

# A STUDY ON TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR OCCUPATIONAL STRESS

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**Abstract:** The aim of this study is to investigate the relationship between Teaching Effectiveness and Occupational Stress of secondary school teachers. The sample comprised 120 secondary school teachers working in secondary schools of Bengaluru Metro City selecting by simple random sampling technique The Teacher's Stress Scale (TSS) constructed by K.S. Misra and Teacher Effectiveness Scale (2006) developed and standardized by Umme Kulsum was used to identify the teachers' occupational stress and teaching effectiveness respectively. The Karl Pearson's Product Moment Coefficient of Correlation and independent 't' test was utilized to test the hypotheses. The correlation result shows that there was a significant relationship between Teacher Effectiveness and Occupational Stress of secondary school teachers and the 't' test shows that sex and type of school management were influenced on teaching effectiveness. The female teachers had higher teaching effectiveness than male teachers and government school teachers were more effective than private unaided and private aided school teachers. The school heads can implement motivational techniques to cope up the teachers from stress and also pay according to their performance. This will definitely motivate the teachers to do work effectively. Workload of the teachers should be maintained by establishing the proper pupil-teacher ratio. Healthy academic atmosphere like congenial working environment, less work load, job securities, provision for maximum facilities etc., should be encouraged among schools particularly private unaided and aided schools.

**Index Terms** – Teaching Effectiveness, Occupational Stress, Secondary School Teachers.

## 1. INTRODUCTION

According to Indian Educational Commission (1964-66) 'The quality of nation depends upon the quality of Education programme and good education programme to a large extent is dependent upon the quality of teachers who implement that programme. Therefore, the problem is identification of effective teachers for realizing desirable educational goals. The teaching job in itself is demanding. Teachers work under different management systems and working conditions which affect their psychological state.

In this competitive era, every educational institution is setting new goals to compete not only at the local level but also at the global level. As a result of teacher, at the crux of an education system, has to bear the responsibility to prepare the young generations to build a nation with purpose and tackle the challenges of tomorrow. Occupational stress of teachers has serious implication for the teachers' effectiveness in teaching.

Teacher effectiveness means 'ability to teach effectively in classroom.' Only effective teachers can materialize policies and plans of education in the classroom at grassroots level. An effective teacher is one who helps in development of basic skills, understanding proper work habits, desirable attitude, value judgment and adequate personal adjustment of the student (Rayans, 1969).

In the last few years, the teaching profession has become more challenging worldwide, particularly at the secondary level where the students reach the adolescent stage and as such, the stress among the teachers has developed very rapidly. Various factors are correlated with the job stress of teachers, such as increased workload, low salary, lack of facilities, large size of the class, Lack of career development programs, student behaviour training etc. There is a wide spread belief that work related stress among teachers has serious implication for the teachers' mental health, performance and teaching effectiveness.

According to Greenberg and Magnate (2000) defined stress as "a kind of emotional level that is relatively complex, physiology reaction and thinking that mutually related have led to external demand." Job stress is defined as "the harmful physical and emotional responses that occur when the job requirements do not match the capabilities, resources or needs of the worker, in short it is a job failure". Occupational stress is the experience of negative feelings, such as worry, frustration.

Occupational stress can be seen in various fields of work. We cannot eliminate stress but can try to manage or cope with it to an optimal level. To keep the teacher at bay from stress it becomes pertinent to scan out ways to minimize the stress levels. A stress free teacher can teach effectively in the class room and can provide better quality of environment to make schools a challenging and interesting centre for the students.

Periasamy and Prabhu (2021) concluded that teacher effectiveness and occupational stress are highly correlated. Sehjal (2021) found significant difference between the effectiveness of teachers among secondary school teachers with regard to the form of institution. Bhat (2021) concluded that there exist significant differences between government and private secondary school teachers on teacher effectiveness and found positive significant relationship between teacher effectiveness of teachers with their job satisfaction. Bhat and Arumugam (2020) revealed that the qualification of secondary teachers of district Baramulla of Jammu and Kashmir differ significantly with reference to their teacher effectiveness. Torreon & Trabajo (2019) intended to determine the Teaching Effectiveness and Coping Occupational Stress as basis for Intervention Program. It can be inferred from the result that the respondents' performance was not affected by the occupational stress but evidently effectiveness by dedication and commitment of teachers to their profession. Rani and Dalal (2017) research indicates that it was very important for teacher to know all the causes of stress and negative effects on his/her profession and how to improve their effectiveness and reduce occupational stress which was helpful in his/her teaching and professional growth. Prakash; Cherian and Archana (2017) concluded that there was significant difference between occupational stress and teacher effectiveness and no significant difference between type of school with respect to teacher effectiveness. Teacher stress is characterized as experiences of unpleasant, negative emotions such as rage, frustration, anxiety, depression and nervousness in teachers; depression and nervousness, resulting from some aspect of their work as teachers (Kyriacou, 2001). Even after reviewing the related literature it was felt that although numerous studies had been conducted to identify the stress levels of teachers teaching at various levels but studies related to secondary level teachers' stress and its relationship with teaching effectiveness are very few. Thus, the investigators selected the present problem.

