

TO STUDY THE IMPACT OF STRESS OF TEACHERS ON ACADEMIC ACHIEVEMENT OF STUDENTS WITH LEARNING DISABILITIES, IN RELATION TO GENDER AND EXPERIENCE

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Abstract

A specific developmental disorder that involves difficulty in scholastic skills such as reading, writing, spelling, reasoning, recalling, and/or organizing information resulting from the brain's inability to receive and process information is termed as learning disability. Inclusive education happens when children with and without disabilities participate and learn together in the same classes. Teachers are the backbone for effective implementation of inclusive education. Rather than placing responsibility for failure on the child or the environment, the task is to specify the conditions under which diverse students can achieve optimal learning success. This all depends on the teachers' competency to handle the inclusive classroom along with all their personal and professional problems. The present century is often termed as the age of anxiety and stress. Many factors such as job satisfaction, family burden, pay scale, survival in the institute, etc. are found to be responsible for increased level of stress among teachers. The present article discusses the impact of stress of teachers on the academic achievement of students with learning disabilities in relation to background variables gender and experience.



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A learning disability is a neurological disorder. In simple terms, a learning disability results from a difference in the way a person's brain is "wired". Children with learning disabilities are as smart or smarter than their peers, but they may have difficulty reading, writing, spelling, reasoning, recalling and/or organizing information if left to figure things out by themselves or if taught in conventional ways. If child is in school, the types of learning disorders that are most conspicuous usually revolve around reading, writing, or mathematics. Dyslexia, dysgraphia, dyscalculia, dyspraxia, dysphasia, auditory processing disorder, visual processing disorder, ADHD, autism, etc are the terms associated with learning disabilities.

Inclusive education means the education of all children, with and without disabilities together in regular schools. It is an approach, which takes into account unique characteristics, interests, abilities and learning needs of all children. Inclusive education happens when children with and without disabilities participate and learn together in the same classes. Research shows that when a child with disabilities attends classes alongside peers who do not have disabilities, good things happen.

Teachers are the most important person for effective implementation of inclusive education for children with all types of learning disabilities. Teachers whether they are working in normal school or special school have to play multiple roles in the organization of the class, teaching, training, guidance etc.

Teachers play a very important role in fulfilling the educational needs of all types of children with special needs. The teacher's competencies which are required for successful implementation of inclusive education are ability to solve problems, ability to take advantage of children's individual interests and use their internal motivation for developing needed skills, to set high but alternative expectations that are suitable for the students.

Teacher's stress has been viewed as an interactive process which occurs between teachers and their teaching environment which leads to excessive demands being placed on them and resulting in physiological and psychological distress. The consequences of stress include health problems and reduction in work performance, effectiveness, etc. Stress is also a factor in staff attrition, absenteeism and low morale.

This means the stress of teachers teaching to the students with learning disabilities plays an important role in implementation of inclusion and proper educational development of the students. If it is so, do the background variables such as gender, training, experience, job satisfaction, pay scale, physical environment, in-service training, time management, etc. play the role of stressors for teachers? Does the teacher's stress have impact on academic achievement of students with learning disabilities? All these questions arise in the mind of the researcher. So the present study was undertaken.

Objectives:

- 1) To study the impact of stress of male teachers and female teachers on academic achievement of students with learning disabilities.

- 2) To study the impact of stress of teachers with experience less than 5 years and teachers with experience of more than 5 years, on academic achievement of students with learning disabilities.

Hypothesis:

- 1) There is no significant difference between impact of stress, of male teachers and female teachers on academic achievement of students with learning disabilities
- 2) There is no significant difference between impact of stress, of teachers with experience less than 5 years and teachers with experience more than 5 years on academic achievement of students with learning disabilities

Methodology:

Sample and sampling technique-

Purposive sampling technique was used to select the sample. Students with learning disabilities and teachers teaching those students, of various schools were selected from Mumbai and Thana region.

Size of sample-

517 teachers teaching to the students with learning disabilities and 517 learning disabled students at same schools, constituted the sample.

