experience and address of the school etc., as mentioned in the demographic data provided to the 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 are scores according to the scoring procedure.

Scoring:

The responses scored according to the key of the respective scales. In respect of Work Orientation scale all the positive items scores from 4 to 1 for four responses viz., Very Often (VO), Often (O), Sometimes (S) and Rarely (R) are provided against each statement. For all negative items weightage 1 to 4 is awarded. While in the case of Teacher Stress the weightage from 4 to 1 is given in respect of the answer categories viz., Little Stress, Mild Stress, Moderate Stress and Great Stress and the weightage will be awarded to the answer categories from 1 to 4 in respect of negative items. Basing on the above scoring procedure both the tools were scored and computed as required and stated in the analysis of data. Thus the total score of Teacher Work Orientation tool will be 24 to 96 and Teacher Stress Score is 40 – 160.

Sample:

The sample selected for the present investigation is 49 English and Telugu Medium Secondary Schools in Vizianagaram District. Random sampling technique is followed to draw the sample for the present study. To measure the Teacher Work Orientation and Teacher Stress of the selected sample of Teachers, the collected data was categorized as Sex (Male= 56; Female = 83), Locality (Rural = 48; Urban = 91), Qualification (TTC = 62; B.Ed., = 78); Age (Below 35 years = 54; Above 35 years = 85), Marital Status (Married – 76; Unmarried – 63), Experience (Below 15 years =



68; Above 15 years = 71), Type of Institution (English Medium = 52; Telugu Medium = 87). 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 49 English and Telugu Medium Secondary School Teachers is 139.

Delimitation of the Study:

This study is delimited to the Teachers working in English and Telugu Medium Secondary Schools in Vizianagaram District only. To measure the opinion of teachers in their Teacher Work Orientation and Teacher Stress, self-rating Scale is used. Of many dimensions of Teacher Work Orientation – Achievement Orientation and Affiliation Orientation are taken into account. Similarly, of many dimensions of Teacher Stress – Intensity of work, Students' Behaviour, Professional Growth, and Extrinsic Annoyers are considered in this study.

Tools Description:

The 'Work Orientation' tool was devised and standardized by Dr.B.Indira (1998) for her Research study. This stool is consists of two areas namely – Achievement Orientation (12 items) and Affiliation Orientation (12). Whereas the Uday SCIT Tool designed and standardized by Dr.U.N.Rao (1995) is to measure the Stress of Secondary School Teachers. This tool is consists of four areas viz., Intensity of Work.

Statistical Procedure adopted:

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

Analysis of Data:

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

**Table 1**

Table showing significance of 'r' between Teacher Work Orientation and Teacher Stress

Variable category	N	Df	'r'	Probability
Teacher Work Orientation Teacher Stress	139	137	0.68	Significant at 0.01 Level

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

Table 2

Table showing the inter-correlation matrix of various dimensions of Teacher Work Orientation of Dr.Indira, Birudavolu (1998)

	Achievement Orientation	Affiliation Orientation
Achievement Orientation	1.00	0.51
Affiliation Orientation		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., Achievement Orientation and Affiliation Orientation of Teacher Work Orientation are correlated and statistically significant. Hence, the null hypothesis stated that 'no significance of relationship between the dimensions of Teacher Work Orientation' is rejected.

Table 3

Table showing the inter-correlation Matrix of various Dimensions of Teacher Stress of Uday's SCIT Scale

	Intensity of work	Students' Behaviour	Professional growth	Extrinsic Annoyers
Intensity of work	1.00	0.38	0.47	0.52
Students' Behaviour		1.00	0.61	0.59
Professional growth			1.00	0.48
Extrinsic Annoyers				1.00



From the above table it is concluded that the obtained ‘r’ values are significant at 0.01 levels respectively. The dimensions viz., Intensity of work, Students’ Behaviour, Professional Growth and Extrinsic Annoyers of Teacher Stress are correlated and statistically corroborated. Hence, the null hypothesis that, ‘no significance of relationship between the dimensions of Teacher Stress’ is rejected.

