

## **A Study of Teacher Educators' Occupational Stress and Interest in Teaching**

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**Abstract:** *In today's world, the life styles of people have totally changed because of the changes in the physical and socio-cultural environment with the advent of information technology. This new life style has led to stress. A Teacher Educator's life is adversely affected by the occupational stress as it lowers his ability to function effectively. The study has been conducted to investigate the levels of occupational stress and Interest in Teaching of the Teacher Educators. It also examines the relationship between the occupational stress and Interest in Teaching of the Teacher Educators. The study was made on a random sample of 450 Teacher Educators in Pudukkottai, Thanjavur and Thiruvavur Districts. The tools used in the study were the Occupational stress scale and Interest in Teaching scale constructed by the investigator. The study reveals the fact that the level of occupational stress and Interest in Teaching are at moderate levels.*

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### **I. Introduction**

The modern world, which is said to be a world of achievement, is also a world of stress, as one finds stress everywhere, whether it is within the family or business organization or in any other educational institution. Occupational stress is a feeling of tension, which is both physical and emotional and is caused by physiological, psychological and environmental demands. The main source of occupational stress is the too occupation of the person. It is an established fact that the performance of a teacher mainly depends upon his psychological state of mind. As occupational stress affects the physical and psychological well being of the teacher educators, it definitely influences his efficiency and performances.

### **II. Occupational Stress**

Stress can be defined as a physical and emotional reaction potentially, threatening the aspects of the environment. Under stress, the individuals are unable to respond to the environmental stimuli without undue psychological and/or physiological damage such as chronic fatigue, tension or high blood pressure. This damage resulting from experienced stress is usually referred to as strain. Job stress occurs when a person experiences stress from a specific job-either excessive demands or reasonable demands which make the individuals ill-equipped to handle. It is found that stress is pervasive in the work environment. All people do not react in the same way to stressful situations, even in the same occupation. One individual (a high need achiever) may thrive on a certain amount of job related tension; this tension, may serve to activate the achievement motive. A second individual may respond to this tension by worrying about his or her inability to cope with the situation. All the stresses are not necessarily bad. Although highly stressful situations invariably have dysfunctional consequences, moderate levels of stress often serve useful purposes. A moderate amount of job related tension not only keeps us alert to environmental stimuli; but, in addition often provides a useful motivational function. Some experts argue that the best and most satisfying work, that the employees do, is the work performed under moderate stress.

### **III. Interest in Teaching**

Educational interest is defined as one's own patterns of preference. Likes and dislikes, prefrontal in any manner wisely or unwisely by self or by any other source for a give education area or subject in the past many research studies were undertaken. Today, some of the teacher educators are not interested in teaching and having negative opinion towards teaching. The teacher educators' interest in teaching is based on the syllabus and curriculum given to them. The entire curriculum and syllabus should be common to all. It gives the teacher educators some interest in relation to their teaching.

#### **Objectives of the study**

- To study the level of Occupational stress of Teacher Educators.
- To study the level of Interest in Teaching of Teacher Educators.
- To study the significant difference between government and private management and the Occupational stress among Teacher Educators.

- To study the significant difference between male and female teacher educators and the Occupational stress among Teacher Educators.
- To study the significant difference between married and unmarried teacher educators and the Occupational stress among Teacher Educators.
- To study the significant difference between the government and private management and the Interest in Teaching among Teacher Educators.
- To study the significant difference between the male and female teacher educators and the Interest in Teaching among Teacher Educators.
- To study the significant difference between the married and unmarried teacher educators and the Interest in Teaching among Teacher Educators.

#### **IV. Hypotheses of the study**

- The level of Occupational stress of Teacher Educators is average.
- The level of Interest in Teaching of Teacher Educators is average.
- There is no significant difference between government and private management and the Occupational stress among Teacher Educators.
- There is no significant difference between male and female teacher educators and the Occupational stress among Teacher Educators.
- There is no significant difference between married and unmarried teacher educators and the Occupational stress among Teacher Educators.
- There is no significant difference between the government and private management and the Interest in Teaching among Teacher Educators.
- There is no significant difference between the male and female teacher educators and the Interest in Teaching among Teacher Educators.
- There is no significant difference between married and the unmarried teacher educators and the Interest in Teaching among Teacher Educators.

#### **V. Methodology**

The investigator, in consultation with his guide, felt that the normative survey method could be the most appropriate method to study the occupational stress and interest in teaching.

#### **Sample**

In this study, random sampling technique was used as it was thought to be the most suitable one. It represents a total sample. A total number of 450 teacher educators were selected using by random sampling technique.

#### **Tools used**

Occupational stress and Interest in Teaching tools were constructed and validated by the Investigator and Research Guide (2015).

#### **Statistical Techniques used**

For the present study, the following statistical techniques were used:

1. 't' test
2. Pearson product moment correlation.

