



CONSTRUCTION AND STANDARDIZATION OF WORKPLACE STRESS SCALE FOR TEACHERS

Dr. Manu Chadha (Assoc. Prof.)

GHG Khalsa college of Education, Gurusar Sadhar, Punjab, India Ludhiana

Dr. Ramandeep Kaur Sidhu (Asst. Prof.)

GHG Khalsa college of Education, Gurusar Sadhar, Punjab, India

ABSTRACT

The paper reports details of the construction and standardization of scale on workplace stress. The scale initially consisted of 115 items. After review and evaluation of statements by the experts, items were 90 out of which 45 items were positive and 45 items were negative. Then after item analysis, 50 items were selected for the final draft of the test. The test retest reliability of the scale was found to be .72 and by split half reliability was found to be .78. For validity face and content and concurrent validity were calculated.

Key words- workplace stress

INTRODUCTION

Teacher's workplace stress is defined as the experience by a teacher of unpleasant emotions such as tension, frustration, anxiety, anger and depression which are resulting from various aspects related with work as a teacher (Brown and Uehara, 1999). In recent years, steadily increasing costs and consequences of teacher, workplace stress has received growing concern. To reduce the negative effects of workplace stress, teachers need more attention to be placed on working conditions. Teachers are the most exaggerated by growing workplace stress in their respective workplace environments, not coordinate with work conditions due to that reason their mental and physical health also effects. Teacher's workplace stress is caused by environmental factors as well as individual characteristics. Major environmental factors include poor working conditions, insufficiency of resources, heavy workloads and student behavior. Individual characteristics can include gender, age, personality hardiness and the ability to cope. These factors lead to thirty percent of teachers leaving the profession within five years and if given the opportunity most of these teachers share that they would not choose the profession of teaching again.

Teaching profession is progressively becoming a stressful workplace. Teaching is more stressful today because teachers have many deadlines to meet as well as more responsibilities to shoulder. These responsibilities include lesson planning, teaching, accountability for student performance, classroom management and discipline, supervisory role and extracurricular activity conducting and monitoring. Teachers choose positive coping styles rather than negative styles that may be healthy towards other aspects of life. If they can identify possible stressful situations, teachers

can actively use coping styles to deal with it or even be able to avoid the situation altogether. Coping with stress is important for teachers so that their stress does not interfere with the achievement of their educational goals and they have better quality of life both personally as well as professionally (Guglielmi and Tatrow, 1998).

Workplace stress can have negative effects on teacher's mental and physical well-being. Knowing this, it is vital that teachers are able to recognize stress so that they can take the appropriate steps to deal with it in a positive manner. The teacher not the learner is now regarded as being the primary carrier of stress and is mostly affected by the stressors of the day to day activities and society of modern education. It is essential that teachers are able to develop proper coping styles and hardiness personality for stress that are unique to their individual personalities. Everyone reacts to stressors in a different ways. It is important to research and practice alternate coping styles to find which will help each individual as well as find various techniques of personality hardiness. This will allow teachers to have a greater sense of purpose motivation and clarity about their own abilities (Bachkirova, 2005).

PREPARATION FOR CONSTRUCTION OF THE SCALE

A scale on workplace stress was developed with the objective of measuring the workplace stress level of the college teachers in Indian situation. For the construction of the scale, literature on workplace stress was surveyed and scanned. There are very few scales developed by other researcher in Indian and foreign conditions to measure workplace stress. But the items in these tools are not in accordance with the present situation. So, to acquaint her with the existing scales related to workplace stress i.e. (Aftab and Khatoun, 2012; Monteith, Smith and Marais, 2001; Hausman and Goldring, 2001; Hoy, Smith and Sweetland 2001; Osipow and Spokane, 1981 and Srivastava and Singh, 1981). The researcher studied the manuals of various tools on workplace stress. The researcher thoroughly studied books, journals, magazines and newspapers articles related to workplace stress. Discussions were also held with educators from different colleges and school teachers to seek their views to plan appropriately for scale of workplace stress. So in the present era, the researcher felt the to construct a scale on workplace stress with suitable items according to the recent conditions. The scale includes both positive and negative items under all dimensions to add variety, reduce college teachers perfunctorily and for better interpretation and for the exhaustive coverage of all the dimensions.

