

Research Paper—Education



Feb, 2010

Prediction Efficiency of Motivation, Job involvement, Occupational Stress and Coping Strategies in Respect of Information Source of Senior Secondary Teachers in Jammu



*Gursangat Singh

*Lecturer, M.C. Khalsa College of Education, Jammu
& Research Scholar, Punjab University Chandigarh.

A B S T R A C T

The study was conducted to explore the predictors of information source as one of the dimensions of Teacher Effectiveness. The study was conducted in Jammu City. By using incidental sampling technique, a sample of 153 male and female teachers, Arts, Science and Commerce Teachers from 16 Senior Secondary Schools participated in the study. A standardized Employees Motivation schedule of Srivastava (1998), Teacher Effectiveness Scale by Kumar and Mutha (1976), occupation stress index by Srivashtava and Singh 1994, Job Involvement Scale by Singh 1984 and ways of coping Questionnaire by Folkman and Lazarus (1988) were used to collect data. Data were analyzed by using stepwise multiple regression analysis. Out of 33 dimensions of four independent variables only 4 predictors were found. These are Need for Social Affiliation and Confirmation(Teacher Motivation), Under Participation (Occupational Stress), Organizational Identification (Job Involvement) and Distancing (Coping Strategy).

INTRODUCTION

Teaching is a dynamic activity. It unfolds a world of knowledge and information, experience and erudition. So Teacher has to play different roles i.e. organising learning resources, to conduct interactive classroom teaching, to train the students problem solving etc. According to Anderson (2004), effective teachers are those who achieve the goals which they set for themselves or which they have set for them by others (eg. ministries of education, legislators and other government officials, school administrators). As a consequence, those who

study and attempt to improve teacher effectiveness must be cognizant of the goals imposed on teachers or the goals that teachers establish for themselves, or both. According to Chakarbarti (1998), teacher effectiveness presupposes teacher behaviours with special reference to teacher characteristics and the environments needed for teacher development.

Information source will influence both the analysis of teaching task and also the assessment of Teaching Competence. Analysis of teaching task means content analysis i.e. knowledge of subject matter for achieving objectives of the

lesson. Assessment of Teaching competence means judgment of one's current abilities and strategies for the teaching task. In the present study Mutha and Kumar (1976)'s Teacher effectiveness scale was used. In this scale there are 11 dimensions of Teacher Effectiveness Information source is one of the dimensions of Teacher Effectiveness.

TEACHER MOTIVATION

Teacher Motivation naturally has to do with teacher's attitude to work. It has to do with teachers' desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore it could underlie their involvement or non-involvement in academic and non-academic activities, which operate in schools (Ofoegbu 2004). Tracy (2000) defined motivation as "all those inner striving conditions, described as wishes, desires, urges to stimulate the interest of a person in an activity". It is therefore an inner state that stimulates and triggers behaviour. According to Srivastava (1988), men work for various reasons. To produce, to create, to earn money are some of the reasons that make the individual to work. It has been established that employees motivation changes from one occasion to another. Further it has also been found that individual may be motivated by more than one need at a time.

JOB INVOLVEMENT

Lodahl and Kejner (1965) defined Job Involvement as the degree of which a person's work performance affected his self esteem. Further Job Involvement is considered as the degree to which a person is identified psychologically with his work or the importance to his work in his total self image. By referring to the studies of Elloy, Flynn (1995), job involved persons are those who actively participate in job.

OCCUPATIONAL STRESS

Stress is a process in which environmental forces threaten an individual's well being. (Hibert and Farber 1984). Stress may be either beneficial or harmful in its effects. Too little

stress can be harmful and lead to so called rust out. Too much stress may also harmful which may lead to burnout. According to Gmelch (1983) all teachers and administrators experience stress due to: •Student Teacher Relationship • Time Pressure • Colleague Relationship • Organisational stress • Conflicts due to different teaching philosophies, departmental policies, administrator deadlines and paper marking. Sinclair (1992) listed the following factors: • Feeling of ineffectiveness • Inadequate classroom facilities and powerlessness • Involuntary transfers • Lack of involvement in educational professional research and development. •Professional isolation in the •Time pressure classroom • Unacceptable student behaviour

COPING STRATEGIES.

