

## EMPIRICAL EVIDENCE ON THE RELATIONSHIP BETWEEN JOB- STRESS OF TEACHERS AND HOME ENVIRONMENT AMONG RURAL PRIMARY SCHOOLS IN ASSAM

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### Abstract

The present study was conducted to explore the job- Stress of teachers in relation to their home environment among rural Primary Schools in Assam. The present paper aims to assess and compare the job-stress among teachers in relation to their home environment at the rural primary schools. An attempt to reform the Primary education system would be incomplete an engagement with the educational reforms and policies practiced in the different parts of the state. The study is primarily based on the secondary data collected from the concerned institutions. The method of investigation in the present study is descriptive survey method employed. For this purpose 50 teachers were selected from various educational institutions of Kamrup district in Assam. The data was again divided into male & female of rural Primary Schools in Assam. For statistical analysis Mean, SD and t-test were worked out. This paper provides an overview of the theoretical and empirical evidence on the relationship between financial development and to their home environment. We can conclude that the job-stress of male teachers lack behind in their level of management than their female counter parts because of various reasons which have been discussed in the results and discussion section which is followed by educational implications of the research investigation. Therefore, it is concluded that the teachers belonging to different levels of teaching differ significantly in their family environment.

**Keywords:** Job-Stress, Teachers, Home, Environment, Rural Primary School.

### INTRODUCTION:

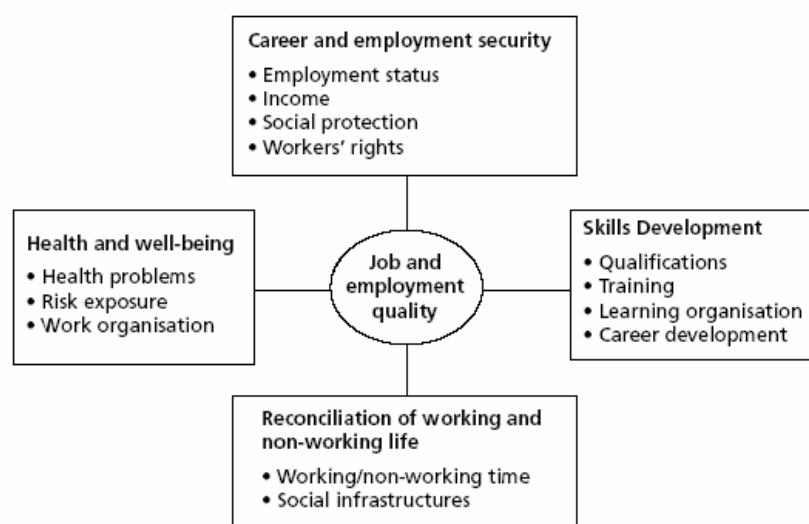
In the global scenario of the present day imparting education to all and linking the subject matter to raise the sustainability and ecological standards, is one of the foremost challenges before academic community. The under the developed and developing nations having vast diversified natural resources are in dearth of capacity building mechanisms to utilize and manage the resources for improving socio-ecological standards. However, viewing exclusively any subject area for imparting education, in the process of capacity building shall itself be defeating. Thus in order to achieve ecologically sound society, an integrated approach with emphasis on providing food security as a first resort in such nations, efforts on education in agriculture and allied discipline is of utmost importance at a universal level.

Education development in the North-Eastern Region: In keep with the policy of the government, the Department of Secondary Education and Higher Education was able to step up expenditure in the North-Eastern Region (NER) to 12.74 percent during 2000-2001. This is more than the prescribed level of 10 percent. Efforts are on to meet the 10 percent target in the current financial year 2009-2010 as well. Major problems identified in the North-East Region related to lack of trained teachers, lack of skilled manpower, need for more relevant curriculum, especially in view of the large population of educated unemployed in the region, constraints in achieving universal literacy etc. This National Education Policy 2020 is the first education policy of the 21<sup>st</sup> century and aims to address the many growing developmental imperatives of our country. This Policy proposes their vision and revamping of all aspects of the education structure, including its regulation and governance, to create a new system that is aligned with the inspirational goals of 21<sup>st</sup> century education, including SDG4, while building upon India's traditions and value systems. The policy seeks to restructure school curricula and pedagogy in a new '5+3+3+4' design, so that school education can be made relevant to the needs and interests of learners at different developmental stages a 'Foundational Stage' (five years), a 'Preparatory Stage' (three years), a 'Middle Stage' (three years) and the 'High Stage' (four years, covering grades nine, 10, 11 and 12). It aims to achieve 'universal foundational literacy and numeracy' in primary schools by 2025. For this, the Ministry of Human Resource Development shall set up a National Mission on Foundational Literacy and Numeracy. However, reform and innovations in education reacts schools in large magnitude through in service

education programme. Qualitative improvement of teachers' education is essential for the nation, because if the education of teachers in higher level does not improve qualitatively, the results for the future generations may well prove disastrous.