## **2. NEED OF THE STUDY**

Stress is a universal human experience. Both pleasant and unpleasant experiences can have stressful components with specific reference to teachers, and with in general concept of occupational stress. It has been reported that job-related stress is a common phenomenon among many teachers. The teacher is an employee of an institution where the future of the nation is being shaped. According to Pandit Jawaharlal Nehru, "The future of nation is being shaped in her classroom." Teachers play an important role in nation building. If a teacher is free from stress and strain, he will teach effectively. But we are living in a fast growing era of complexities and pressures where human constitutional capacities are taxed severely. So the findings of the study will be helpful in understanding all those problems. 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 him in the best and most efficient manner but also ensures the best possible academic performance and an optimum development of the personalities of the students. In the present scenario, when there is a fierce competition in every sphere of life; effectiveness of the teachers becomes imperative to empower the students for facing the emerging challenges of global world. Effective teaching is a par excellence attribute of quality education. There are many factors which influence the effectiveness of the teacher in one or another way in that occupational stress is one. Hence, the present study.

## **3. STATEMENT OF THE PROBLEM**

**“A STUDY ON TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR OCCUPATIONAL STRESS”**

#### 4. OBJECTIVES

1. To find out the significant relationship between Teaching Effectiveness and Occupational Stress of secondary level school teachers.
2. To find out the significant difference in the Teacher Effectiveness between male and female teachers.
3. To find out the significant difference in the Teaching Effectiveness between government and private aided teachers
4. To find out the significant difference in the Teaching Effectiveness between private aided and private unaided teachers
5. To find out the significant difference in the Teaching Effectiveness between government and private unaided teachers

#### 5. STATEMENT OF HYPOTHESES:

The following are the hypotheses formulated in null form :

1. There is no significant relationship between Teaching Effectiveness and Occupational Stress of secondary school teachers.
2. There is no significant difference in the Teaching Effectiveness of secondary school male and female teachers.
3. There is no significant difference in the Teaching Effectiveness of secondary school teachers from government and private aided schools.
4. There is no significant difference in the Teaching Effectiveness of secondary school teachers from private aided and private unaided schools.
5. There is no significant difference in the Teaching Effectiveness of secondary school teachers from government and private unaided schools.

#### 6. METHODOLOGY

The study was chosen as descriptive survey method. The population comprised of all secondary school teachers. The sample comprised 120 secondary school teachers working in secondary schools in Bangalore Metro City, Karnataka selected by using simple random sampling technique. To collect the data the researcher selected two scales namely, Teacher's Stress Scale (TSS) constructed by K.S. Misra and Teacher Effectiveness Scale (2006) developed and standardized by Umme Kulsum was used to identify the teachers' having occupational stress and teaching effectiveness respectively. The said two tools were distributed for 120 teachers for data collection. The Karl Pearson's Product Moment Coefficient of Correlation and independent 't' test was utilized to test the hypotheses. The collected data was analyzed by using appropriate statistical techniques like mean, standard deviation, Correlation and independent 't' test.