Now coping skills are the physical and psychological correlated mechanism by which we reduce the negative consequences that result from stress. [Lazarus and Leunier, 1978]. Coping can be considered as transactional process between individuals and their environment, involving appraisals such as whether the situation or event is a threat, a challenge, or a loss and appraisals of what can be done. Once a person decides what can be done, coping strategies are implemented (Lazarus, and Folkman, 1984). So coping has four features.

REVIEW OF RELATED LITERATURE

Brussels (2009), in his research report revealed the following :- three out of four teachers feel that they lack incentives to improve the quality of teaching. - teacher effectiveness hampered by lack of incentives. - Chughtai (2008) revealed in his study that job involvement is positively correlated with job performance { $r = 0.30, p < 0.1$ } - Kumar (2007), in his study revealed negative correlation between occupational stress and teacher effectiveness of teachers working at senior secondary stage. -Thomas Gorden (2007), in his paper related to Teacher Efficient Training revealed that by the use of problem solving strategy, teachers teach more efficiently and

feel better about themselves as teacher and hence students learn more. - Khan (2003) found significance difference between the mean values of highly motivated teachers (321.46) and low motivated teachers (304.98) on teachers effectiveness variable. Coefficient of correlation between total scores of work motivation and teacher effectiveness was 0.28 (significant at 0.01 level).

OBJECTIVE OF THE STUDY

To find Motivation, Job Involvement, Occupational Stress and Coping Strategies as predictors of information source of Senior Secondary School Teachers.

HYPOTHESIS

Some of the dimensions of the variables Motivation, Job Involvement, Occupational Stress and Coping Strategies are able to predict information source of Teachers.

METHODOLOGY OF RESEARCH

The study is descriptive by nature, survey through a questionnaire was undertaken:

Sample : The sampling technique was incidental by nature ie. those schools were selected for the study which were readily available. Further those teachers were included in the study who have shown their willingness to participate in the study. Data were collected from 16 Senior Secondary Schools (Govt. and Private) of Jammu City. 153 Post Graduate Teachers participated in the study.

Gender : Out of 153 there were 52 men, 101 women teachers.

Subject Specialization : There were 74 Arts, 54 Science and 25 Commerce Post Graduate Teachers.

TOOLS : In the present study following Tools were used nSrivastava (1998)'s, "Employees Motivation Schedule was used which purports to assess the magnitude of work motivation generated by :

- **Need for Personal Growth(M1) :** which means improvement of self and competence.

- **Need for Achievement(M2)** describes as the goal achievement and also competition.

- **Need for Self Control(M3)** i.e., being alert and sincere to job responsibilities.

- **Need for Monetary Gains(M4)** deals with immediate monetary gains or rewards ie..., increments in salary or wages etc.

- **Need for Non-Financial Gains(M5)** deals with the status i.e., recognition of a person in the society.

- **Need for Social Affiliation and Confirmation (M6)** deals with the participation and cooperation in group activities.

- **Need for Autonomy and Self Actualization (M7)** deals with self appraisal or to recognize one's weak and strong points. n Job Involvement Scale by Singh, Ashok Partap (1984), includes six sub-variables of Job Involvement. The description of these sub-variables is given below :

- **Intrinsic Motivation(J1)** is possessed by those teachers who finish their work at the required time. They enjoy while they do the work.

- **Attachment to work (J2)** refers to those teachers who think only about the assigned work when they are engaged in the work. Sometimes they utilize their recess period or the period after the school hours to complete their work.

- **Fulfillment of organisation goals(J3)** refers to those teachers who can achieve the goals which are fixed by the schools or organisation.

- **Commitment to work(J4)** indicates those teachers who give importance to their assigned work.

- **Internalization of organizational goals(J5)** refers to those teachers who have a deep concern about the goals of the organisation.

- **Organisation Identification (J6)** means to identify oneself with the name of the organisation. n Occupational stress has been assessed with the help of Srivastva and Singh (1994)'s Scale: There are twelve sub variables of occupational stress: These are: **Role overload (O1)** deals with quantity as well as difficulty level of work.

- **Role Ambiguity (O2)** is another sub variable of occupational stress Role Ambiguity arises from unclear job objectives and responsibilities,

often through poor communication.

Role Conflict (O3) occurs when there are conflicting demands or instruction, where the individual has to do things which are not seen as a part of the job

Unreasonable Group and political pressure (O4) is the sub variable of occupational stress.