### Challenges:

During the early periods of independence, teacher education system in India was traditional and conservative mold with very little changes in its structure, content and practice. Teacher education was theory oriented, mismatch, mechanistic, ritualistic and stereotyped. To overcome these weaknesses, the several committees, and commissions have deliberated on the need for a sound professional education for teacher. In this direction, the National Policy on education (NPE) (1986, 1992) has called for overhauling the teacher education system to realize the new goals of education in India. A light but tight regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out of the box ideas through autonomy, good governance, and empowerment. Outstanding research as a requisite for outstanding education and development; continuous review of progress based on sustained research and regular assessment by educational experts. The ability to read and write, and perform basic operations with numbers, is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. A need was felt for the reconstruction of the educational system for the quantitative and qualitative development of education right from education. A Model of Quality of Job-Stress Growth System as follows:



New technological programmes for teacher are introduced at both pre- service and in- service level to ensure that teacher have the necessary skills and knowledge to deal with the application with communication technology to emerging trends in the curriculum development and enable to teacher to keep abreast the latest development in their subject and skills areas. Teacher competence needs to be upgrade to enable the use of computers, the development of problem solving skills and creative outlook. The increasing use of local low cost teaching a material sometime has done much help overcome shortage of software and reduces the dependence and external materials. There are three main concerns in the professional training at teacher:

- i) The inclusion of value system appropriate to a concern in teaching.
- ii) Improving of specific new skills and knowledge.
- iii) The retaining of teacher to enable them to keep pace with new trends in education.

### Review of Related Literature:

The final an important specific reason for reviewing the related literature is to know about the recommendations of previous researchers listed in their studies for further research. A review of some major studies is necessary to formulate and project the problem of proposed study. Hofstede (1980) defines values as a broad tendency to prefer certain states of affairs over others. Work values however, are

relatively enduring constructs that describe the beliefs, attitudes and judgments that individuals and organizations prize (Chatman, 1989). Work value according to Spencer (1985) has been shown to be related to the way people feel about their work, the way they behave on their jobs (England, 1967, 1975) and their overall job value (Locke, 1976), Feather (1979) Meglino, Ravlin and Adkins (1989) and Irfan & Khaleque (2003) reported increased happiness and job satisfaction and commitment when workers values were congruent with the values of their employers or supervisors. Work value congruence has also been found to be significantly correlated with employee's job performance and achievement motivation (Chatman, 1989). Brod (1984), Kupersmith (2014), Home environment (2018), Sami and Ray (2015) and Boerh (2018) also found that the teachers job-stresses high emotional and personal depersonalization.

### **Significance of the Present Study:**

The study is primarily based on the secondary data collected from the concerned institution. Necessary quantitative and cartographic techniques are also applied as an endeavour to make the study transparent. The present paper aims to assess and compare the stress among teachers in relation to their home environment at the rural primary schools. An attempt to reform the elementary education system would be incomplete an engagement with the educational reforms and policies practiced in the different parts of the state. For this purpose 50 teachers were selected various educational institutions of Kamrup district in Assam state. The data was again divided into male & female and rural & urban category. For statistical analysis mean, SD and t-test were worked out. We can conclude that the teachers' trainees' institutions male teachers lack behind in their level of management than their female counter parts because of various reasons which have been discussed in the results and discussion section which is followed by educational implications of the research investigation. We are moving towards the 21st century which we believe has lots of thing made in every field possible. Some say the knowledge explosion is at its peak. Some say the place will be filled with technocrats and agencies, some say peace and happiness will return on earth. The challenges of education towards 21st century, stress appears when our bodies react to a challenge, mental or physical, by increasing success of the nation is determined by the quality of its citizen. Nation is not built by bricks and mortars but by the quality of men. It does not require any evidence to say that society and its development are positively correlated to the development of education. Thus, it is the teacher educator who ultimately is being considered as responsible for development of environmental awareness among the teachers so that they may become well equipped with all basic concepts and information, to guide and help future learners in classrooms, where the destiny of our nation takes shape. Therefore, teachers associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct. National level associations of teachers could prepare a code of professional ethics for teachers and see to its observance. The new programmes of teacher education will emphasize continuing education and the need for teachers meet the thrusts envisaged in this policy.

### **Statement of the problem**

Precisely stated the problem in the present study is an entitled as, "An Empirical Evidence on the Relationship between Job- Stress of Teachers and Home Environment among Rural Primary Schools in Assam".

