The impact of social and family role stress on the achievement motivation of Indian teachers

Zulfiqar-Ullah Siddiqui[1], Mahvish Fatima[1], Hafiz Mohd. Ilyas Khan[1]

[1]Department of Psychology, Aligarh Muslim University, A.M.U ALIGARH

Correspondence: Hafiz Mohd. Ilyas Khan (email: drilyask786@gmail.com)

Abstract

For many students and teachers achievement motivation has become not just an essential part of vocational life but also infringing even on the quality of social, family and work life. Achievement motivation has been studied as one of the most positive aspect of students' life while, occupational or role stress has been linked with individuals' social, family and organizational sector. This study examines the impact of social and family stress on the achievement motivation of school and college teachers in Aligarh, India. Statistical analyses of questionnaire returns of 200 teachers reveal that the impact of social and family role stress was not significant on the achievement motivation of the subjects. This insignificant relationship may be attributed to the fact that Indian school as well as college teachers keep their social and family stress separate from their achievement motivation. This separation was made possible because the teachers were academically and professionally successful and this enabled them to distinguish between their personal and professional domains of life and not allowing any undue interference of outside events or happenings.

Keywords: achievement motivation, achievement need, family life, occupational stress, social roles, teachers

Introduction

Teaching has been identified as a stressful occupation. Teachers face a number of strains like disciplinary problems, students' apathy, overcrowding in classrooms, excessive paper work, inadequate salary and lack of administrative support. These problems linked with their occupation are frequently expressed in physical as well as psychological symptoms. In many ways, teachers` stress is no different to that of others. The Health and Safety Executive (HSE) defines stress as: "The adverse reaction people have to excessive pressures or other types of demand placed on them". Just like anyone else, teachers get stressed when they feel they are not coping with their workload or other pressures of the job. Teachers not only face job or occupational stress, they may also be exposed to social family role stress as is evident in a few studies (e.g., Upadhaya and Singh, 1999, Tang et al., 2001 and Winefield et al., 2001). In a survey assessing the stress levels of various jobs by the Health and Safety Executive, the teaching profession came out on the top. The report states that the Scale of Occupational Stress was used and analysis of the impact of demographic factors and type of job, published in 2000, revealed that 41.5% of teachers reported themselves 'highly stressed', while 58.5% came in to a low stress category (Siddiqui, 2009).

The role of teachers is extremely demanding. They work under different management systems where the working conditions are not alike. Teachers' personal variables, working conditions and effects on students' achievement have been significant areas of investigation so far. However, the effects of the existing system on teachers' psychologica1 state is, by and large, a neglected area where it is accepted that teachers are not working in stable working conditions of social demands and homogeneous

classroom, which is responsible for teachers' stress and burnout. The working conditions account for stress and burnout feeling in the life of teachers (Mishra & Panda, 1996).

The aim of the present study is to investigate the effect of social and family role stress on the achievement motivation of school and college teachers. Although stress in teachers is a much-talked phenomenon, however, there is little consensus between different professional groups regarding its etiology, or how to tackle it. Based on a review of international research, it is concluded that teachers' stress is a real phenomenon and that high levels are reliably associated with a range of causal factors, including those intrinsic to teaching, individual vulnerability and systemic influences (Travers and Cooper 1997, Pithers and Soden, 1998).

Social stress can be categorized into its sources (Stressors), its mediator and its manifestation (strain). The occurrence of undesirable life events is assumed to produce stress (demand on personal resources) because they usually require life change and readjustment. Life events may create strain or intensify old problems. Similarly, social stressors such as religion, caste, gender, type of profession, marital status, etc. produce severe stress among individuals. The manifestation of social stress can be viewed as the strain, whether it is the response of an individual or the social system. Burke (1991) suggests that social stress can be understood by incorporating interruption theory as developed in research on stress into a model of identifying processes from identity theory. According to this perspective social stress results from interruption of the feedback loop that maintains identify processes are broken identify loops, interference between identify systems, over controlled identities. Each of these mechanisms is associated with conditions known to produce feedings of distress.

Achievement motivation considers the reason why a student achieves (McCollum, 2005), the motivation behind accomplishment (Vallance, 2004), and a product of the interaction between student characteristics and instructional practices (Okolo & Bahr, 1995). Ugodulunwa (1997) wrote that "Achievement motivation propels a person to desire success and to make a commensurate effort to achieve the same." Familiarity with the necessary steps to success, and the willingness to take them, is the primary characteristic of achievement motivation. High levels of achievement motivation are associated with striving for excellence and success without consideration of a particular reward (Coleman, 1993). According to Jorgensen (2000), achievement motivation is conceptually similar to activity involvement and self-esteem, because one's perception and interpretation of competence directly influences participation and continuance. Achievement motivation is considered as a learned behaviour or response that can be evident in many areas of life.

