



DEVELOPING A TRAINING MODEL FOR MINIMISING JOB STRESS OF TEACHERS IN THE SPECIAL SCHOOLS

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ABSTRACT

The study aims to develop a training model developed by the investigators to minimise the job stress in teachers of special schools in Kerala. The investigation followed a mixed methodology wherein descriptive cum experimental design was employed to find out valid answers to the research questions. The descriptive part, aimed to find out the level of job stress in special school teachers, by administering a researchers made Job Stress Scale of acceptable validity and reliability on a stratified random sample of 250 teachers in the special schools selected from eight districts of Kerala. Analysis exposed heightened levels of job stress in teachers working in special schools of Kerala. A pretest-posttest single group design was adopted for testing the effectiveness of the training model developed by the investigators. A selected group of special school teachers ($n = 60$) was exposed to the one-week experimental treatment with the help of the training model. Significant difference in the post-test scores of job stress of the participants was observed, indicating the effectiveness of the developed training model in reducing the job stress of teachers in special schools.

KEYWORDS : Training model, Job stress, Special schools

INTRODUCTION

In a highly competitive world, education is not merely a basic human right but is more a survival need. It is more so in the case of differentially abled children. The need and importance of education for disabled children is best manifested in the report of the Education Commission (1964-66) as: "the education of the handicapped children should be an inseparable part of the education system." (Govt. of India, 1966). The role of teacher in the process of education is vital. The growth and development of the child depends considerably on the quality and ideal of the teacher under whose care the child is left for studies. In fact, a teacher is an exemplar influencing every facet of the student's growth and developing their innate potentials, in addition to being a motivator, guide and friend. To quote the Education Commission (1964-66), "of all the different factors which influence the quality of education, and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant" (Govt. of India, 1966). Research has emphasized the importance of effective teachers as the most critical factor in determining student success (Goldhaber & Anthony, 2007; Marzano, 2003; Mathers & Olivia, 2008). The effectiveness of a teacher depends largely on his personality (Khatal, 2010). His abilities, both inborn and acquired, his talents, professional skills, his attitudes, temperament, level of satisfaction in the profession etc. are all decisive factors in classroom effectiveness. It is more so in the case of teachers working in special schools, as they are bound to meet the special needs of the differentially abled children apart from meeting other educational and developmental needs common for normal children of the same age.

The increased job stress and subsequent low job satisfaction among school teachers have been the topic of active research in Education in recent years (eg: Ghani, Ahmad & Ibrahim, 2014; Chamundeswari, 2013; Abdulkadir 2013; Kyriacou & Chien, 2009; Alam, 2009; Kumar, Bhandari & Patil, 2009). Realizing the detrimental effect of teachers' job stress on student outcome, efforts have been initiated in recent years to reduce the professional stress of teachers. In spite of the heightened levels of job stress among teachers working in special schools, they are largely neglected from such investigations and no effort has been so far initiated to address the job stress of teachers working in special schools. This paper, part of the research study of the first author under

the supervision of the second author, aims to test the effectiveness of a Training Model to alleviate the job stress of teachers working in special schools.

OBJECTIVES

1. To find out the level of job stress among teachers in the special schools of Kerala.
2. To develop a training model for minimising job stress of teachers in the special schools
3. To test the effectiveness of the developed training model in minimising job stress of teachers in the special schools for the sample.
4. To test the effectiveness of the developed training model in minimising job stress of teachers for the component based on Interpersonal relationship, Wage/Salary, Administration, Teaching facility, Parental support, In-service training, Family support and Social recognition.

HYPOTHESES

The following hypotheses were tested for the study:

1. Teachers in the special schools have job stress.
2. A training model will be effective for minimising job stress of teachers in special schools
3. There will be no significant difference between the pre-test and post test scores of the components on minimising job stress of teachers based on Interpersonal relationship, Wage/Salary, Administration, Teaching facility, Parental support, In-service training, Family support and Social recognition.

METHODOLOGY

The study involved two distinct phases. The first phase was a descriptive survey to find out the job stress of teachers working in special schools. 250 special school teachers selected on a stratified random basis from eight districts of Kerala constituted the sample for the study. Data collection was accomplished by administering the Job Stress Scale for Special School Teachers (Paulose & Geetha, 2018). It is a 35 item, five point Likert-type scale which covers eight dimensions of job stress such as Interpersonal relationship, Wage, Administration, Teaching facility, Parental support, In-service training, Family support and Social recognition. The test is found to have concurrent validity of 0.74 with another established test and test-retest reliability of 0.86. The second phase of the study followed a pre-test post-test single group design wherein the effectiveness of a Training Model,

developed by the investigators, to mitigate the job stress of special schools teachers were tested on group of 60 special school teachers from Trissur district.

