

To study the work related stress among teacher educators

Dr Priyanka Singh

Assistant Professor, AIE, Amity University, Noida (India)

“Situations , circumstances or any stimulus that is perceived to be a threat is referred to as a stressor, or that which causes or promotes stress” **-(Brian Luke Seaward)**

1. Introduction

Teacher Educators are the key players in the endeavour to improve the quality of teacher education. They are role models and from them many teachers acquire the competences (knowledge, skills and values) that they deploy in the classroom. Being teacher educator myself we have understood that teacher educators have a dual role: to be producers of knowledge about education, learning and teaching, and to be educators of teachers. We have so many responsibilities and so little to accomplish them which ultimately lead to stress. Stress is difficult to define precisely. The concept of stress was first introduced in the life sciences by Selye Hans in 1936. It was derived from the Latin word 'stringere'; it meant the experience of physical hardship, starvation, torture and pain .Teaching related stress, commonly termed „teacher stress”, is defined as a teacher’s experience of “unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from some aspect of their work as a teacher” .

2. Who is a teacher educator

A simple definition of *teacher educator* is anyone who educates teachers. Teacher educators are identified as those educators who provide formal instruction or conduct research and development for educating prospective and practicing teachers. Beside this teacher Educators are those who do Model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting research, proficiency with technology and assessment, and accepted best practices in teacher education. They inquire systematically into, reflect on, and improve their own practice and demonstrate commitment to continuous professional development. They provide leadership in developing, implementing, and evaluating teacher education programs that are rigorous, relevant, and grounded in theory, research, and best practice. The Vision of teacher Educator is to contribute in creating visions for teaching, learning, and teacher education that take into account such issues as technology, systemic thinking, and world views. Beside this they also collaborate with relevant stakeholders to improve teaching, research, and student learning.

3. Teacher Educators and Stress

Teaching can be one of the most stressful careers as it is a lifelong learning for teacher educators as the people responsible for making sure that teachers’ knowledge, skills and attitudes are kept up to date. Teacher Educators must

themselves be open to constant evolution in their own professional body of knowledge, skills and attitudes, and must be able to adapt rapidly to changing needs. Normally, the stress does not come from the students that you are teaching, but the before, during and after college meetings and overwhelming paperwork. As teachers Educators, we have so many responsibilities and so little time to accomplish them. When we can't complete our daily tasks and responsibilities, this can often translate into failure, stress and teacher burnout. Feelings Associated with Stress are:- anxious, scared, angry, frustrated, moody, fear of Failure, Low Self –Esteem, worrying About the Future, concentration problem , complaining About Work etc.

4. Objective

- To study the causes of stress among teacher Educators.
- To suggest measures to manage stress among teacher educators.

5. Method

A self-made questionnaire was designed to investigate the cause of stress among teacher educators. The questionnaire was prepared after considerable and deep understanding of the research problem, discussion with experience and knowledgeable persons, systematic study of pertinent literature. A random sample of 50 teacher educators was generated from Delhi NCR. Data were analyzed using simple percentages

6. Results and Discussions

Table 1-Socio-Demographic profile of study population

Variable	Teacher Educators(n1= 50)
Age	
Less than 35 yrs	23(46%)
More than 35 yrs	27(54%)
Gender	
Male	8(16%)
Female	42(84%)
No. Of years of teaching experience	
More than 15yrs	3(6%)
Less than 15yrs	47(94%)
Income	
Less than 30,000per month	32(64%)
More than 30,000 per month	18(36%)

Table 2- Distribution of Stress level among teacher Educators

	Severe stress (percent)	Moderate stress (percent)	Mild stress (percent)	No stress (percent)	Total (percent)

Teacher Educators	39 (78%)	3 (6%)	6 (12%)	2 (4%)	50 (100%)
-------------------	-------------	-----------	------------	-----------	--------------

It was observed from Table 1 that among study population majority of teacher Educators are more than 35 years of age group. Mostly teachers Educators are female that is 84 % may be for its respectability, security, less work and to be able managing their homes. Beside this 94% teachers have less than 15 years of experience and just 6% have more than 15 years of teaching experience. 64% Teacher Educators were getting salary less than 30000 and hardly 18% were getting more than 30,000. Beside this only 2% were getting pay according to UGC pay scale.