Method

Sample

Two hundred teachers served as subjects for the present study. They were drawn from the various colleges of Aligarh city and Senior Secondary Schools (Boys) of Aligarh Muslim University, Aligarh. Out of 200 teachers, 100 were from colleges and the other 100 were from schools. They were selected through purposive random sampling. Both categories of teachers were classified into three groups on the basis of scores obtained on Social Family Role Stress (SFRS). In the case of school teachers, there were 25, 50 and 25 subjects representing the category of Low Social Family Role Stress (LSFRS) (score range, 28-50); Medium Social Family Role Stress (MSFRS) (score range, 50-70) and High Social Family Role Stress (HSFRS) (Score range, 72-85). College teachers consisting of 28, 48 and 24 subjects represented the categories of LSFRS (score range, 34-60); MSFRS (score rang e, 62-74) and HSFRS (score range, 75-101). The age range of college and school teachers was from 30 to 50 years old.

Tools

The following tools were used in the present study.

a.   Social and Family Role Stress (SFRS) scale

The SFRS scale developed by Vadra and Akhtar (1990) was used to measures stress emanating from social and family situations. The SFRS consisted of 25 items with a 5 point rating scale, each item was rated 1 (strongly disagree) to 5 (strongly agree). There were nine factors included in the scale: 1- Role Related Tension, 2- Untrustworthy Colleagues, 3- Bleak Future, 4- Lack of Family Support, and 5- Adverse Affect on Health, 6- Family Responsibilities, 7- Underpaid, 8- Foregoing Career Development Opportunities and 9- Unsuitable Job. The split-half reliability of the scale was found to be 0.81. The validation techniques used were internal coefficient and construct validity.

b. Achievement Motivation Scale (AMS)

Achievement Motivation Scale was constructed and standardized by Shah (1986). The AMS based on forced-choice contains 40 items distributed over four dimension: (a) Need for Academic Success (Item Nos.2,3,11 ,14,18, 21,26, 31,37,40); (b) Need for Vocational Achievement (Item Nos. 1,5,9,13,16,17, 19,20,33,36); (c) Need for Social Achievement (Item Nos.4,7,12,15, 22,23,27,34,38,39) and (d) Need for Skill Achievement (Item Nos. 6,8,10,24,25,28,29,30,32,35). Each statement is followed by three alternative responses. The alternatives were arranged in order of one's inclination towards achievements in the areas of academic, vocation, social context and skills. Weightage of 1, 2 and 3 was awarded for alternatives (a), (b) and (c) respectively on each statement. Item numbers (2,3,5,11,14,18,25,26,31,40) were paraphrased by the investigator keeping in view the nature of the sample. Cronbach alpha for the modified version of the scale was found to be 0.6.

c. Procedure

Initially, two schools and four colleges located in the Aligarh district were visited by the investigator to obtain permission for data collection. The principals of two schools and three colleges granted this survey permission. Informed consent for participation was obtained from the teachers and they were assured of their anonymity. Prior to the administration of the test the investigator explained the purpose of the study to the participants establishing a rapport during the process. The teachers were assured that their responses would be kept confidential and will be utilized only for the purpose of the research. Each respondent was given a set of two questionnaires described above along with the personal data sheet. The investigator gave sufficient time to each respondent to complete the questionnaires.

d. Data Analysis

Data were analyzed by means of the statistical package for social sciences (SPSS) version 16.0. Descriptive statistics included Mean and SD values obtained on Achievement Motivation. A 3x2 way analysis of variance (ANOVA) was computed to examine the effect of various levels of social family role stress and types of teachers on the subjects' achievement motivation and its dimensions.

Results and discussion

Table 1. Mean and SD values of school teachers achievement motivation and its dimensions

Achievement Motivation	Mean	SD
Total Achievement Motivation	93.60	7.10
Need for Academic Success	23.82	2.63
Need for Vocational Achievement	23.93	2.67
Need for Social Achievement	23.31	2.54
Need for Skill Achievement	22.54	2.46

Table 2. Mean and SD values of college teachers on achievement motivation and its dimensions

Achievement Motivation	Mean	SD
Total Achievement Motivation	97.91	5.94
Need for Academic Success	24.40	2.10
Need for Vocational Achievement	24.53	2.50
Need for Social Achievement	24.54	2.12
Need for Skill Achievement	24.44	2.81

Table 3. Main impacts of social and family role stress and type of teachers on the need for academic success: 3x2 ANOVA.