Responsibility for persons (O5) means when a teacher is obliged to or answerable to the authorities for his output i.e achievement of the learners

Under Participation(O6) means teacher ignored by the authorities or he/she is unable to participation in the activities of the school.

Powerlessness (O7), It means lack of power or controlling authority or dominance.

Poor Peer Relations (O8) is also another sub variable of occupational stress

Intrinsic impoverishment (O9) is another sub variable which means a teacher is being deprived of strength of resources due to his inabilities.

Low Status (O10) i.e lack of position or rank in the society is also the sub variables of Occupational Stress. **Strenuous Working Conditions (O11)** also causes stress,

Unprofitability (O12) i.e. unable to reap the profits is also the sub variable Occupational Stress. Ways of Coping Questionnaire by Folkman and Lazarus (1988) suggested the following strategies or skills to reduce the negative effects of stress.

- **Confrontive coping(C1)** describes aggressive efforts to alter the situation i.e. Teachers can fight for the achievement of classroom objectives.

- **Distancing(C2)** makes use of cognitive efforts to detach oneself from the unpleasant situations i.e. Teachers refuse to get too serious about the unpleasant situation and also to think about it too much. They try to look in the bright side of things.

- **Self Controlling (C3)** involves efforts to regulate one's feelings and action i.e. Teachers

try to keep their feelings to themselves i.e. not to act too hastily.

- **Seeking Social Support(C4)** involves efforts to seek information support, tangible support and emotional support i.e. Teachers talk to some one to find out more about the situation and also some thing concrete about the problem they get professional help.

- **Accepting Responsibility(C5)** means to acknowledge one's own role in the problem with a concomitant theme of trying to put things right. They have to realize about the problem and to make a promise that things would be different next time.

- **Escape avoidance(C6)** describes wishful thinking and behavioural efforts to escape or avoid the problem.

- **Planful problem solving(C7)** involves deliberate efforts to solve the problem i.e. to make a plan of action and follow it. Teachers have to double their efforts to make things work.

- **Positive Reappraisal(C8)** i.e. teachers bring some changes in themselves in a good way to avoid unpleasant situation. n Kumar and Mutha (1976)'s Teacher Effectiveness Scale was used to assess information source of the post graduate teachers.

- **Information source** means knowledge possessed by the teacher related to the topic or mastery over the subject matter.

STATISTICAL METHODS USED

Multiple regression technique was used to analyse data. All the predictors to be used are entered simultaneously, such that all of regression parameters are estimated simultaneously. The multiple models have considered which is referred as variable selection procedure investigator selected stepwise.

According to Lomax (2001) The stepwise selection procedure is as follows. Initially, none of the potential predictors are included in the model. In the first step, that predictor is added to the model that makes the largest contribution to the explanation of the dependent variable. This

can be done by selecting that variable having the largest *t* or *F* statistic such that it is making the largest contribution to SS_{reg} or R^2 . In subsequent stages, the predictor is selected that makes the next largest contribution to the prediction of dependent variable.

As per the stepwise selection procedure :

In the first step the predictor is added to the model that makes a largest contribution to the explanation of the dependent variable which was done by selecting the variable having the largest *F* Statistic such that it is making the largest contribution to R^2 . Above table shows that Need for Social Affiliation and Confirmity(M6) was added to the first model. This variable contributed 3.9% { $R^2 = .039$ } to the information source of the Teachers. In the Second Model under participation (O6) sub variable of Occupational Stress along with Need for Social Affiliation and Confirmity (M6) was added. Both variables contributed conjointly 7.2% { $R^2 = .072$ } to the variance of dependent variable. Stress caused by under partici-

pation (O6) contributed 3.3% (7.2%-3.9%) to information source. In model-3 organisation identification (J6) component of Job Involvement included alongwith Need for Social Affiliation (M6) and Under Participation (O6). Which contributed conjointly 11% ($R^2=.110$) to the prediction of information source.

