

# A Study on Teacher Effectiveness In Relation To Occupational Stress among Secondary School Teachers

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**ABSTRACT:** The present study has been conducted to investigate teacher effectiveness in relation to occupational stress among secondary school teachers. An effective teacher is one who not only can impart the entire educational curriculum allotted to him in the best and the most efficient manner but also ensures the best possible academic performance, high degree of values, self regulation, active involvement in the decision – making process (whenever needs) and an optimal development of all round personality in students. A normative survey method was adopted on a sample of 100 secondary school teachers, selected from YSR kadapa district of Andhra Pradesh using simple random sampling technique. The Teacher Effectiveness Scale developed by Dr. Umme Kulsum (2012) and Teacher Occupational Stress Scale developed by Mariya Aftab & Tahira Khatoon (2014) was adopted for the present study. The Pearson's product moment co-efficient of correlation, t and F tests were applied to test the formulation of hypotheses with respect to teacher effectiveness, occupational stress, gender and marital status.

**KEYWORDS:** Teacher effectiveness, occupational stress, gender and secondary school teachers.

## I. INTRODUCTION:

The teacher is the top most academic and professional person in the educational pyramid under whose guidance the destiny of our children is placed by the parents and society. The quality of education solely depends upon well adjusted and well satisfied teachers. Teachers are considered to be the most important component of the educational structure in any teaching learning situation. Teacher effectiveness can be judged through many factors through their competency and their performance in classroom

The act of teaching along with their competency and performance results in effectiveness in the classroom. An effective teacher in one who not only can impart the entire educational curriculum allotted to him in the best and the most efficient manner but also ensures the best possible academic performance, active involvement in the decision – making process (whenever needs) and an optimal development of all round personality in students.

In the educational process, a good and effective teacher occupies a place of tremendous importance. (NPE1986) The quality of teacher determines the quality of education. The success of all efforts in education depends upon the subject expatriation, teaching skills and professional competencies of the teacher. The teacher effectiveness means “ability to teach effectively in classroom”. The modern technological world demands well-balanced, well-equipped and resourceful teachers for effective schooling, for national prosperity and productivity only effective teachers can materialize policies and plans of education in the classroom at grassroots level.

Stress at work resulting from increasing complexities of work and its divergent demand, has become a prominent and pervading feature of the modern organizations. The researchers in the area of organizational psychology and management have used the term job stress to denote employees mental state aroused by a job situation or a combination of job situations perceived as presenting excessive and divergent demands.

Teacher stress is a specific type of occupational stress. It is the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression resulting from aspects of his / her work as a teacher. Overall, teachers manifesting high levels of stress also show signs of high levels of psychological distress, usually demonstrated by high anxiety and low psychological well-being, as

well as decreased job satisfaction i.e. mental ill-health, burnout and job dissatisfaction among the teachers.

## II. SIGNIFICANCE OF THE STUDY:

The school may have a very good modern and highly-equipped technology and digital aids but if they don't have good, effective and professionally committed teachers, it will be lead to failure.

The ultimate aim of any school education is the total personality development of the child. The total personality development includes development of affective, cognitive and psycho motor aspects. For this the innate and induced characteristics are to be developed through some process which we call education.

The success of any process of education depends mostly on the efficiency of the teacher. The efficiency in teaching is the product of many factors associated with teacher characteristics the style and method of his teaching, his mental set towards teaching, the external forces acting on him, and the co-ordination he draws from students and his colleagues.

Lot of research efforts have been put forth on teacher effectiveness and the teacher stress. Considerable research efforts have been done to study the institutional climate and the interpersonal relationships of teachers. However, there was not much co-ordination between these efforts. One hope that a unified research effort is attempted to find out the nexus between these factors which contribute to the teacher effectiveness.

"I believe there is no other profession in the world that is more important to society than that of a teacher"-Dr. APJ Abdul Kalam.

Hence in the present study an attempt is made to study the teacher effectiveness from this dimension. The interdependency of teacher effectiveness on teacher occupational stress here taken up for the present investigation.

## III. OPERATIONAL DEFINITIONS:

### Teacher effectiveness:

Teacher effectiveness has been defined as teachers having good academic and professional knowledge with a clear concept of the subject matter, good preparation of the lesson with clear objectives, organized and systematic presentation of the concepts proper learning materials, ability to communicate his / her knowledge to the students successfully, effective in classroom management, positive attitude towards students and colleagues, shoulder the accountability and ability to understand and motivate students.