Source	Sum of Squares	df	Mean Square	F
Soc.Fam.Rol.Strs(SFRS)	10.495	2	5.247	0.897
Type of Teachers	17.057	1	17.057	2.914
SFRS*TT	5.240	2	2.620	0.448
Error	1135.416	194	5.853	
Total	117189.000	200		
Corrected Total	1171.555	199		

A 3x2 ANOVA was calculated to examine the influence of various levels of Social and Family Role Stress and Type of Teachers on need for academic success. There was no main effect of Social and Family Role Stress on need for academic success (F=0.897, p = > 0.05). Type of teachers did not have any effect on the need for academic success (F=0.2.914, p = > 0.05).The interaction effect between SFRS and type of teachers was also not established on the need for academic success (F= 0.448, p = > 0.05).

Table 4. Main impacts of social family role stress and type of teachers on the need for vocational achievement: 3x2 ANOVA

	Sum of Squares	df	Mean Square	F
Soc.Fam.Rol.Strs(SFRS)	31.171	2	15.585	2.238
Type of teachers	6.274	1	6.274	0.901
SFRS*TT	5.698	2	2.849	0.409
Error	1350.902	194	6.963	
Total	118340.000	200		
Corrected Total	1405.520	199		

*$p < .01$

A 3x2 ANOVA was calculated to examine the influence of various levels of Social and Family Role Stress and Type of Teachers on the Need for Vocational Achievement. There was no main effect of Social and Family Role Stress on the need for vocational achievement ($F=0.901$, $p = > 0.05$). Not only that the type of teachers did not have any effect on need for vocational achievement ($F= 0.091$, $p = > 0.05$) but that the interaction effect between SFRS and type of teachers was also not found to be significant on the need for vocational achievement ($F= 0.409$, $p = > 0.05$).

Table 5. Main impacts of social family role stress and type of teachers on the need for social achievement: 3x2 ANOVA

Source	Sum of Squares	df	Mean Square	F
Soc.Fam.Rol.Strs(SFRS)	12.989	2	6.495	0.577
Type of Teachers	114.369	1	114.369	10.155*
SFRS*TT	54.450	2	27.225	2.417
Error	2184.899	194	11.262	
Total	117907.000	200		
Corrected Total	2370.755	199		

*$p < .01$

A 3 x 2 ANOVA was calculated to examine the influence of various levels of Social and Family Role Stress and Type of Teachers on need for social achievement. There was no main effect of social and family role stress on need for social achievement ($F=0.577$, $p = > 0.05$). Significant effect of type of teachers was found on need for social achievement ($F= 10.155$, $p= < 0.01$). The interaction effect between SFRS and type of teachers was not significant on the need for social achievement ($F= 2.417$, $p = > 0.05$).

Table 6. Main impacts of social and family role stress and type of teachers on the need for skill achievement: 3x2 ANOVA

Source	Sum of Squares	df	Mean Square	F
Soc.Fam.Rol.Strs(SFRS)	3.938	2	1.969	0.268
Type of Teachers	114.568	1	114.568	15.622*
SFRS*TT	15.338	2	7.669	1.046
Error	1422.769	194	7.334	
Total	111414.000	200		
Corrected Total	1621.020	199		

*p <.01

A 3x2 ANOVA was calculated to examine the influence of various levels of Social and Family Role Stress and Type of Teachers on Need for Skill Achievement. There was no main effect of social and family role stress on need for skill achievement (F=0.268, p= > 0.05). Type of teachers have significant influence on need for skill achievement (F= 15.622, p= < 0.01).No significant interaction effect was found between SFRS and type of teachers on need for skill achievement (F= 1.046, p= > 0.05).

A 3x2 ANOVA was calculated to examine the influence of Social and Family Role Stress and Type of Teachers on Achievement Motivation. There was no main effect of social and family role stress on achievement motivation (F=0.432, p= > 0.05). Significant effect of type of teachers was found on achievement motivation (F= 14.303, p= < 0.01). The interaction effect between social family role stress and type of teachers was not found to be significant (F= 0.893, p= > 0.05).