Model 3 explains that Teacher Motivation i.e. Need for Social Affiliation and Confirmity, teacher Stress due to Under Participation and teacher Involvement (Organisational Identification i.e., Association with the organisation) are able to predict the effectiveness of teachers in relation to their Information Source. Particularly organizational identification (J6) contributed 3.8% (11.0%-7.2%) to information source. In the next stage Distancing (C2) component of Coping Strategies included alongwith the predictors of Model 3 (Need for Social Affiliation and Confirmity (M6) under participation (O6) and Organisational Identification (T6)), Social Affiliation and Confirmity (M6) sub variables of Motivation, teachers stress

TABLE -1 NUMBER OF SR. SECONDARY SCHOOLS AND POSTGRADUATE TEACHERS

S.NO.	NAME OF THE SCHOOL	NO. OF P.G. TEACHERS
1.	Govt. Girls Higher Sec. School, Shastri Nagar	12
2.	Govt. H. Sec. School, Gandhi Nagar	15
3.	Govt. Hr. Sec. School, Canal Road	13
4.	Govt. Hr. Sec. School, Mubarak Mandi	13
5.	Govt. Hr. Sec. School, Bakshi Nagar	14
6.	BSF Sr. Sec. School	6
7.	Army School, Jammu Cantt.	8
8.	K.V. No.2	10
9.	Airforce School	6
10.	Army School, Kalu Chak	6
11.	K.V. Gandhi Nagar	9
12.	Guru Harkrishan Pub. School	6
13.	New Ashoka Sr. Sec. School	10
14.	Future Pack Hr. Sec. School	9
15.	DBN Vidya, Mandir	8
16.	Jain Sr. Secondary School	8
	TOTAL	153

due to under participation (O6), Organisational Identification (J6) Sub Variable of Job involvement and Distancing Coping (C2) contributed conjointly 13.5% ($R^2 = 1.35$) to the information source variable. Exclusively Distancing (C2) contributed 2.5% (13.5%-11.0%) to the information source. If the Teachers participate in group activities, feels stress due to under participation, associate themselves with the organisation and make cognitive efforts to detach themselves from unpleasant situations than they are likely to be more effective w.r.t. their Information Source Reason may be that through group activities, a teacher can explore more source of information i.e., New books, Websites, facts related to teaching learn-

ing process. Further various remedial measures used by Teachers to solve the problems of students (To avoid unpleasant situations) makes them effective.

EDUCATIONAL IMPLICATIONS

Teachers should associate themselves with the organization. further if they are unable to participate in the school activities particularly group activities, they will become ineffective with respect to information source. They should make cognitive efforts to detach themselves from the unpleasant situations i.e. if the learning attainments of the students are poor then Teachers should use some remedial measures to achieve the classroom objectives.

RESULTS AND DISCUSSIONS

Results of the Study are presented in the following tables.

TABLE -2 Summary of Stepwise Multiple Correlation on Regression Analysis for the variable Information Source as dependant and Motivation, Job Involvement, Occupation Stress and Coping Strategies as independent variables.

Dependent Variable	Model	Independent Variables	Beta	R	R	SE	df1	df2	F	Sig
Information Source	1	Need for Social Affiliation and Confirmation(M6)	.198	.198	.039	.2852	1	151	6.142	.01
Information Source	2	Need for Social Affiliation and Confirmation(M6)	.224	.268	.072	2.812	1	150	5.808	.01
		Under Participation (O6)	-.183							
Information Source	3	Social Affiliation and Confirmation (M6)	.220	.331	.110	2.763	1	149	6.131	.01
		Under Participation (O6)	-.210							
		Organizational Identification (J6)	.197							
Information Source	4	Social Affiliation and Confirmation (M6)	.206	.368	.135	2.733	1	148	5.799	.01
		Under Participation (O6)	-.251							
		Organizational Identification(J6)	.205							
		Distancing (C2)	-.166							

Predictors, M6Predictors, M6, O6 Predictors, M6, O6, J6Predictors, M6, O6, J6, C2

Following are the dependent and independent

variables. :-

Dependent Variable Information Source dimension of Teacher Effectiveness

Independent Variables (Predictors)

A) Dimensions of Teacher Motivation

•Need for Personal Growth(M1) •Need for Achievement (M2)•Need for Self Control(M3) •Need for Monetary Gains(M4) •Need for Non-Financial Gains(M5) •Need for Social Affiliation and Confirmation (M6) •Need for Autonomy and Self •Actualization (M7)

B) Dimensions of Job Involvement

•Intrinsic Motivation(J1) •Attachment to work (J2) •Fulfillment of organisation goals(J3)•Commitment to work(J4) •Internalization of organizational goals(J5) •Organisation Identification (J6)

