

Comparative analysis of stressors and motivators of Junior and Senior Teacher Educators

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Abstract

Positive motivation is an internal psychological process whose presence or absence is inferred from observed performance. This assertion shows that motivated behavior is both purposive or goal directed and relatively persists overtime. Motivation is always goal directed and leads toward achievement in life. Stress in fact mental and physical anxiety or pressure caused by physical, social, emotional, financial, or occupational circumstances that are challenging to accomplish. Stress is negative assertions that hold back the creativity of human beings. The major purpose of the study is to find out whether stressors or motivational factors are dominant in teacher educators. There is a variety of stressors are present i.e. as teacher educators' evaluation procedure, work load, financial concern, implication of effective teaching methods, relations with administration, extra-curricular activities, policies and procedures of the institution. While motivators are also divers in nature such as time commitment, respect, *experience, urge to be lifelong learner, promotion and bonus etc.* Data was collected from teacher educators of Sargodha division. The sample was selected through purposive sampling technique keeping in view preset criteria. Data was analyzed by using statistical package SPSS 0.05 version. Bivariate statistical analysis was applied. The key findings of the study are that stressors and motivators exists and there is insignificant difference between the junior and senior teachers stressors and motivators but extent varies therefore it is suggested that senior teachers should help junior teachers to cope with the stressors.

Key words: Stressors, Motivators, Teacher Educators

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Introduction

Teaching profession is complex one because extensive interaction of human happens within teaching learning situations which enhance complexity of the situation (Proctor & Pappasolomou (2007). Teaching profession become more complex because the performance in it depends on an individual's interests, motivations, stresses and experiences which varies person to person (Aydin & Kaya, 2016). Stressors and motivators are the two major elements every one of us encounters with in their daily life routine at home or at work place. For every professional field the nature of stress seeking and motivating factors is different (Turna, 2014). Similarly in teaching profession these exist in its full swing and impact on teachers' interaction with their students and their milieu. The awareness of these stressors and motivators is very important as it could help teachers and institutions to manipulate both for the benefit of teachers (Sinclair, Dowson, & McInerney, 2006). The elimination or at least reduction of the number or extent of stressors would surely positively impact on the performance of the educators. Similarly the introduction of more and more motivators within the job structure would again positively impact on the performance of educators. Some examples of the motivators are increment in salary, bonus, respect or promotions which always left positive impact on the receiver. While the stressors such as job stress is unpleasant experience which generates negative emotion like frustration, nervousness, sadness or hopelessness (Melvina, Rachael, 2014).

Some other examples of stressors identified from the review of literature are; undue work load, uncertainty of job and social conflicts among colleagues and between chairman and teachers, compressions of the teacher's role, deficiency of resources, underprivileged working environments, lack of professional appreciation, low compensation, nonexistence of contribution in decision-making, lack of operational communication, staff conflicts and students misbehaviour in the teaching learning atmosphere (Boyle et al., 1995; Pithers & Fogarty, 1995; Pithers & Soden, 1998). These stressors have severe effects on the physiological, psychological, behavioral, emotional and cognitive behavior of the educators. The ultimate result of the of the prolonged existence of stressors would lead to the disappointment and increase the feeling of insecurity and ineffectiveness. Simultaneously when stress extends over long phases can have negative effects on both a person's psychological and personal health. Stress can produce anxiety which may impair one's ability to perform a task (Martin, Carlson & Buskist, 2007). But at the same time researchers had revealed a fact that it is not possible to avoid the stress in life but it is possible to learn to manage it. An effective strategy is to balance the stressors with the introduction of more motivators in the existing situation of the person going through stress. Here it is noteworthy that a present of appropriate amount of stress significant that a little amount of stress can help an individual to keep him observant (Roberts, & Levenson, (2004). Tennant (2000) that at

self-possessed and mild level stress is associated with amplified job acts but when weariness, apathy, impediment build up as a result of disillusioned and frustrated needs, low ambitions and aspirations of a person job performance begins to decrease. The same can happen within teaching learning situations if teachers or students persuade to curb self-commitment in classroom teaching and overall teaching learning environment (Yasbek, 2004). The essence of working as a teacher is not only to crop educated and trained people but also to make the self satisfied citizen who can build up a peaceful society. The job of teacher educators is more important because it is meant to train teachers who would build a nation (Campbell & Pritchard, 1996). Research had reported teachers' intent of swapping from this profession (Lynda, 2005) because of indispensable pressure and stressors although there are many motivators such as remuneration, admiration, experience and escalates this profession by conveying and gaining knowledge (Aydin, & Ayça, 2016) but on the other hand workload in this profession gives stress to the teachers (Saban, 2007).