The main stress effects of social and family roles and type of teachers were not found to be significant on the *need for academic success*. School as well as college teachers have no desire in relation to their professional carrier and academic success. Stress emanating from social and family domains did not have any impact on their *need for academic success*. The significant effect of social and family role stress on *need for vocational achievement* was also not found. The present finding suggests that since school and college teachers are already in a job and they are receiving a good salary, it may be assumed that the social and family role stress have not affect on their vocational achievement. The mean score of college teachers as compared to the mean score of school teachers was found high on this dimension (cf. Tables 1 and 2). The reason for scoring low by the school teachers in comparison to college teachers on the *need for vocational achievement* may be that they have already fulfilled the essential qualification needed in relation to their jobs and that their career development is rather limited.

Table 7. Main impacts of social family role stress and type of teachers on the composite dimensions of achievement motivation: 3x2 ANOVA

Source	Sum of Squares	df	Mean Square	F
Soc.Fam.Rol.Strs(SFRS)	47.422	2	23.711	0.432
Type of Teachers	785.845	1	785.845	14.303*
SFRS*TT	98.167	2	49.084	0.893
Error	10658.693	194	54.942	
Total	1844748.000	200		
Corrected Total	11901.420	199		

* p < .01

Significant impact of type of teachers was nevertheless found on the *need for social achievement.* This finding suggests that college teachers as compared to their school counterparts may have hailed from healthy social and family environment and had more social interactions, and that this is why their

need for social achievement is not substantially affected by social and family stress. The main effect of type of teachers was found significant on the *need for skill achievement* dimension of achievement motivation. College teachers scored higher than their counterparts on the *need for skill achievement.* Type of teachers played a significant role in the context of achievement motivation. Since the school teachers are employed for a long time in the teaching profession, their *need for skill achievement* may have been affected by negative circumstances like getting promotion, role overload, role conflict, etc. Furthermore, it may be expected that the reason school teachers have no high *need for skill achievement* was that they did not enjoy any chance of promotion as compared to the college teachers. In contrast, the high n*eed for skill achievement* and overall achievement motivation of college teachers may be because they get at least one upward mobility in terms of promotion.

Conclusion

The impact of social and family role stress was not significant on achievement motivation of Indian teachers. This means that social and family role stress is negatively associated with their achievement motivation. Indian school as well as college teachers keep their social and family stress separate from achievement motivation. This separation was made possible because the teachers were academically and professionally successful and this enabled them to distinguish between their personal and professional domains of life by not allowing any outside events or happenings interfering within and between them .

References

Burke PJ(1991) Identity processes and social stress. *American Sociological Review* **56**, 836-49

Coleman MF (1993) The role of parental interaction in achievement motivation. *The Journal of Social Psychology* **133**, 859-861.

Jorgensen L (2000) Activity involvement, goal perspective, and self-esteem among Mexican American adolescents. *Research Quarterly for Exercise and Sport* **71**(3), 308-311.

McCollum DL (2005) Relating students' social and achievement goals. *Academic Exchange Quarterly* **9** (1), 297-301.

Mishra KN, Panda KC (1996) Relative influence of teachers training program on the teacher's personality, feeling of stress and burnout. *Indian Educational Review* **57**, 69-82.

Okolo CM, Bahr CM, Rieth HJ (1993) A retrospective review of computer-based instruction. *Journal of Special Education Technology* **12** (1), 1-27.

Pithers RT, Soden R (1998) Scottish and Australian teacher stress and strain: A comparative study, *British Journal of Educational Psychology* **68**, 269-279.

Shah B (1986) *Achievement motivation scale.* Agra: Psychological Research Cel Agra.

Siddiqui, Ismat Jahan (2009) A study of stress, causes and use of coping strategies among the university administrators. (PhD dissertation) Jamia Millia Islamia, New Delhi.

Tang CS, Wing-Tung A, Ralf S, Gerdamarie S (2001) Mental health outcomes of job stress among Chinese teachers. *Journal of Organisational Behavior* **22** (8), 887-901.

Travers C, Cooper C (1996) *Teachers under pressure.* Routledge, New York.

Ugodulunwa CA (1997) The effects of achievement motivation and study habits on Nigerian secondary school students'academic performance. *The Journal of Psychology* **131** (5), 523-529.

Upadhyay LN, Singh HP (1999) Use of transformed auxiliary variable in estimating the finite population mean. *Biometrical Journal* **41**(5), 627-636.

Vadra P, Akhtar SS (1990) *Social and family aspects of role stress development of a scale.* Pp 59-69.

Vallance RJ (2004) Males'academic motivation: Doing a personal best. *Academic Exchange Quarterly* **12**, 59-63.

Winefield H, Dollard M, Winefield A (2000) The role of supervisors in managing occupational stress for service professionals. *Journal of Occupational Health and Safety* **16**, 343-349.