The Training Model and Intervention

A “trainee-centered” dynamics, rather than “trainer-centered” approach were adopted for developing the training model. The training content involved eight components such as Interpersonal relationship, Wage/Salary, Administration, Teaching facility, Parental support, In-service training, Family support and Social recognition, complementary to the sources of job stress experienced by special school teachers. The training model encompasses four phases, viz., Analyzing Phase, Training Phase, Sharing Phase and Realizing Phase. The situations of job stress are analyzed during the Analyzing Phase. The objectives of training in each area are also set during this phase. The instructor makes rapport with participants and shows video clippings and pictures related to job stress. Through several activities, the teachers are motivated and pass to the next phase. In the second phase administering the training programme, i.e., actually training the teachers selected to participate in the experimentation phases. Various techniques are adopted by the instructor to motivate the teachers which including lectures, role playing, discussions, buzz sections, brainstorming and the like. Trainees wholeheartedly participated in the discussions to asses all the situations and limitations of our system. The instructor uses positive approaches and concluded with current examples gives clear understanding about job stress of teachers. Sharing phase is the key to release stress from the people. Through sharing, the teachers understand that several people are focusing the same problem, and try to minimize their stress. The Trainer encourages the teachers to share their experiences in the context of each component. Caution is taken to ensure relaxed, comfortable and free-wheel atmosphere. In this phase the trainees are divided into convenient groups. Members of each group share their experiences with regard to job stress. Separate issues are also given to each group and members of each group to discuss and suggest about coping strategies that can be adopted to minimize job stress. The relevant experiences are recorded and the leader of each group presents them to all the participants. In the releasing phase the presentation by the group leaders, open discussion is allowed regarding each issue. When the situation is realized, there happens release of stress and regaining of job satisfaction. When suggestions are drawn from the participants it gives the effect of a non-directive counseling. Suggestions from the participants are drawn in a warm hearted way. The trainer uses very open and positive approach and concludes the session with current examples without hurting anyone.

RESULT AND DISCUSSION

The data were analyzed by keeping the objectives and hypotheses in mind. The Arithmetic Mean (M), Median, and Standard Deviation (σ) of the job stress scores were estimated and the total sample and sub-samples based on gender were separated into High-, Average-, and Low levels of job stress based on the $M \pm \sigma$ principle. The result obtained in presented in Table 1.

Table-1: Level of job stress of teachers in the special schools

Sample	N	Mean	Median	σ	Level of Job Stress %		
					High	Average	Low
Total	250	85.78	89.00	13.38	22	52	26
Male	67	84.85	90	15.36	25.4	49.2	25.4
Female	183	86.13	88	12.61	24	49.7	26.2

The Table 1 reveals that, the mean score of the total population under study is 85.78 with a standard deviation of 13.38. The median estimated for the distribution is 89.00 which is very close to the mean value of 85.78. The table shows that 52% of

the total sample has average job stress and 22 % has high job stress. A closer observation of the table 1 indicates that significant percentage of male and female teachers has average job stress.

Paired t-test was applied to find out the significant difference, if any, in the job stress of the special school teachers between pre-test and post-test conditions. The result of the analysis is given in Table 2.

Table 2: Effectiveness of the training model for minimizing job stress of teachers in the special school

Sample	Pre – test		Post- test score		Mean Diff	t- value
	Mean	SD	Mean	SD		
Total	83.43	22.0	61.27	15.45	22.16	18.71*

The data and result of the analysis given in Table 2 shows that, after the intervention the score a decrease of 22.16 can be observed. The t-value estimated is 18.71 which is greater than the table value 2.58 for 0.01 level of significance. So it can be concluded that for the total sample the developed training model is effective for minimizing job stress among the teachers in the special schools. The analysis further continue to find out the components of job stress which contributed to the observed fall in the job stress of special school teachers, and the result of the component wise analysis is given in Table 3.

Table 3: Effectiveness of the training model for minimizing job stress components

Job Stress Components	Pre test		Post test		Mean Diff	t- value
	M_1	σ_1	M_2	σ_2		
Interpersonal relationship	13.05	2.57	7.58	1.39	5.47	19.34*
Wage/Salary	11.00	1.50	8.53	1.29	2.47	21.42*
Administration,	13.23	3.30	9.47	2.44	3.76	18.89*
Teaching facility	13.27	3.19	9.67	2.21	3.6	18.21*
Parental support,	13.17	3.64	8.62	2.24	4.55	18.30*
In-service training,	9.53	1.74	6.53	1.16	3	18.61*
Family support	8.63	1.22	5.08	1.05	3.55	29.05*
Social recognition.	8.37	1.40	6.20	1.09	2.17	16.88*

Table 3 reveals that the paired t-value obtained for all the components are greater than the table value 2.58 for 0.01 level of significance. So it can be stated that for all the components, job stress is significantly reduced as a result of the training model implemented. So the developed training model is effective for minimizing job stress among the teachers in the special schools.

CONCLUSIONS

The present study revealed that 52% of the total population has average job stress and 22% of the teachers have high jobs stress. Close observation reveals that 49.2 % of male and 49.7% of female teachers have average job stress and 25.4% of male and 24% of female have high job stress. In this context the Hypothesis 1 is hence accepted. The average score before the intervention of the 'developed training model' for the total sample is 83.43. After the intervention the score decreased to 61.27; a decrease of 22.16 can be observed. The paired t-value obtained is 18.71. So it can be stated that for the total sample, job stress is significantly reduced as a result of the training model inducted.so the Hypothesis 2 is accepted. There exists an obvious decrease after the intervention of the training model in the post test scores.it is clear from the data that training model is significant at 0.01 level .Hence the hypothesis 3 is also accepted

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