

## **A Study of Teacher Effectiveness of Secondary School Teachers in Relation to Teacher Stress**

**Dr. UshaA.Borkar, Assistant Professor**

*HansrajJivandas College of Education (Affiliated to University of Mumbai)  
Khar (West), Mumbai -400 052, Maharashtra, India*

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**ABSTRACT:** *This study was aimed to study the Effectiveness of Secondary School Teachers in Relation to Teacher Stress. The objectives were to study and compare teacher effectiveness of Secondary School Teachers of Mumbai region and to ascertain relationship between Teacher effectiveness of Secondary School teachers and the Teacher Stress. The Descriptive method of the comparative and co- relational type of research was employed for this study. The multistage sampling technique was used to select 1000 teachers from Secondary schools situated in different regions of Mumbai, Thane and Raigad areas of Maharashtra for the study. The researcher made tool was used to collect data for this study. Findings of this research indicate that less effective teachers are under a higher level of stress than the highly effective teachers. The findings further revealed that the Teacher Stress is negatively correlated with Teacher Effectiveness. The study also revealed that Teacher Stress also varied in male teachers and female teachers despite the fact that both were equally placed in terms of salary and workload.*

**KEYWORDS** -*Teacher Effectiveness, Secondary School Teachers, and Teacher Stress*

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### **I. INTRODUCTION**

A lamp has the unique quality of being able to light another lamp without losing any of its own brilliance. - Buddha.

If one looks at the extended and expanded role played by the teacher today, then one can definitely appreciate the truth of the above. From time immemorial the member of the teaching community are considered the most important members of the society, as they are responsible for the most treasured of all the resources - the human intellect. Holding the fortunes of other individuals, the society and the civilization in their palms, the teacher have achieved a unique position not only in this country and culture, but in societies all over the world. Therefore there stands a special and important place for the teacher in society as well as in an individual heart. At the same time, the effectiveness of the educational system largely depends upon the active, resourceful and competent teachers. An effective teacher not only imparts the entire educational curricula allotted to her in the best and most efficient manner but also ensures the optimum development of the students. In today's scenario where there is fierce competition in all spheres of life, effectiveness of the teachers becomes imperative to empower the students to face global challenges. Effective teaching is a par excellence attribute of quality education. There are many factors, which influence the effectiveness of the teacher viz. intelligence, attitude towards teaching, experience, academic qualification, personality, mental health etc. (Raghu, 1994) [1].

Stress is a feeling of tension, which is both physical and emotional. Stress could be caused by physiological, psychological and environmental demands. In the present study Teacher effectiveness is being studied in relation to Teacher stress. In a specific occupational related stress the main source of stress is the occupation of the person. Teacher stress may be defined as a condition wherein job related factors interact with the individual to change his/her psychological or physiological conditions in such way that a person is forced to deviate from normal functioning. (Selye, 1974) [2].

There are numerous factors that can contribute to teacher stress levels. Weiskopf (1980) [3] identified a number of sources of stress: (a) work overload, (b) lack of on-the-job success, (c) longer amounts of time directly interacting with students, (d) poor student-teacher ratios, (e) poorly defined program structures, and (f) the constant responsibility for others. In a separate review, Fimian (1982) [4] summarized 135 sources and manifestations of stress cited in the literature into one or more of 13 a priori categories. Additionally, Gallery, Eisenbach, and Holman (1981) [5] noted four contributing factors: (a) role ambiguity, (b) role conflict, (c) role overload, and (d) lack of administrative support.

Stress up to moderate level is inevitable and leads to motivation but prolonged Teacher stress has been

found to result in both physiological and psychological ailments which ultimately has adverse effects on teachers professional efficacy (Kyriacou and Pratt 1989) [6]. Undoubtedly, teaching has become very stressful profession in the present times. It is an established fact that the performance of a teacher mainly depends upon his/her psychological state of mind. Teacher stress affects the physical and psychological well being of the teacher which in turn may definitely influence efficiency and performance of the teacher. Kyriacou and Pratt (1989), Rao (2001)[7], Upadhyay and Singh (2001)[8], Sabu and Jangiah (2005)[9] have studied Teacher Stress among teachers in India and have found that the Teacher stress has weakened the efficiency of the teachers. It is beyond doubt that stress within teaching has far reaching consequences on the entire system of Education and is considerable. It becomes imperative therefore to study the Teacher Effectiveness in relation to Teacher stress among teachers. Hence a need was felt to investigate the same.

## **II. AIM OF THE STUDY**

The main aim was to study Teacher Effectiveness of Secondary School Teachers in Relation to Teacher Stress.

## **III. OBJECTIVE OF THE STUDY**

With a view to achieving the stated aim of the study, the following objectives were formulated

1. To construct the tool to measure Teacher Stress
2. To identify the highly effective and less effective Secondary School Teachers.
3. To study the level of Teacher Stress among highly effective and less effective Secondary School Teachers.
4. To study the level of Teacher Stress of male and female Secondary School Teachers.
5. To study the relationship between Teacher effectiveness and Teacher Stress among Secondary School Teachers.

## **IV. HYPOTHESES**

In order to achieve the aforesaid objectives the following hypotheses of the present study were formulated:

1. There is no significant difference between highly effective and less effective Secondary School Teachers.
2. There is no significant difference in Teacher Stress between male and female Secondary School Teachers.
3. There is no significant relationship between Teacher effectiveness and Teacher Stress among Secondary School Teachers.