#### 7. RESULTS OF THE STUDY

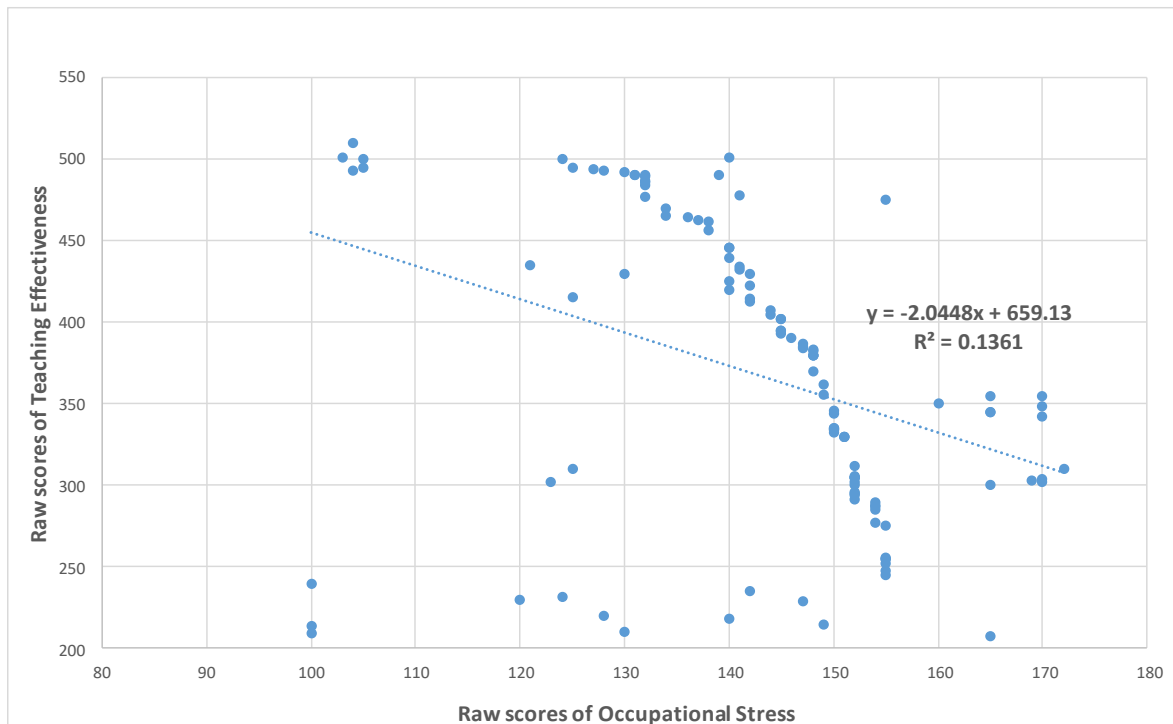
**Table-1:** Table shows the mean scores, standard deviation, 'r' value, sig. level and R<sup>2</sup> pertaining to Teaching Effectiveness and Occupational Stress.

Variables	Mean	Standard Deviation	'r' value	Sig. Level	R <sup>2</sup>
Teaching Effectiveness	366.950	88.305	- 0.369	*	0.1361
Occupational Stress	142.891	15.933			

(N=120; df=118; \*Significant at 0.05 level confidence (r table value = 0.195)

The table-1 shows the correlation results between Teaching Effectiveness and Occupational Stress of secondary school teachers. The obtained 'r' value - 0.369 (R<sup>2</sup>=0.1361) is greater than the table value 0.195 at 0.05 level of confidence, hence the stated hypothesis is rejected and an alternative hypothesis accepted that is "there was a significant negative relationship between Teaching Effectiveness and Occupational Stress of secondary school teachers". It concludes that teachers had lower stress had

higher effectiveness in teaching and vice versa. The scatter diagram shows the values between raw scores of teaching effectiveness and occupational stress.



**Fig.1 :** Scatter diagram shows the values between Teaching Effectiveness and Occupational Stress perceived by Teachers

**Table-2:** Table shows the ‘t’ test analysis results on scores of Teaching Effectiveness between male and female secondary school teachers.

Variable	Groups	No.	Mean Scores	Standard Deviation	‘t’ value	Level of Sig.
Sex	Male	44	333.000	71.614	3.56	*
	Female	76	386.605	91.458		

\*Significant at 0.05 level of confidence (Tabled ‘t’ value is 1.98)

The said table-2 shows ‘t’ test analysis results on the scores of Teaching Effectiveness between male and female secondary school teachers. The obtained ‘t’ value of 3.56 is higher the table value of 1.98 at 0.05 of confidence, hence it is found significant at 0.05 level between male and female teachers’ effectiveness in teaching. Hence, the formulated hypothesis has been rejected and an alternative hypothesis has been accepted that “there was a significant difference in the Teaching Effectiveness of secondary school male and female teachers. The female teachers (M=386.605) had better effectiveness when compared with male teachers (M=333.000).