Tools used-

The following tools were used by the researcher for the present study: -

- a) Stress questionnaire for teachers teaching students with learning disabilities
- b) Academic achievement (in percentage form) of the students with learning disabilities

Data collection-

The researcher personally visited schools of Mumbai and Thana region with prior permission from heads of the concern schools and administered the tools. From March 2020 due to COVID situation when schools were not operating on attendance basis, the researcher also used digital mode for collecting data.

Analysis and interpretation:

The main purpose of the research is the discovery of general principle based upon the observed relationship between the variables.

Descriptive analysis-

Table no. 1 shows the descriptive analysis of the stress of teachers teaching students with learning disabilities, on the basis of various background variables.

Sr. No.	Background variables	No. of teachers	Stress mean
1	Male	138	110.21
2	Female	379	111.21
3	Experience less than 5 years	170	109.28
4	Experience more than 5 years	347	111.82

Table no.1

Fig. 1 shows the no. of teachers and difference between mean of the stress level of teachers, in relation to the background variables gender and experience

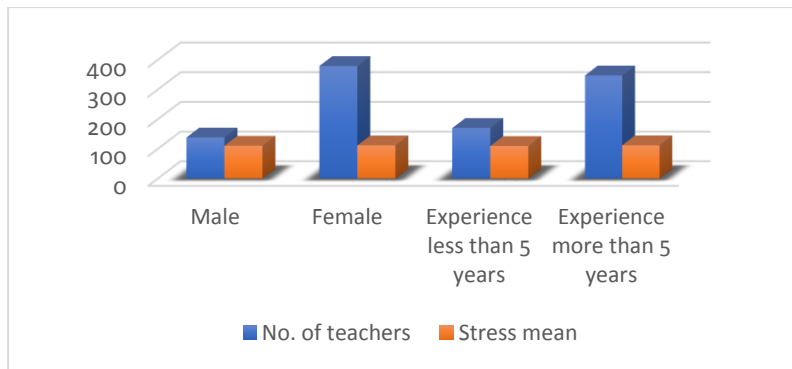


Fig. 1

Testing hypothesis:

Hypothesis 1:

There is no significant difference between impact of stress of male teachers and female teachers on academic achievement of students with learning disabilities.

Table no. 2 shows the difference of relationship of stress of male and female teachers, and academic achievement of students with learning disabilities

Category	N	Pearson ' r ' value	Calculated ' z ' value
Male	138	-0.034	-0.61
Female	379	0.027	

Table no. 2

Interpretation:

Table no. 2, shows that the relation (Pearson's Co- efficient Correlation) between academic achievement of students with learning disabilities and stress of male teachers is -0.034 and of

female teachers is 0.027. The z value of these correlations is -0.61. Since the z observed value is less than critical value 1.96, hypothesis 1 is not accepted.

Hypothesis 2:

There is no significant difference between impact of stress of teachers with experience less than 5 years and teachers with experience more than 5 years, on academic achievement of students with learning disabilities.

Table no. 3 shows the difference of relationship of stress of teachers with experience less than 5 years and teachers with experience more than 5 years, and academic achievement of students with learning disabilities

Category	N	Pearson 'r' value	Calculated 'z' value
Experience less than 5 years	170	0.073	1.01
Experience more than 5 years	347	-0.022	

Table no. 3

Interpretation:

Table no. 3, shows that the relation (Pearson's Co-efficient Correlation) between academic achievement of students with learning disabilities and stress of teachers with experience less than 5 years is 0.073 and of teachers with experience more than 5 years is -0.022. The z value of these correlations is 1.01. Since the z observed value is less than critical value 1.96, hypothesis 2 is not accepted.

Conclusion:

1. There is significant difference between impact of stress of male teachers and female teachers on academic achievement of students with learning disabilities.
2. There is significant difference between impact of stress teachers with experience less than 5 years and teachers with experience more than 5 years on academic achievement of students with learning disabilities.

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