Table 4
Table showing the significance of difference of Mean Between various variables of Telugu and English Medium Secondary School Teachers in their Work Orientation

Variable category	Mean	S.D	N	C.R
Male	79.64	16.83	56	2.8**
Female	87.32	14.29	83	
Rural area	85.38	16.94	48	2.42*
Urban area	78.45	14.17	91	
TTC.,	81.82	16.76	62	1.45@
B.Ed.,	77.69	16.68	78	
Below 35 years Experience	72.96	16.85	54	3.45**
Above 35 years Experience	82.53	14.33	85	
Married	86.35	16.71	76	2.51*
Unmarried	79.18	16.75	63	
Below 15 years Age	78.45	16.72	68	3.1**
Above 15 years Age	87.23	16.65	71	
English Medium Schools	78.62	16.85	52	2.57*
Telugu Medium School	85.81	14.31	87	

**Significant at 0.01 level

*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 Sex, Locality, Age, Marital Status, Experience and Type of Institution are more than 1.96 and 2.58, which is significant at 0.05 and 0.01 levels respectively. Hence, the null hypotheses in respect of the above variables are rejected. Further, it is also concluded that though there is significance of difference between the Teachers considered under Qualification category, statistically they are not corroborated; hence, the null hypotheses are retained.

**Table 5**

Table showing the significance of difference of Mean Between the various variables of English and Telugu Medium Secondary School Teachers in their Stress

Variable category	Mean	S.D	N	C.R
Male	76.82	16.68	56	3.15**
Female	85.91	16.65	83	
Rural area	89.36	16.73	48	3.68**
Urban area	78.45	16.42	91	
TTC.,	82.54	16.58	62	2.17*
B.Ed.,	76.39	16.74	78	
Below 35 years Experience	78.43	16.71	54	0.28@
Above 35 years Experience	79.26	16.67	85	
Married	82.45	16.73	76	1.53@
Unmarried	78.11	16.56	63	
Below 15 years Age	83.64	16.54	68	2.3*
Above 15 years Age	76.93	16.7	71	
English Medium Schools	79.64	16.71	52	2.95**
Telugu Medium Schools	88.23	16.64	87	

****Significant at 0.01 level**

***Significant at 0.05 level**

@Not Significant

The above table disclosed that the obtained Critical Ratio values of the variables viz., Sex, Locality, Qualification, Experience and Type of Institution in respect of Stress of Secondary School Teachers are more than 1.96 but less than 2.58, which is significant at 0.05 and 0.01 levels respectively. Hence, the null hypotheses that the 'there is no significance of difference between the variables – Sex, Locality, Qualification, Experience and Type of Institution of Secondary School Teachers in their Stress' is rejected. Further, though there is significance of difference between the Teachers considered under Age and Marital Status categories, statistically it is not corroborated. Hence, the null hypotheses are accepted.



Table 6
Table showing the Mean values of the Dimensions in respect of
Work Orientation and Stress (N = 139)

WORK ORIENTATION			STRESS		
Dimension	Mean	S.D	Dimension	Mean	S.D
Achievement Orientation	28.41		Intensity of Work	22.76	3.63
Affiliation Orientation	27.35		Student's Behaviour	23.45	4.27
			Professional Growth	22.49	4.75
			Extrinsic Annoyers	31.75	8.63

From the above table it is observed that the 'Achievement' aspect is possessed highest mean score followed by 'Affiliation Orientation' aspect of Work Orientation. Similarly, in respect of Stress – the highest mean value is 'Extrinsic Annoyers' aspect followed by 'Students' Behaviour', 'Intensity of Work' and 'Professional Growth' of Teacher Stress.

Discussion of Results:

- 1) There is significance of relationship between Teacher Work Orientation and Stress among the English and Telugu Medium Secondary School Teachers.
- 2) There is significance of relationship between the dimensions of Teacher Work Orientation..
- 3) There is significance of relationship between the dimensions of Teacher Stress..
- 4) In respect of Teacher Work Orientation, there is significance of difference between the variables – Sex, Locality, Age, Marital Status, Experience and Type of Institution. Whereas the Teachers in respect of Qualification category do not differ significantly.
- 5) In respect of Teacher Stress, there is significance of difference between all the variables like – Sex, Locality, Qualification, Experience, and Type of Institution. Whereas the Teachers considered under Age and Marital Status categories do not differ significantly.
- 6) The highest mean in respect of dimension of Teacher Work Orientation is – 'Achievement Orientation' followed by 'Affiliation Orientation'. Further the



highest mean value in respect of dimension of Teacher Stress is 'Extrinsic Annoyers' followed by 'Students Behaviour', 'Intensity of work' and 'Professional Growth'.

Results & Discussion:

The Teacher Work Orientation aspect is influencing the Teacher Stress. Further, the result of the study disclosed that the Teacher Work Orientation aspect is influencing the variables Sex, Locality, Age, Marital Status, Experience and type of institution, whereas the Stress aspect influencing the variables like Sex, Locality, Qualification, Experience, and Type of Institution categories. In view of the above study, more attention is needed required to pursue the differentiation among the English and Telugu Medium Secondary School Teachers so as to enhance the quality in teaching learning standards.

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