Bello, Onyene, Fabiyi & Oladipo, (2009) observed that motivation and effectiveness always go parallel the rationale is that motivation increases the effectiveness of work, it act as a a strength and energy when overdue can hinder performance, cause stress, disappointment, dissatisfaction, frustration, low self-esteem and obstruction which may consequently decrease teaching effectiveness (Ofoegbu, 2004). But at the same time prolonged teaching practice and experience of the field prove to be beneficial to cope with common stressors while in contrary motivators could lose attraction and positive impact. This research is designed to determine the extent and impact of both stressors and motivators for both junior and senior teachers.

Another objectives of the study was to explore either there is any difference between the stressors and motivators of senior and junior teachers?

Research Methodology

This is a descriptive research designed to sort out the presence of stressors and motivators in teaching profession so the questionnaire on five point Likert scale was formulated to investigate the situation. Questionnaire was carefully constructed and validated. The sample of the study consisted of 23 junior teacher educator and 27 senior teacher educators who belong to government institutes of teachers' training. The selected institutes are situated in Sargodha division. The preferred sampling method was purposive sampling. Sample was selected by using specific criteria for junior and senior teacher educators. The considerable qualification for junior teacher educator was Master and for senior teacher educator was PhD moreover substantial experience for junior teacher educator was less than three years and for senior teacher educators was more than five years.

Data was collected, entered in a SPSS software, classified and tabulated to get the observe the data trend and inclination. Afterward Bi-variate statistical analysis was done to analyze variables (attributes). These analyses explored the relationship and extent of relationship between the variables. Furthermore sub type of bivariate analysis, cross-tabs was applied. The reason of using cross-tabs is that all the variables used in the study were nominal. Cross-tabs were used for the comparison of stressors of junior and senior teacher educators and also to compare the motivators of junior and senior teacher educators.

Research Findings

The motivators and stressors were classified into six major categories related to multiple domains i.e. teaching, administration, research work, practical work, examination and extracurricular activities. All these domains have both stressors and motivators. The motivators of educators are time commitment, respect, interesting experience, urge to be a life learner and promotion. It was found that motivators in teaching profession keep teacher educator determined as well as motivators are helpful in enhancement in job performance. Stressors affect the effectiveness of teaching. It was found that (68%) teacher educators have not worked anywhere before entering into the teaching profession which revealed a fact that most of teachers have chosen teaching as their first profession. Nearly all teacher educators rated “classroom Teaching” as a best part of their job which shows that they considered it as their most preferable duty. All teacher educators reported that the “Respect” they acquired out of this profession was their biggest reward and the biggest motivator in this profession.

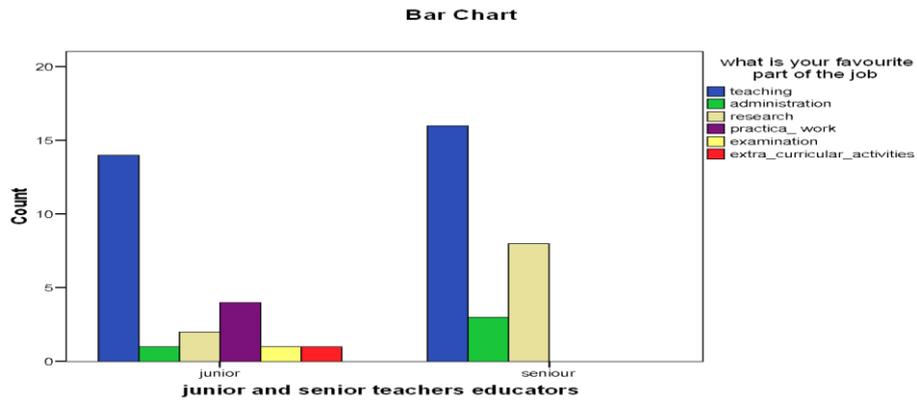
The major stressor reported by the teachers were; pressure of teacher evaluation, work load, implication of effective teaching, relations with the administration and ambiguous and unfavourable policies and procedures. Teacher educators need to perform multi-tasks along with teaching but heavy “Workload” was considered as greatest frustration. It was found from responses of teacher educators that Extra-curricular activities were less preferred part of their job which revealed that “work load and extra-curricular activities are the stressors for teacher educators. The response rate shows that almost all teacher educators have good relations with higher authorities. Teachers described teaching as a religious responsibility moreover teacher educators exhibited their awareness of social and moral importance of education.