### **OBJECTIVES OF THE PRESENT STUDY:**

The main objectives of the present investigation are as follows -

- 1) To find out the difference in job-stress among primary schools teachers of Kamrup district.
- 2) To find out the difference in job-stress among male and female teachers in rural areas primary schools.

### **HYPOTHESES OF THE PRESENT STUDY:**

On the basis of objectives following hypotheses are formulated-

- 1) There is a relation between the training programme and achievement of the job-stress.
- 2) There is no significant difference in the mean of job-stress among teacher with respect to males and females of primary schools.
- 3) There is significant difference in the mean scores home environment of job-stress among teacher teaching with respect to males and females of primary schools.

### **DELIMITATIONS OF THE PRESENT STUDY:**

The present study has been carried out some limitations as following:

1. It covers only one district named- Kamrup district of Assam.
2. The studies limited to 50 samples i.e., the same numbers of teachers.
3. The study is restricted to only the primary schools.

**Tools Used:**

Bisht Battery of Job-stress scales (1995) and Mohit Home Environment Inventory (1998)

**Methodology:**

The present study was conducted through the descriptive survey method of research used. The sample of present investigation consisted of 50 teachers. They were randomly selected of primary schools drawn from one district namely-Kamrup in Assam. In the present investigator is used interview and survey study method, considering the area of investigation.

**Procedure:**

To administrated the tools used upon the primary schools teacher. The procedure of recording responses was also explaining them. The scoring was done as per the tests manual by the researcher.

**COLLECTION OF DATA**

The data collection was employed by means of questionnaire and was given to the respondents for the purpose of the study. To start with, the data were collected in respect to stress and home environment. Assurances were given to them that all information would be kept secret. So they should not try to hide the facts and give their free frank and honest opinion. After that both stress scales as well as home environment scale were scored as per the scoring procedure developed by the manual.

**Statistical Technique used:**

Mean, SD and T-test techniques were used for data analysis.

**Discussions and Results:** The results of the analysis of the study are presented as follows:

**Table-1:** Showing the Means, SDs and t-values for Difference in Mean scores of Job- Stress of Teacher (N=50)

S.No	Group	Mean	S.D	t-ratio	Level of Significant
1	Government	34.32	12.54	3.864	Significant
2	Private	35.32	13.87		
3	Male	24.79	12.98	2.821	Significant
4	Female	25.01	19.99		

**Table-2:** Showing the Means, SDs and t-values for Difference in Mean scores of Home Environment of Teacher I Rural Areas of primary Schools (N=50)

S.No	Group	Mean	S.D	t-ratio	Level of Significant
1	Government	31.75	3.04	3.114	Significant
2	Private	23.30	4.85		
3	Male	29.00	3.53	2.101	Significant
4	Female	21.99	5.98		

**DISCUSSION OF RESULTS:**

The propose of the paper is to study about the Primary teachers does not differ significantly in their family environment. So, there is no significant difference of job-stress between the teacher of Govt. and Private primary schools in rural areas. In present scenario, males and females are playing same kind of roles among female teachers of primary schools to their home environment and conducted that more effective teachers had problems of adjustment due to social factors while with less effective teachers emotional problems were dominant. Therefore, it is concluded that the teachers belonging to different levels of teaching differ significantly in their family environment.

So, male and female teacher are also facing almost same stress in different conditions of life. Moreover, today is an era of nuclear families. So, females are getting good and comfortable environment at home, hence significant difference is found in the scores of home environment among male and female teacher among primary schools. In this way, the area and course structure was finalized two parts. As result and found that the teachers job-stresses high emotional and personal depersonalization of primary school teachers. Therefore, the present study objectives of teaching of environmental sciences as well as job-stresses, development of awareness, various models and techniques of teaching suitable for teaching of environmental sciences, communication materials and technologies etc. along with some practical and observational activities. However, the focus has been largely on assessing the cross-country evidence. The paper highlights the drawbacks of these broad comparative analyses by providing evidence on sensitivity

of the results, and argues in favour of a country in-depth case study approach, it may be concluded that the task of the educator is obviously not as simple as just declaring some values as educational job-stress. To conclude, it is noteworthy that Assamese rural sector will develop properly when the female teachers will be realized in its appropriate sense. For this great think, the mind-set of the people should be changed.

**Educational Implications:**

The present study will help the teachers in evaluating the behavior of the students in the light of stress and home environment so that they are able to understand their students and make their teaching effective in coordination with the needs and aspirations of the teacher trainees. Replicative follow-up studies may be conducted for generalizability of results obtained in the present study. The present study is limited to a small sample taking a large sample can help carrying out further study or States also urgent needed.

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