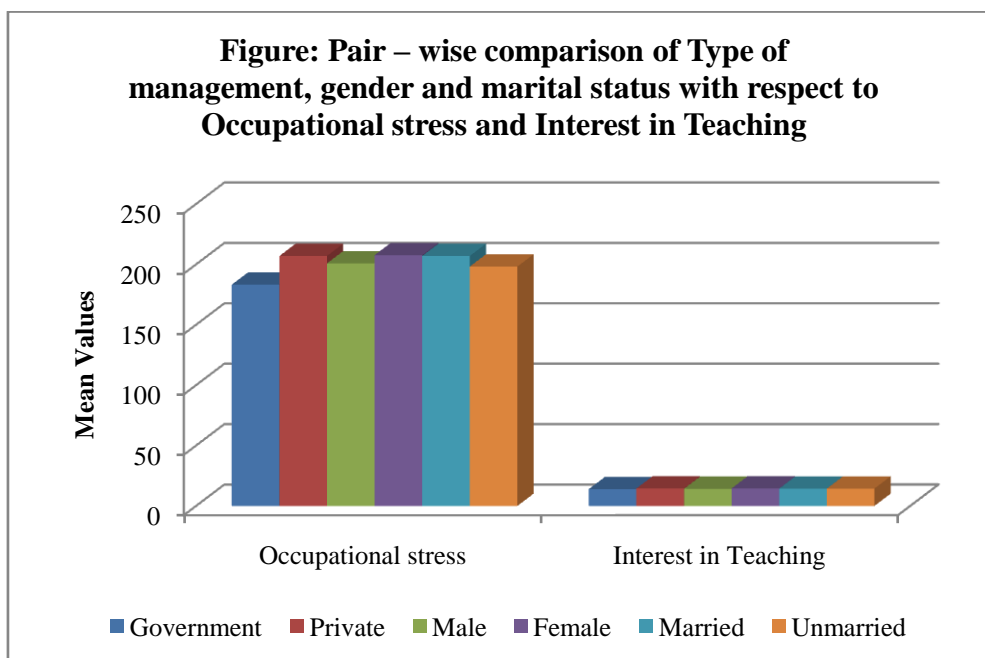
#### **VI. Result and Discussion**

**Table-1 Correlation Co-Efficient (R) Occupational Stress Scores And Interest In Teaching**

Variables	'r' value	Remarks
Occupational stress	0.051	NS
Interest in teaching		

NS=Not significant

It is seen from table – 1 that the correlation co -efficient value occupational stress and interest in teaching among teacher educators is positive and not significant at 0.05 level. The above table shows that occupational stress and interest in teaching is significant and positively correlated. It shows that the teacher educators show positive level of occupational stress and interest in teaching and the level is average.



**Table – 2 Pair – wise comparison of Type of management, gender and marital status with respect to Occupational stress and Interest in Teaching**

Variable		Sample	N	Mean	S.D.	t-value	P- value	LS
Occupational stress	Type of management	Government	41	183.20	46.35	3.154	<0.05	Significant
		Private	409	206.93	41.43			
	Gender	Male	189	200.83	44.14	1.660	>0.05	Not Significant
		Female	261	207.62	40.95			
	Marital status	Married	327	206.94	41.44	1.874	>0.05	Not Significant
		Unmarried	119	198.18	44.42			
Interest in Teaching	Type of management	Government	41	13.93	3.70	0.839	>0.05	Not Significant
		Private	409	14.43	3.21			
	Gender	Male	189	14.21	3.37	0.978	>0.05	Not Significant
		Female	261	14.51	3.17			
	Marital status	Married	327	14.39	3.31	0.153	>0.05	Not Significant
		Unmarried	119	14.34	3.15			

### VII. Major Findings

The calculated ‘t’ value is found to be 3.154, which is significant at 0.05 level. Hence, it is inferred that the government and private management teacher educators differ significantly in their occupational stress.

The calculated ‘t’ value is found to be 1.660, which is not significant at 0.05 level. Hence, it is inferred that the male and female teacher educators do not differ significantly in their occupational stress. Also the calculated ‘t’ value is found to be 1.874, which is not significant at 0.05 level. Hence, it is inferred that the married and unmarried teacher educators do not differ significantly in their occupational stress.

The result inferred that the calculated ‘t’ value is found to be (0.839, 0.978 and 0.153) not significant at 0.05 level. Hence, it is inferred the point weather it is government or private, male or female and, married or unmarried teacher educators there is no significant difference in their Interest in Teaching.

### VIII. Conclusions

On the basis of the results obtained, in the present study, the following conclusions were drawn:

- The government and private management Teacher Educators differ significantly in their Occupational stress.

- The male and female Teacher Educators and married and unmarried Teacher Educators do not differ significantly in their Occupational stress.
- The result shows that occupational stress and interest in teaching is significant and positively correlated. It shows that teacher educators show positive level of Occupational stress and Interest in Teaching, the level is average.

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