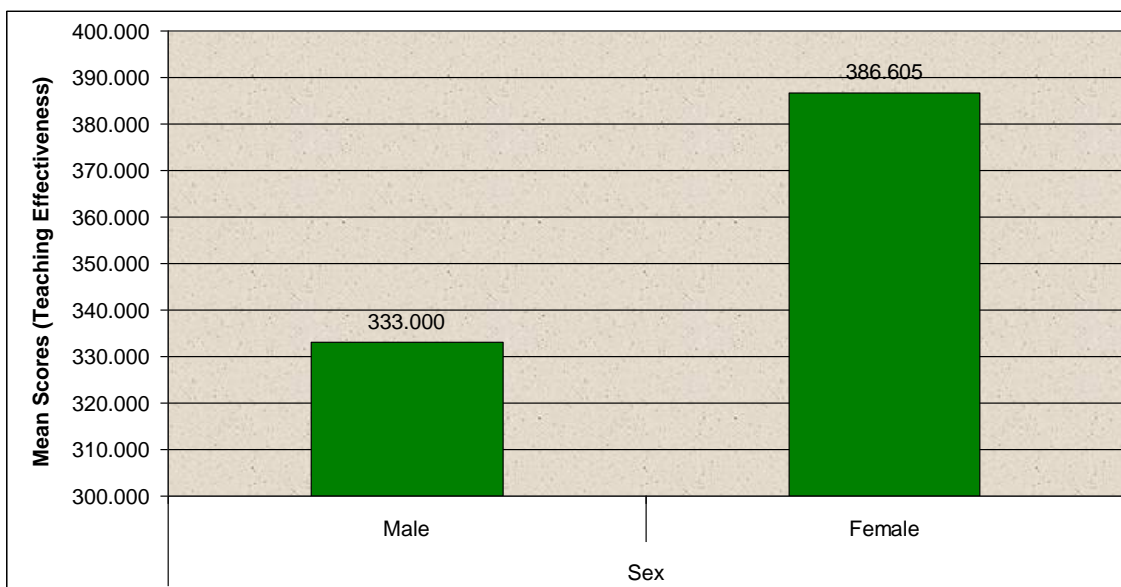


Fig.2: Bar graph shows comparison of Teaching Effectiveness between male and female teachers

Table-3: ‘t’ test analysis results shows the scores of Teaching Effectiveness between secondary school teachers working in government, private aided and private unaided schools.

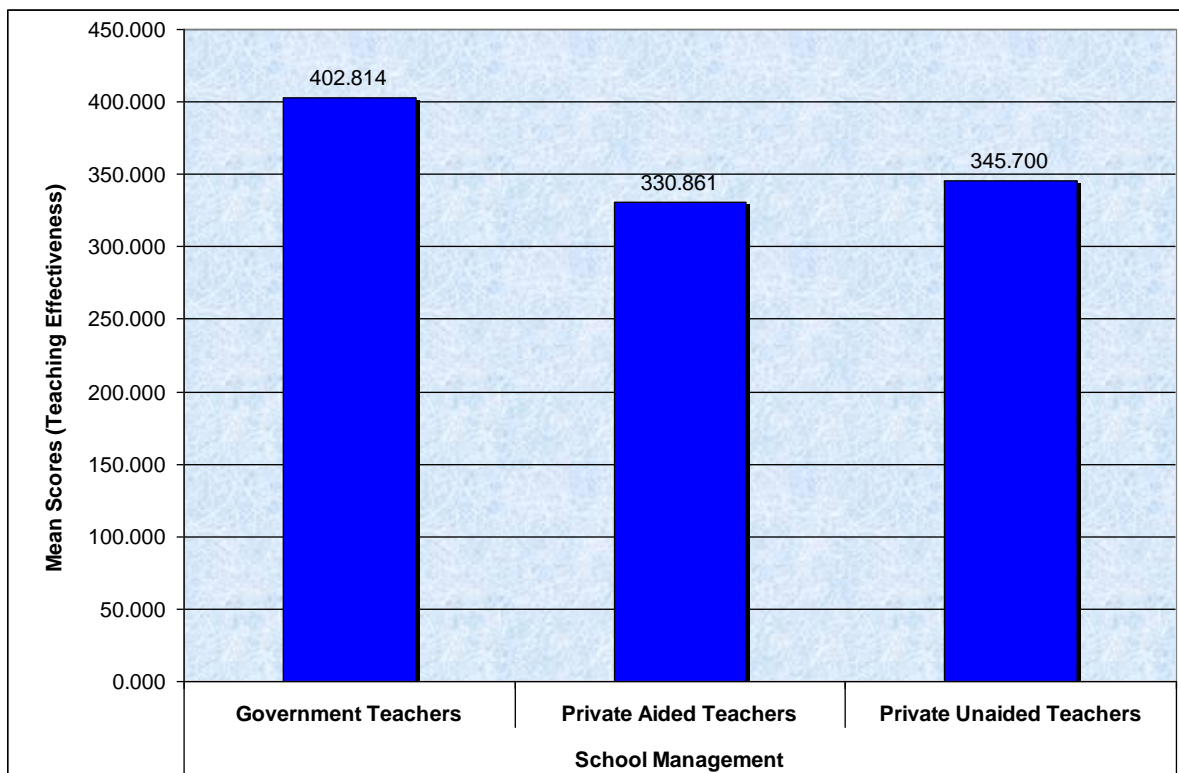
Variable	Groups	No.	Mean Scores	Standard Deviation	‘t’ value	Level of Sig.
Type of Management	Government Teachers	54	402.814	92.265	4.22	*
	Private Aided Teachers	36	330.861	69.132		
	Private Aided Teachers	36	330.861	69.132	0.80	NS
	Private Unaided Teachers	30	345.700	78.695		
	Government Teachers	54	402.814	92.265	2.99	*
	Private Unaided Teachers	30	345.700	78.695		