### Teacher occupational stress:

Teacher stress maybe defined as a response of negative effect (such as tension, frustration, anger and depression) by the teacher usually accompanied by potentially pathogenic and biological changes (such as increased heart rate on release of adrenocorticotropic hormones in to the blood stream) resulting from aspects of teacher's job and mediated by the perception that the demands made upon the teacher constitute a threat to his self-esteem on wellbeing.

## IV. OBJECTIVES OF THE STUDY:

The present study is designed to know the teacher effectiveness and occupational stress among secondary school teachers. Therefore on the basis of conceptual framework and research questions, the objectives of the study were as follows.

1. To find out the levels of teacher effectiveness of secondary school teachers.
2. To find out the levels of occupational stress of Secondary school teachers.
3. To find out the significant difference if any the teacher effectiveness of secondary school teachers with respect to gender.
4. To find out the significant difference if any the teacher effectiveness of secondary school teachers with respect to marital status.
5. To find out the relationship between teacher effectiveness and occupational stress.

## V. FORMULATION OF HYPOTHESES:

To explore above objectives, following null hypotheses were formulated by the investigator.

1. There is no significant difference in teacher effectiveness among Secondary school teachers due to variation in their age and marital status.
2. There exists significant relationship between teacher effectiveness and occupational stress.

## VI. VARIABLES STUDIED:

### Independent variables:

1. Occupational stress

### Dependent variables:

1. Teacher effectiveness

### Demographic variables:

1. Gender
2. Marital status

**SAMPLE LOCALE OF THE STUDY** Sample and locale of the study: For the present study the investigator identified 10 schools from 2 mandals of YSR district Cadapa of Andhra Pradesh, and selected 100 secondary school teachers by using simple random sampling technique

Sample **Table: 1**

Sl. No.	Mandal	No. of Schools Identified	Teachers	Total
1	Proddatur	10	50	50
2	Jammalamadugu	10	50	50
Total				100

**Data collection:**

The investigator personally visited schools with the permission of the head masters of the schools. The secondary school teachers who attended to the school on the day of collection of data are considered for the purpose of the investigation. The research tool was given to the concerned secondary school teachers of the schools. The secondary schools were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The teacher effectiveness scale, the teacher occupational stress scale and personal data sheet were administered.

**Data Analysis:**

The data on each variable in the investigation is properly coded suite for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques, such as Percentages, Mean, SD, T&F test and Pearson's Product movement and to understand the nature of the teacher effectiveness and teacher occupational stress among different categories of teachers and to know the influence of each variable in their effectiveness.

**VII. DISCUSSION:**

Levels of Teacher Effectiveness dimension wise of secondary school teachers.

**Table: 2**

Dimensions	Most Effective Teacher		Highly Effective Teacher		Above Average Effective Teacher		Moderately Effective Teacher		Below Average Effective Teacher		Total	%
	N	%	N	%	N	%	N	%	N	%		
Preparation & Planning for Teaching	11	11%	15	15%	44	44%	19	19%	11	11%	100	100%
Classroom Management	14	14%	13	13%	36	36%	24	24%	13	13%	100	100%
Knowledge of Subject-Matter etc.	17	17%	12	12%	42	42%	20	20%	9	9%	100	100%
Teacher Characteristic	14	14%	16	16%	37	37%	22	22%	11	11%	100	100%
Inter Personal Relations	12	12%	14	14%	46	46%	18	18%	10	10%	100	100%