## **V. METHODOLGY**

For the present investigation, the researcher used the Descriptive method of the comparative type and co- relational type.

## **VI. SAMPLING TECHNIQUE**

The technique of random multi stage sampling was employed to select Secondary School Teachers from the Government aided schools from Mumbai, Thane and Raigad regions of Maharashtra.

## **VII. SAMPLE AND DATA COLLECTION:**

For the present study the sample size of 1000 Secondary School Teachers were selected who were administered the Teacher Effectiveness Scale of Secondary School Teachers constructed by Dr. Pramod Kumar and D.N. Mutha. With the help of the scale 234 highly effective and 203 less effective teachers were identified out of which 200 teachers from each of the category were taken for the study. Out of the total sample 150 male and 150 female teachers were selected. The Teacher stress of the teachers was studied and analyzed in relation to Teacher Effectiveness.

## **VIII.**

## **TOOLS**

The Teacher Stress Inventory prepared by the investigator is a 49-item, 10-factor instrument that assesses the degree of strength of occupational stress experienced by Indian teachers in the public schools. The five stress source factors are Time Management, Work-Related Stressors, Professional Distress, Discipline and Motivation, and Professional Investment; the five stress manifestations factors are Emotional Manifestations, Fatigue Manifestations, Cardiovascular Manifestations, Gastronomic Manifestations, and Behavioral Manifestations. The five stress source and five stress manifestations subscale scores can be summed and divided by 10 in order to derive a Total Stress Score.

## **IX. ANALYSIS AND DISCUSSION**

The Mean and Standard Deviation for Teacher stress among male –female, highly effective – less effective and total group were calculated separately. The t-value was calculated to determine the significance of the difference between Means. The correlation coefficients were found out to see the relationship between Teacher Effectiveness and Teacher Stress for all the groups. The values of Mean, SD, t-value and correlation coefficients are presented in Table 1, 2 and 3.

**Table 1: Teacher Stress Scores of Highly Effective, Less Effective and Total Group of Secondary School Teachers.**

Teacher Effectiveness	N	Mean	SD	t-value	Significance
Highly Effective	200	89.67	15.21	4.98	P< 0.01
Less Effective	200	97.95	15.14		
Total	1000	92.94	16.11		

**Table 2: Teacher Stress Scores of Male and Female Secondary School Teachers.**

	N	Mean	SD	t-value	Significance
Female	150	88.16	14.28	3.19	P< 0.01
Male	150	95.41	15.12		

**Table 3: Coefficients of Correlation between Teacher Effectiveness and Teacher Stress**

Teacher Effectiveness	Coefficient of Correlation	Significance
Highly Effective	-0.871	0.01
Less Effective	-0.468	0.01
Total	-0.892	0.01

Table 1 shows that the Mean scores on Teacher Stress for highly effective and less effective teachers are 89.67, 97.95 and for the total group of teachers the Mean value is 92.94. The value of SDs are 15.21,15.14 and 16.11 respectively for the highly effective, less effective and total sample of Secondary School teachers. The t-value is calculated as 4.98, which is significant at 0.01 level of confidence. It means that less effective teachers are under higher level of Teacher Stress than the highly effective and total group of teachers.

Many factors contribute to this finding. It is evident that Teacher Stress causes many psychological and physiological problems to a person, which amply reduces the efficiency of work. For Teacher Stress results in disinterest in teaching, job satisfaction, laziness and burnouts, which ultimately impair the effectiveness of the teacher. Hence Hypothesis 1 that there is no significant difference between highly effective and less effective teachers on Teacher Stress is rejected.

Table 2, reveals that the Mean scores on Teacher stress for male and female teachers are 88.16 and 95.41. The values of SDs are 14.28 and 15.12 respectively for both groups. The t-value is calculated as 4.98, which is significant at 0.01 level of confidence. It means that the female teachers are having higher level of Teacher Stress than their male counterparts. Evidently Hypothesis 2 is rejected.

Table 3, reveals that the values of correlation coefficients between Teacher Effectiveness and Teacher Stress are -0.871, -0.468 and -0.892 for the highly effective less effective and total group of teachers. All the values are negative and significant. It indicates that with the increases of the teacher gets reduced. Hence hypothesis 3 is rejected.

## **X. CONCLUSIONS**

The study reveals that less effective teachers are under a higher level of Teacher Stress than the highly effective and total group of teachers. Further, the female secondary school teachers are significantly under more Teacher Stress than their male counterparts. The correlation analysis clarifies that Teacher Stress is negatively correlated with the Teacher Effectiveness, as the stress among teachers increases as their teaching effectiveness decreases.

### **XI. IMPLICATIONS AND SUGGESTIONS**

The present study points out in unequivocal terms that teachers who are under higher level of teacher stress are less effective in their profession. Teacher stress is negatively correlated with the effectiveness of the teacher. Schools need to make attempts to reduce the level of teacher stress among teachers. Workload of the teachers should be maintained by establishing the proper pupil-teacher ratio. Healthy academic atmosphere should be encouraged among schools. Special orientation programmes should be organized with the objective of overcoming the teacher stress among teachers. Yoga and meditation camps may be beneficial to the teachers. The study further finds that female teachers are under a higher level of teacher stress than the male teachers despite the fact that both male and female teachers are equally placed in terms of salary and placement. A more relaxed work schedule should be provided to the teachers.

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