



PREDICTION EFFICIENCY OF MOTIVATION, JOB INVOLVEMENT, OCCUPATIONAL STRESS AND COPING STRATEGIES IN RESPECT OF PROFESSIONAL KNOWLEDGE DIMENSION OF TEACHER EFFECTIVENESS

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In teaching an interaction occurs between the teacher and pupils. As a result of which the pupils are diverted towards the objectives; in other words, the main element of teaching i.e. mutual relationship or the interaction between the teacher and the pupils advances the pupils towards objectives. 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. Now for achieving the objectives or goals of education in the classroom a teacher has to:- • Analyse the teaching problem, • Determine the entering behaviour of the pupils, • Analyse the contents, • Select the teaching strategies or methods of Teaching • Evaluate the Behavioural changes etc. which leads to the conclusion that teachers must possess professional knowledge. In the present study Mutha and Kumar (1976)'s Teacher effectiveness scale was used. In this scale there are 11 dimensions of teacher effectiveness Professional Knowledge is one of the dimensions of Teacher Effectiveness. Further in the present study Professional Knowledge of the teachers is the dependent variable. Dimensions of Motivations, Job Involvement, Occupational Stress and Coping Strategies are the independent variables.

TEACHER MOTIVATION

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. The relative incidence of specific behaviours, such as teaching and learning, discipline and control in schools could be undermined if teachers were not motivated. According to Waseem (2003),

teacher's motivation to work may be thought of as an integrated force produced by some extrinsic and intrinsic or both motives driving the teachers to involve in their expected role of the schools. So motivation is of two types : Extrinsic Motivation and Intrinsic Motivation

EXTRINSIC MOTIVATION According to Latham (1998), these are 'tangible benefits' related to job such as:

- Salary
- Job security - Tenure and Company/ Organisation Stability
- Physical Conditions, the amount of work and the facilities available for doing work.

INTRINSIC MOTIVATION

Ellis (1984) defines intrinsic motivation as self respect of accomplishment and personal growth i.e., the emotional and personal benefits of the job itself are known as intrinsic rewards. Latham (1998) emphasizes that intrinsic rewards take an important role in the teachers lives. Seeing the growth and development of students makes a teachers more satisfied. So teachers have both intrinsic and extrinsic needs.

JOB INVOLVEMENT

According to Chughtai (2008), Job Involvement is Individual's Psychological identification or commitment to his/her job. By referring to the studies of Elloy, Flynn (1995), job involved persons are those who actively participate in job. Job involved Teacher is he/she for whom work is a very important part of life and as one who is affected by responsibilities of his whole job situation, the work itself, his co-workers, the school etc.

OCCUPATIONAL STRESS

We think of stress as an event with a person's life that changes the normal course of events (Lazarus and Folkman 1984). 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

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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 Relationships • 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.—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 • It is process oriented. • It speaks of management rather than mastery. • It makes a priori Judgment about the quality of coping processes, and • It implies a stress-based distinction between coping and automatic adaptive behaviour.

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 professional

knowledge 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 professional knowledge 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 n Srivastava (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 i.e., 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. 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 n 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 **Professional Knowledge** of the post graduate teachers.

- **Professional Knowledge** means knowledge possessed by the teacher related to methods of the teaching or the use of various strategies to achieve the classroom objectives.

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. Those predictors that have entered at earlier stages are also checked to see if their contribution remains signifi-

cant. If not, then that predictor is eliminated from the model. The analysis continues until each of the predictors remaining in the model is a significant predictor of *dependent variable*, while none of the other predictors is a significant predictor. This could be determined by comparing the *t* or *F* statistics for each predictor to the critical value, at a preselected level of significance.

Following are the dependent and independent variables. :-

Dependent Variable Professional Knowledge dimension of Teacher Effectiveness

A) Dimensions of Teacher Motivation

Independent Variables (Predictors)

•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)

RESULTS AND DISCUSSIONS

Results of the Study are presented in the following tables.

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

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 indicates that under participation (O6) was added to the first model. Stress due to under participation (O6)

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) •Organisational Identification (J6)

C) Dimensions of Occupational Stress

•Role overload (O1) •Role Ambiguity (O2) •Role Conflict (O3) •Unreasonable Group and political pressure (O4) •Responsibility 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)

contributed 6.4% ($R^2 = .064$) to the Professional Knowledge of the Teachers. Gmelch (1983) argues that optimum affect comes from moderate levels of stress in which pressure and simulation are converted in to creative motivation. In the present study stress has shown beneficial effects. In the Second Model along with under participation (O6) sub variable of Occupational Stress planful problem solving (C7) was stepped up.

Both variables contributed conjointly 10.6% { $R^2 = .0106$ } to the variance of dependent variable. Exclusively planful problem solving coping strategy (C7) contributed 4.2% (10.6% - 6.4%) to professional knowl-

edge of the teachers. Planful problem solving strategy used by teachers to reduce negative effects of stress develops their professional knowledge.

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

Dependent Variable	Model	Independent Variables	Beta	R	R ²	SE	df1	df2	F	Sig
Professional Knowledge	1	Under Participation (O6)	-.252	.252	.064	2.062	1	151	10.274	.01
Professional Knowledge	2	Under Participation (O6)	-.210	.325	.106	2.022	1	150	8.876	.01
		Planful Problem Solving (C7)	.210							
Professional Knowledge	3	Under Participation (O6)	-.239	.372	.138	1.992	1	149	7.952	.01
		Planful Problem Solving (C7)	.194							
		Organizational Identification (J6)	.182							
Professional Knowledge	4	Under Participation (O6)	.262	.407	.165	1.967	1	148	7.331	.01
		Planful Problem Solving (C7)	.192							
		Organizational Identification (J6)	.262							
		Attachment to work	.187 (J2)							

Predictors, O6 Predictors, O6, C7 Predictors, O6, C7, J6 Predictors, O6, C7, J6, J2

In model-3 along with the above predictors organisational identification (J6) component of Job Involvement was also added so Under Participation (O6), Planful Problem Solving (C7) and Organizational Identification (J6) contributed conjointly 13.8% ($R^2=.138$) to the professional knowledge of the teachers. Organizational Identification (J6) contributes 3.2% [13.8% - 10.6%] to the professional knowledge of the teachers i.e. Association of the teachers with organization makes them effective with respect to their professional knowledge. Results of the 4th model reveals that under participation (O6), Planful Problem Solving strategy (C7), Organizational Identification (J6) and attachment to work (J2) contributes conjointly 16.5% [$R^2 = .165$] to the professional knowledge of the teachers. 2.7% [16.5% - 13.8%] was the exclusive contribution of At-

tachment to work (J2) dimension of Job Involvement. Attachment to work is also the predictor of professional knowledge. So in the present study out of 33 Independent variables only 4 predictors were found i.e. under participation (O6), Planful Problem Solving (C7), Organizational Identification (J6) and attachment to work (J2) are able to predict the professional knowledge of the post graduate teachers.

EDUCATIONAL IMPLICATIONS

By making a plan of action, increasing efforts to make things work and also coming up with different solutions of the problem, teachers can develop their professional knowledge. Further participation of Teachers in various school activities makes them effective. Attachment of the teachers to work is also helpful for their professional growth.

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