OBJECTIVES

The objective of the present was to construct and standardize scale of workplace stress.

DEVELOPMENT AND STANDARDIZATION OF THE TOOL

Standardized tests are those tests which are constructed by an individual or by a group of individuals and being processed and universalized for all the situations and for all the purpose. Thus, standardized tests are carefully tests which have uniformity of procedure, administering and interpreting test results.

PLANNING

For a given data, planning was done on the behalf of the researcher regarding the purpose of the

scale, time and resource of the scale maker, nature of the population, length of the test, type and nature of test items, methods of scoring etc. which was decided in advance.

TARGET POPULATION

This scale is meant for Indian college teachers.

TYPE OF TEST ITEMS

Present scale is a Likert type five point scale. Every item is in a statement form. Positive and negative both items were included in the scale to add variety and reduce teachers tendency to respond perfunctorily. Five response categories were provided for responding to every item. In these response categories the subject is required to select the most appropriate response to the given statement.

PREPARATION OF PRELIMINARY DRAFT OF THE SCALE

After careful exploration of literature, a pool of 115 items considering different aspects of workplace stress were written and edited. Out of 115 workplace stress 55 were positive items and 50 were items negative. All the items distributed over the five areas were polled, which have been described as under.

Individual Insight - Individuals bring a number of differences to work, such as unique personalities, values, emotions, and moods. When new employees enter in organizations, their stable or transient characteristics affect how they behave and perform.

Relationship Status - We spend the better part of our early careers in our education and building our skills through on-the-job experience, training, and professional certifications or advanced degrees. Such efforts form the basis of our ability to succeed on a given work and at our careers in general. **Work-Life Balance**- Work life balance is a concept including proper prioritizing between works includes career and ambition and lifestyle includes health, pleasure, leisure, family and spiritual development/meditation. Related, though broader, terms include lifestyle calm balance and lifestyle choices.

Performed Responsibilities- We all have the right to a safe workplace and staying safe on in the workplace is everyone own responsibility. The workplace provides education services, inspections and investigations and resources to ensure you are aware of your workplace rights and responsibilities.

Professional Ethics -Workplace is given opportunities to discuss and demonstrate understanding of ethics through participation in seminars with staff from various institutions of Ethics. A major dimension of internship training is personal growth and development.

PRE TRY OUT OF SCALE

The first draft containing 115 items was given to twenty experts with a request to review the statements and evaluate their content accuracy and coverage, their repetition, editorial quality with suggestion for addition, deletions and modification of items. After discussions with the experts and keeping in mind the suggestions given by these experts 25 items was finalized

deleted. Finally 90 items were retained after consultation with experts and distribution of these items in the form of negative and positive items.

PROCEDURE FOR SCORING

The present scale is a five point Likert scale. For positive items, 5 marks are given to strongly agree, 4 marks are given to agree, 3 marks are given to undecided, 2 marks are given to disagree, 1 mark are given to strongly disagree. In case of negative items the order is reversed. The summated score of all the statement all the statement gives the total score of the subject.

TRY OUT OF THE SCALE

The 90 statements were randomized and were provided with standard directions and administered on the sample of 100 teachers of various degree and educational colleges of Ludhiana district affiliated with Panjab University Chandigarh i.e. 50 from degree colleges and 50 from educational colleges. Regarding the administration of workplace stress scale, which is self administering inventory and could be administered individually or in group, the testes were requested to fill in personal information as required in test form, formal instructions for testes were printed on the first page. After tester read the instructions while the testes also followed her sub vocally. After the instructions were over, the testes were asked to register their responses to have various items of the scale. There is no time limit.