Comparison of stressors and motivators of junior and senior teacher educators

Comparison of favourite part of the job

When most preferred and favourite part of the teaching was inquired teacher both junior and senior teacher educators like teaching as their favourite part of the job. Some senior teacher educators preferred research as their favourite part of the job because senior

teachers understand the importance of research for academic and professional growth.

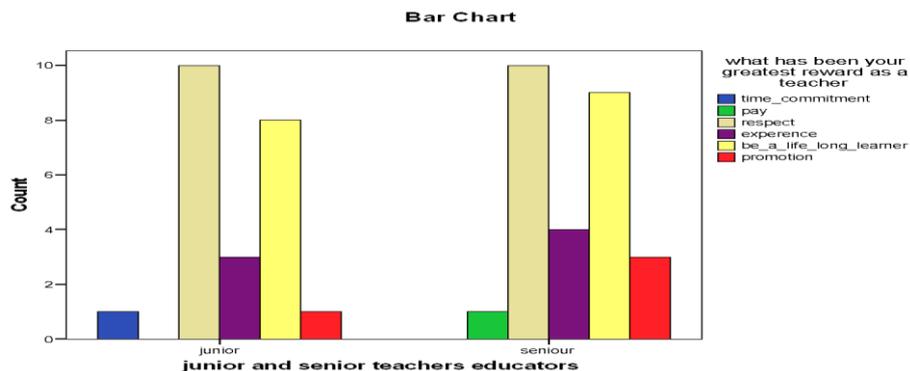


what is your favourite part of the job

	Teachin g	administrati on	researc h	practic al work	examination	extracurri cular activities	Tota l
junior	14	1	2	4	1	1	23
senior	16	3	8	0	0	0	27
Total	30	4	10	4	1	1	50

Comparison of greatest reward

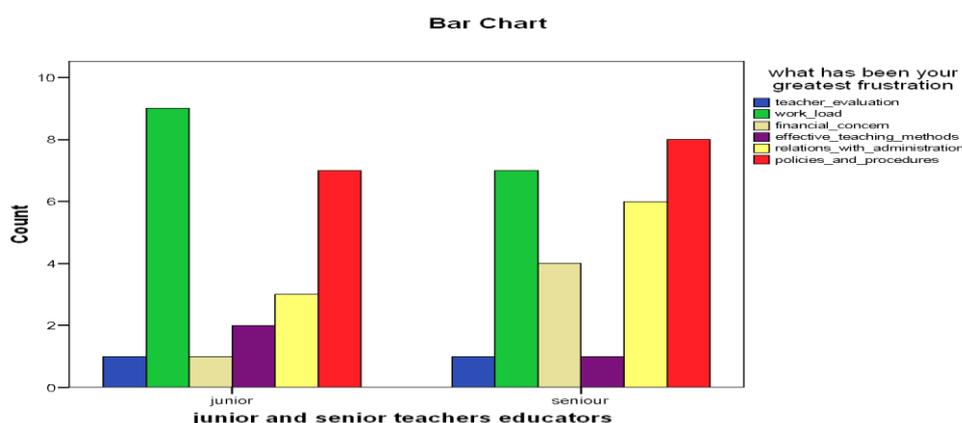
“Respect” was considered the greatest motivator for teacher educators that is why both junior and senior teacher educators reflected respect as a greatest reward of their teaching profession and they were highly satisfied with respect in teaching profession. When the choice was given to teacher educators in time-commitment, pay, respect, experience, be a life-long learner and promotion both junior and senior teacher educators treasured to be a life-long learner in this profession.



	what has been your greatest reward as a teacher						Total
	Time commitment	Pay	respect	experience	Be a lifelong learner	promotion	
Junior	1	0	10	3	8	1	23
Senior	0	1	10	4	9	3	27
Total	1	1	20	7	17	4	50