\*Significant at 0.05 level of confidence (Tabled ‘t’ value is 1.98)

The said table-3 shows ‘t’ test analysis results on the scores of Teaching Effectiveness between secondary school teachers working in government, private aided and private unaided schools. The obtained ‘t’ value of 4.22 and 2.99 are higher than the table value of 1.98 at 0.05 of confidence, hence it is found significant at 0.05 level between government and private aided; & government and private unaided school teachers’ effectiveness in teaching. Hence, the formulated hypothesis has been rejected and an alternative hypothesis has been accepted that is “there was significant difference in the Teaching Effectiveness of secondary school teachers working in government and private aided; & government and private unaided school teachers.”

Further, the obtained ‘t’ value of 0.80 is less than the table value of 1.98 at 0.05 of confidence, hence it is found not significant at 0.05 level between private aided and private unaided school teachers’ effectiveness in teaching. Hence, the formulated hypothesis has been accepted that is “there was no significant difference in the Teaching Effectiveness of secondary school teachers working in private aided and private unaided school teachers.

The teachers working in government schools (M=402.814) had higher effectiveness in teaching when compared with teachers working in private unaided (M=345.700) and private aided schools (M=330.861).



**Fig.3:** Bar graph shows comparison of Teaching Effectiveness between teachers working in different school management.

## 8. FINDINGS OF THE STUDY

It was found from the statistical analysis that there was -

1. a significant negative relationship between Teaching Effectiveness and Occupational Stress of secondary school teachers ( $r' = -0.369$ ).
2. a significant difference in the Teaching Effectiveness of secondary school male and female teachers ( $t' = 3.56$ ;  $p < 0.05$ ).
3. a significant difference in the Teaching Effectiveness of secondary school teachers from government and private aided schools. ( $t' = 4.22$ ;  $p < 0.05$ ).
4. no significant difference in the Teaching Effectiveness of secondary school teachers from private aided and private unaided schools ( $t' = 0.80$ ;  $p > 0.05$ ).
5. a significant difference in the Teaching Effectiveness of secondary school teachers from government and private unaided schools. ( $t' = 2.99$ ;  $p < 0.05$ ).

## 9. CONCLUSION

From the present investigation, it was found that negative significant relationship between teaching effectiveness and occupational stress of teachers. Teacher Effectiveness and Occupational stress are connected with each other. The investigation uncovers that occupational stress decreases effectiveness in teaching. The investigation further found from the 't' test analysis that there was significant differences in the teaching effectiveness of secondary school teachers in relation to sex and type of school management.

## 10. EDUCATIONAL IMPLICATIONS

Technological advancements had brought so many revolutions all over the sphere including the education system. These revolutions had posed numerous challenges for the teaching community thus, generating lot of stress for the teachers. Teacher stress has to be seriously dealt otherwise it can have detrimental emotional, cognitive, physiological, and behavioural impact on their health, work, and personal lives further accelerating a gamut of problems in the education system. In order to prevent the teacher of adverse consequences the policy makers, educationists, managements must find ways to lessen their stress levels such

as providing congenial working environments, less work load, job securities, maximum provision of facilities, etc. They must also be familiarized with the various coping strategies to be followed whenever they experience stress like, exercise, meditation, walking, listening to music, yoga, social networking, etc. The school principal can implement motivational programs to cope-up the teachers from stress and also pay according to their performance. It will definitely motivate the teachers to do work effectively. 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.

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