It was observed from table 2 that from teacher inventory stress test it was found that , 39 (78%) teacher educators were severe stress , 3(6%) were moderate stress, 6(12%) Mild stress and 2(4%) had no stress. Heavy workload, time pressure, education reforms, managing student's behavior and learning, lack of professional opportunities and gap in demand and supply were the most frequently reported sources of work stress

7. Effect of stress

The effect of stress can be physically, mentally and emotionally.

Physically The Heart pump faster, making the heart pound and blood pressure rise; some people experience palpitation, breathlessness, sweating, insomnia etc

Mentally Thinking negatively and fearing the worst increases worry stress

Emotionally Common emotional effects are irritability, impatience, anger, frustration, fear anxiety, self- doubt, panic, insecurity, unhappiness, emotional withdrawal, depression etc.

8. Recommendation for reducing stress

Recommendations for effective measures for preventing, eliminating and reducing problems of work-related stress are to identify those factors that lead to work-related stress at every

References

1. Abel, M.H. & Sewell, J. (1999). Stress and burnout in rural and urban secondary school teachers. *The Journal of Educational Research*, 92(5) 287-293.
2. Bhupinder Pal Singh, (2011). Study and Analysis of Academic Stress of B.Ed.Students *International Journal of Educational Planning & Administration*. ISSN 2249-3093 Volume 1, Number 2 pp. 119-127 © Research India Publications ,<http://www.ripublication.com/ijepa.htm>
3. Cooper, C.L. and Kelly, M. (1993). Occupational stress in head teachers: A national UK study. *British Journal of Educational Psychology*,
4. Paula Harlow, Stress, Coping, Job Satisfaction, and Experience in Teachers, *Fighting the Stress of Teaching to the Test*
5. Pervez, S. and Hanif, R. (2003). Levels and sources of work stress among women school teachers. *Pakistan Journal of Psychological Research*,
6. Praveena Ganapa, A Sreedevi, A comparative study of work related stress among government and private school teachers of Kurnool town, *International Journal Of Public Mental Health And Neurosciences* ISSN: 2394-4668
7. Selye, H. (1956). *The stress of life*.
8. Stephenie Overman, *Educators Cope With Test Stress in Unique Ways*
9. Swennen A. and van der Klink M.(2009). *Becoming a Teacher Educator: Theory and Practice for Teacher Educators*. Heidelberg: Springer.

individual teacher's workplace (institution). It is evident that work-related stress is not an individual weakness, but results from organizational and/or interpersonal problems at work. Accept yourself as an imperfect human being. Believe that you have value and that you can make a contribution to humanity. Accept responsibility for yourself and your behavior. Exercise, Eat well-balanced meals, Get enough rest, Cultivate a hopeful attitude by saying encouraging things to yourself, Develop effective communication skills, Foster a sense of humor, Seek out and maintain at least one close personal friend. Beside this Ways to reduce stress are:-Become aware of how you react in stressful situations , Be Positive, Speak Positive, Think Positive , At the end of the day, think about all the things you achieved and finished rather than what you didn't have time to get done, Learn to say no to certain requests and after school duties. You can't do everything, and you shouldn't, self –relaxing, Leave work at office, Share the workload, Take a mental health day etc. Therefore we can say that reducing stress is vital for maintaining our overall health, as it can improve mood, boost immune function, promote longevity and allow us to be more productive.

9. Conclusions

In recent years, the problem of teacher stress and related issues of had already drawn the public attention and frequently be the headlines of newspapers. The findings of this research could serve as a useful reference for the organizations such as NCTE, NCERT, MHRD etc. when formulating the policies and strategies to help the teacher educators relieve and cope with their work-related problems. . From the results obtained through the survey it has become evident that some factors are more prone to cause stress amongst teachers than others. These vary from state to state, but provide an overview of the current situation for work-related stress amongst teacher educators. Moreover, with the information of common sources of teacher stress found in this research for reference, the government could be more considerate of the teacher educators while establishing new education policies or educational reforms. Finally, this research study is believed to be able to enlighten other researchers to conduct further in-depth studies to investigate the occupation problems of the teachers.