C) Dimensions of Occupational Stress

•Role overload (O1) •Role Ambiguity (O2) •Role Conflict (O3) •Unreasonable Group and political pressure (O4) •Re sponsibility for persons (O5) •Under Participation(O6) •Powerlessness (O7) •Poor Peer Relations (O8) •Intrinsic impoverishment (O9) •Low Status (O10) •Strenuous Working Conditions (O11) •Unprofitability (O12)

D) Dimensions of Coping Strategies

•Confrontive coping(C1) •Distancing(C2) •Self Controlling (C3) •Seeking Social Support(C4) •Accepting Responsibility(C5) •Escape Avoidance(C6) •Planful Problem Solving(C7) •Positive Reappraisal(C8)

REFERENCE

- * Anderson (2004), Increasing Teacher Effectiveness UNESCO international Institute for Educational planning, Paris 2004, <http://www.unesco.org/> * Bandura (1996), Teacher Efficacy : A Review of International Literature <http://eric.ed.gov> *Berman McLaughlin, Bass, Polly and Zellman (1977) Teacher Efficacy : A Review of International Literature <http://eric.ed.gov> * Brussels (2009), "Creating Effective Teachers and Learning Environment http://europa.eu/rapid/press_releaseaction.do * Chakrabarti Mohit (1998) Teacher Educaiton : Modern Trends, Kanishika Publishers, New Delhi. * Chughtai (2008) : Impact of Job Involvement on Role Job performance and organizational citizenship behaviour. <http://www.ibam.com/> * Elloy, Everett Flynn, (1995) Study of Job Involvement http://www.cpa.ca/cjb_newl *Folkman and Lazarus Richard (1998) Ways of Coping Questionnaire Mind Garden Palo Alto, 1690 Wood Side Road, Suite 2002, Red Wood City California 94306 (424-493). * Hibert, B., & Farbar, I. (1984). Teacher Stress : A Literature Survey with a few Surprises. Canadian Journal of Education, 9,4 14-27. *Khan, Ahmed (2003) Teaching Motivation Discovery Publishing House New Delhi. *Kumar (2007), "A Study of Teacher Effectiveness in Relation to Job Satisfaction and Occupational Stress Secondary School Teachers in district Kangra, Himachal Pradesh, M.Ed., Dissertation, Punjab University, Chandigarh. *Lazarus R.S. & Folkman S. (1984) Stress, Appraisal and coping, New York, Springer. <http://www.jstor.org/2006>. *Lazarus R.S. and Launier R. (1978) Stress Related Transactions Between Person and Environment Perspectives in Intellectual Pshychology (P. 287-327), New York, Plenum. * Lodhal T.M. and Kejner. M. (1965). The Definition and Measurement of Job Involvement, Journal of applied Pshychology 49, 23-24. *Mutha D.N., Kumar Promod (1976) Manual of Teacher Effectiveness Scale; Agra Psychological Research Cell Tiwari Kothi, Belangani, Agra. *Ofogebu (2004): F-I, Teacher Motivation - a factor for classroom effectiveness and school improvement in Nigeria; College student journal, March 2004-<http://final.articles.com/p/articles/www/google.com>. *Sinclair K (1992), Morale, Satisfaction and Stress in Schools <http://www.2.edtacusyd.Edu/LocalResource/study1.Sinclairmorale/SinclairinTML/2004>. Singh Ashok Pratr (1984) Manual Job Involvement Abhishek Publication, Varanasi. *Srivastava A.K., Singh, A.P. (1994) Manual. The Occupational Stress Index: Manovaigyanic Parikshan Sansthan Varanasi. *Srivastava N.L. (1998) : A study of Attitude Towards Union in Relation to Employees Morals Job Satisfaction. Job Involvement and Job Anxiety. Doctoral Dissertation, Banaras Hindu University, Varanasi. *Thomas Gordon (2007) : Teacher Effectiveness training - <http://wik.ed.uluc.edu/index.phr/> *Tracy (2000) in Ofogebu (2004) : F-1, Teacher Motivation - a factor for classroom effectiveness and school improvement in Nigeria; College student journal, March 2004-<http://final.articles.com/p/articles/www/google.com> *Waseem Ahmad Khan (2003) Teaching Motivation; Discovery Publishing House, New Delhi.