Comparison of greatest frustration

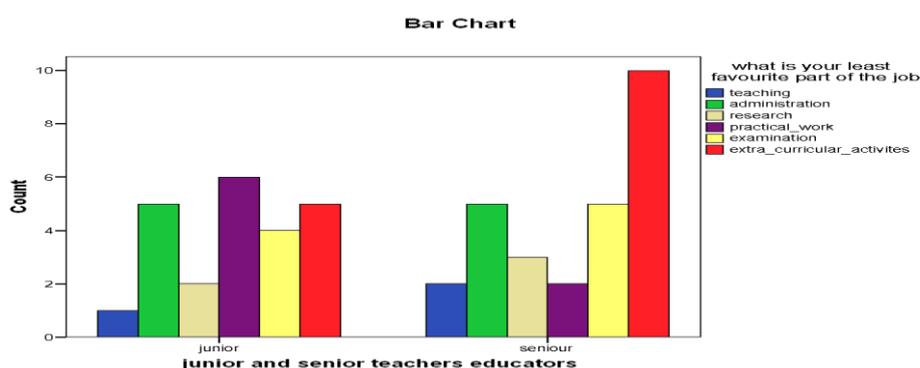
There is significant difference found in reflection of junior and senior teachers towards stressors. Junior teachers consider workload as their greatest frustration but senior teacher educators considered policies and procedures as their biggest stressor and also to some extent junior teachers are also frustrated with policies and procedure and senior teachers are stressed with workload. Financial issues stressed senior teachers but less junior teachers were considering about financials as a stressor. Relation with administration is also a big stressor for senior teacher educator.



	what has been your greatest frustration						Total
	Teacher evaluation	Work Load	Financial concern	Effective teaching methods	Relations With administration	Policies And procedures	
junior	1	9	1	2	3	7	23
senior	1	7	4	1	6	8	27
Total	2	16	5	3	9	15	50

Comparison of least favourite part of job

There is significant difference found in junior and senior teacher educators’ least favourite part of the job. Practical work, extra-curricular activities and Administrational work were almost equally least favourite part of part of junior teacher educators’ job and extra-curricular activities were least favourite part of senior teacher educators’ job.



	what is your least favourite part of the job						Total
	Teachi ng	administ ration	research	Practical work	Examinat ion	Extra- curricular activities	
junior	1	5	2	6	4	5	23
senior	2	5	3	2	5	10	27
Total	3	10	5	8	9	15	50

Conclusion and Discussion

The comparison of the stressors and motivators of teacher educators and synthesis of the statistical analysis exposes a fact that motivators and stressors exists in teaching profession and it is significant finding that teacher educators biggest motivator of job is “respect” and “an urge to be a life-long learner” and the greatest stressors are “workload” and “extra-curricular activities”.

The findings of the study determines the fact that educators considered teaching profession beneficial for them in terms of salary, respect, experience and enjoys they are enjoying productive interaction too. While the biggest stressors is “workload” which consisted of other responsibilities than teaching such as administrative tasks and participation and conduction of extra-curricular activities etc. the findings of the studies revealed that most of teacher educators rated “classroom Teaching’ as a favourite part of their job which shows that they considered it as their most preferable duty same as

Russell & Hrycenko (2006) illustrate, that classroom is an important place for teachers' teaching learning practice.

There was no difference of opinion found between junior and senior teachers responses regarding the biggest stressors as both considered extra workload as their greatest stressor similar results were shown in the research study conducted by Saban (2007) who measures the negative perspective of teaching workload and reported that most of the teachers are determined to leave this profession because of discomfort they are facing in daily routine. Similar findings were presented in the research study of Farber (1991) who claimed that the stress which a teacher gain through workload have affected and will continue to affect the lives of teachers and their families and students.

It is found that junior teacher educators considering 'Research' as another stressor because they are not used to conduct it and senior teachers do not have enough time to guide them. Similar results were reported in the study conducted by Tannehill & MacPhail (2012), Harris (2011) and Collie, Shapka & Perry (2012) who collectively reported that junior teachers are feeling uncomfortable regarding research related tasks and most of the time they are trying to avoid research while senior teachers are less comfortable.

It was found that motivators in teaching profession keep teacher educators committed with profession as well as motivators are helpful in improving job performance while stressors negatively affect the motivation of teaching. Similar results were reported by Gazzanniga and Heatherton (2003) who described that teaching performance can be improved by removal of stressors.

This research concluded that motivators and stressors for both junior and senior teachers are similar in nature although extent slightly varies. It was recommended that mechanisms should be made to aware the teachers about stressors and motivators moreover senior teachers should help the juniors to cope with stressors.

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