

PROFESSIONAL ATTITUDE TO REDUCE OCCUPATIONAL STRESS IN TEACHERS

*Solanki Rana

Introduction

Quality education is a pre-requisite for national, regional and global development. For delivery of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching. Quality teachers and teaching only can be the strong agents of social reengineering and national reconstruction. Educationists, no matter, how different their educational philosophies and ideologies may be admit that the ultimate test of nation's greatness is the quality of her citizens which depends upon the quality of her teachers. Teacher training programme has a vision to improve the attitude towards teaching of trainee. Several studies have examined the impact Teacher training programme on Attitude towards teaching. Though, Hussain (2004) found teacher training institutions were not successful in developing the professional attitude of prospective secondary school teachers. Some researches show its positive impact on the attitude. This impact varied with characteristics of teachers and domain of professional attitude. Verma (1968) found positive impact on the attitude towards children and school while Srivastava (1989) observed with respect to all, and female trainees. Yadav (1992) focused on teaching profession. In contrary, some of studies (Aggarwal, 1980; Srivastava, 1989 & Hussain, 2004) revealed insignificant effect of training programme on teaching attitude. Aggarwal (1980) compared fresh and trained group, Hussain (2004) reported that training institutions were not successful in developing professional attitude. Whereas, Srivastava (1989) found insignificant change in teaching attitude of experienced trainees. He found training programme was proved more effective to female trainees. Singh (1996) reported that regular and continuous training improves the attitude of teachers towards teaching profession. The relation between professional attitude and stress at workplace in teaching profession as:

1. Development after reviewing many related studies done in the field of Attitude towards teaching profession both in India and in other countries, the following five dimensions were identified viz. academic excellence, administrative interest, socio psychological aspect, co-scholastic aspect and financial prosperity. Attitude towards teaching profession denotes the positive or negative feeling or outlook associated

towards teaching. Hence the statements to measure this dimension were constructed in terms of the above mentioned areas, whether it is positive or negative.

2. Academic Excellence: This domain indicates the academic aspects including Excellence's by the formulating of statements. These statements are related to the academic aspects of teaching profession.
3. Administrative interest: This domain includes statement with the interest and involvement towards administrative works in the school. Though teaching is a profession, so teachers have a lot of consignment towards administrative part of the institution.
4. Socio-psychological aspect: This domain consists with the statement relate to the inclination of teachers as regards to the social status of teaching profession, the self-esteem enhancement, and its influence on shaping the Behavioural changes of next age group.
5. Co-scholastic aspect: Co-scholastic area is an integral part of teaching learning process. In this domain teacher's inclination relates to co-scholastic activities are incorporated. It relates to the outlook of teacher's role and function in the area of co-scholastic activities and their importance as an integral part of teaching profession. Financial aspect: To ensure the professional nature, financial benefit like salary and other incentives are important part of teaching profession. So some statements are framing to judge the temperament of prospective teachers towards financial beneficiary in this area.

Review of Literature

Deva Anjali, (2015) reported as per the Mark Van Doreen's perspective 'the art of teaching is the art of assisting discovery'. A prospective teacher is always ready to learn more. A teacher's professional growth does not close down when he leaves the training institute. A best teacher is always to be a best learner. The overall performance of any institute depends on its teachers teaching aptitude test. If a teacher has perfect teaching aptitude he/she may feel satisfied from his/her work profile. The present paper is an attempt to compare the teaching aptitude and job satisfaction of teachers from rural and urban areas.

Praveen Sharma, (2011) reported Teaching Aptitude test for carry out his work. Singh's Aptitude Test (SAT) and General Teaching Competency (GTC) by Passim and Lalitha, Professional interest inventory prepared by investigator. As per Praveen Sharma, Academic Achievements played a key role in teacher's career. Marks obtained to study Teaching Aptitude, Academic and Professional Achievement and found that there is no significant effect of sex on Teaching Aptitude. Also, they concluded that there is no significant effect of Discipline on Teaching Aptitude

Dr. K. S. Sajan, (2010) conducted a study on teaching aptitude of student teachers and their academic achievements at graduate level. He used Teaching aptitude battery (TATB) by Singh and Sharma (1998). Major findings were that a dimension wise teaching aptitude reveals that the highest scoring dimension is the professional information (75.81%) and the least scoring one is the professional interest (50.21%). Also, the female student teachers are found to score significantly high on teaching aptitude compare to their male counter parts. He also concluded that there exists no substantial correlation between marks obtained in graduate level examination and teaching aptitude of student teachers

Umender Malik, (2016) the present study has explored teaching aptitude of b. ed. Pupil teachers with respect to different levels of intelligence. A representative sample of 600 teachers from urban and rural B.Ed. colleges of three districts in Haryana was randomly selected. Teaching Aptitude Scale (2002) By L.C. Singh and Dahiya and Test of General Intelligence (2012) By S.K Pal & K.S Mishra were used to collect the data. The study revealed that there is significant difference in teaching aptitude between high intelligence and low intelligence of B.Ed pupil teachers. High intelligent group have more teaching rather than low intelligent group

Correlates of Occupational Stress and Attitude towards Teaching

Many traits of an individual may be related to his other traits. Researcher revealed that attitude towards teaching is also not an isolates concept but it has also some correlates. Adjustment, Job satisfaction, Locus of control, Creative thinking, Efficiency, teaching competency, Teaching behavior, Academic achievement, Performance in admission entrance exam and Home environment, emerged as correlates of Attitude towards teaching. Samantaroy (1971) found significant correlation between the two variables, teacher attitude and teacher adjustment. He observed that there existed some degree of positive relationship between the

teacher attitude and teaching efficiency. Also his analysis showed a positive relationship between the teacher adjustment and teaching efficiency. Singh (1974) found significant positive relationship between scores on theoretical and social values and scores on attitudes. Contrary to this there was negative relationship between scores on economic and political values and scores on attitudes. He reported a positive and significant relationship between scores on attitudes and scores of satisfaction. Saran (1975) found certain personality variables as needs of achievement; abasement, endurance and autonomy had hardly any influence on the formation of attitude towards the teaching profession. Tripathi (1978) found significant relationship between thrust and attitude towards child-centered practices. Gupta (1978) found that success in teaching was significantly related to professional attitude. Singh (1981) observed that teachers with favorable attitude towards teaching are better adjusted than teachers with unfavorable attitude towards teaching. Nayak (1982) found that teaching attitude has a significant positive relationship with the job satisfaction of female teachers. Kulsum (1985) added that attitude towards teaching profession and teaching effectiveness were found to be as common predictors of both job satisfaction and job involvement of Teacher. Khatoon (1988) found that there existed no correlation between teacher classroom behaviour and attitude towards teaching.

Conclusion

The concept of teaching has undergone a number of changes during the last few years. Till recently teaching was equated with just instruction. Now the new dimension namely imparting of skills was added to the process of teaching. As the boundaries of knowledge and skills started bursting, the definition of teaching has changed. Teaching is something which facilitate others to learn, for which teaching aptitude is necessary. The teachers can do their best when they are well adjusted. The study highlighted that the gender and management do not affect the teacher adjustment, whereas training does. Those who are well trained are better adjusted then those who are untrained. The teaching aptitude is not affected by gender, management and training, which shows that aptitude, is inner quality which may improve with training. The study brings to the light the importance of training of teachers and also shows its impact on their well being and adjustment.

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