ITEM ANALYSIS OF THE SCALE

The preliminary draft consisting of 90 items was administered to a group of 100 college teachers. This being a Likert type scale, the subjects indicated their response on a 5 point scale, with scale points ranging from strongly agree to strongly disagree. The scripts were scored and items were analyzed employing the t-value technique. The method involves calculation of t values for the difference between the means of high and low groups for each statement for the purpose of item analysis, i.e. to determine the discriminatory power of each item, by total scores of each testes were arranged in ascending order. Then top 27% and bottom 27% subjects were identified. Then item wise mean and S.D. of high group and low group were computed to apply t-test in order to find out the difference between two groups for each item in preliminary draft of workplace stress scale. On the basis of significance of t-value at 0.01 and 0.05 level of significance, of different items of workplace stress test being measured, only those items were selected which had significant discriminatory power between high and low groups.

FINAL DRAFT OF THE TEST

In the final draft of the test 50 items related to the selected components of workplace stress were selected

- Individual Insight
- Relationship Status
- Work Life Balance
- Performed Responsibilities
- Professional Ethics

RELIABILITY

Reliability of test as "the consistency with which a set of test scores measures what it does measure for determining reliability of test, the test was administered to 100 teachers of degree and educational colleges and reliability was computed by product moment coefficient of correlation. Reliability is one of the most important characterizes of measuring tool. Reliability refers to the degree to which a measuring tool gives constant results. In the present study coefficient of reliability was determined by test-retest and split half method. The test retest reliability co-efficient of correlation was found to be 0.72 with a time gap of 15 days. Split half reliability (odd even method) was calculated and after Spearman-Brown prophecy formula was found to be 0.78.

VALIDITY

Validity means truthfulness. The test was validated against the criterion of content validity. Content validity is concerned with adequacy of sampling of specified universe of content. The test represents a fairly well defined universe of content, Content was made closely parallel to tasks constituting the universe under study and performance on individual items was determined with respect to accuracy of responses and process used to solve the items. The tool was shown to different experts to check content validity and it was opined by them that tool is valid. The face validity of the tool was established by modifying the items according to the reactions of the teachers and opinion of the experts. The investigator also tried to establish the concurrent validity of the scale by comparing the scores with the college teachers (N=50) of the workplace stress scale with their scores of The Occupational Stress Inventory Revised Edition- OSI-R (Osipow and Davis, 1998). The obtained coefficient of correlation was found to be .58 which is significant at 0.01 levels.

REFERENCES

- Aftab, M & Khatoon, T. (2012). Demographic Differences and Occupational Stress of Secondary School teachers. *European Scientific Journal*, 8(5), 160-175. Retrived on May 15, 2013 from <http://www.ejournal.org/>
- Bachkirova, T. (2005). Teacher stress and personal values: An exploratory study. *School Psychology International*, 26(3), 340-352.
- Brown, Z. & Uehara, D.L. (1999). Coping with teacher stress: A research synthesis for pacific educators. Alakea Street, Honolulu: Pacific Resources for Education and Learning. Retrieved from the ERIC database.(ED440924)
- Guglielmi, S.R. & Tatrow, K. (1998). A Study on occupational stress, burnout and health in teachers: a methodological and theoretical analysis. *Review in educational research spring*, 68(1and 2), 61-99. DOI: 10.3102/00346543068001061.
- Hausman, C.S. & Goldring, E.B. (2001). Sustaining teacher commitment: The role of professional communities. *Peabody Journal of Education*, 76(2), 30-51.

- Hoy, W.K., Smith, P.A. & Sweetland, S.R. (2003). The development of the organisational climate index for high schools: Its measure and relationship to the faculty. *High School Journal*, 86(2), 38-49. DOI:10.1353/hsj.2002.0023.
- Monteith, J.L.K., Smith, S., & Marais, J.L. (2001). Work tress in management personnel in secondary schools in South Africa. *South African Journal of Education*, 21(2), 88-91.
- Osipow, S.H. & Spokane, A.R. (1981). Measure of occupational stress, strain, and coping (Form E-1).Marathon Consulting and Press: Columbus, OH.
- Srivastava, A.K. & Singh, A.P. (1981). Manual of the Occupational stress Index. Department of Psychology, Banaras University, Varanasi.