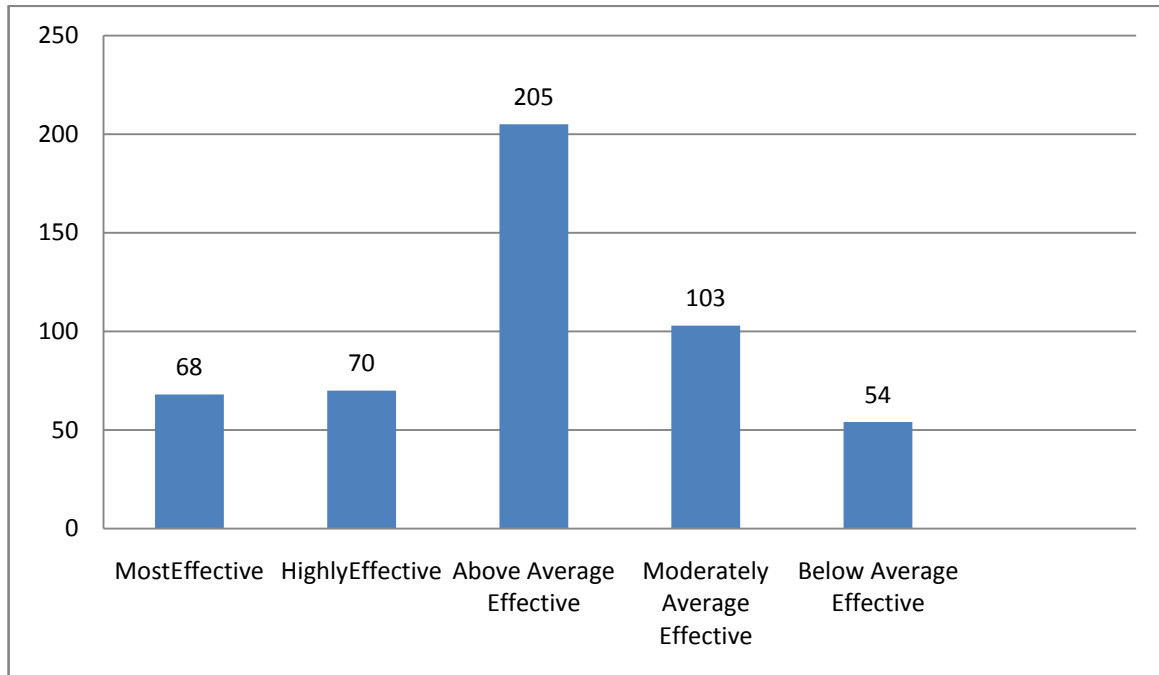


Table – 2 shows that out of 100 secondary school teachers in the dimension of preparation and planning for teaching, 11% teachers were most effective, 15% teacher were highly effective 44% were found to be above average effective teachers, 19% teachers were moderately effective teachers, 11% were below average effective teachers. Therefore it seems that majority (44%) were above average effective and a few were found most effective and below average effective teachers.

In the dimension of classroom management the study found that 14% of the teachers were most effective, 13% teachers were highly effective, 36% teachers were above average effective, 24% were moderately effective, 13% teachers were below average effective. Therefore it seems that majority (36%) were above average effective and a few were found highly effective and below average teachers.

In the dimension of knowledge of subject – matter etc., the study reveals that 17% teachers were most effective, 12% were highly effective teachers, 42% were found to be above average effective teachers, 20% teachers were moderately effective teachers, 9% were below average effective teachers. Therefore it seems that majority

(42%) were above average effective and a few were found highly effective and below average effective teachers.

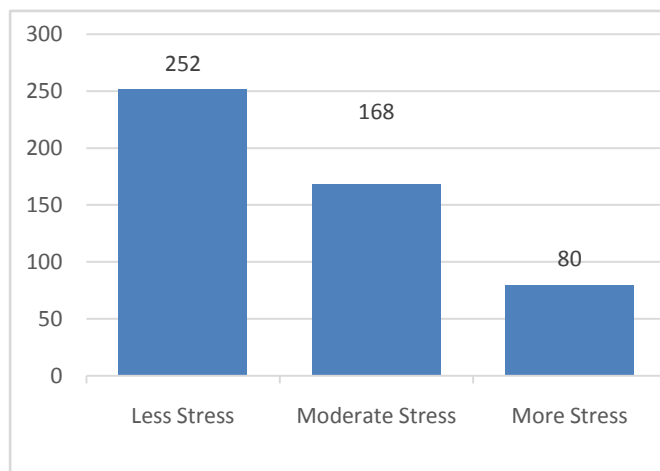
In the dimension of teacher’s characteristics the study found that 14% teachers were most effective, 16% teachers were highly effective, and 37% were found to be above average effective, 22% teachers were moderately effective remaining 11% teachers were below average effective teachers. Therefore it seems that majority (37%) were above average effective and a few were found most effective and below average effective teachers.

In the dimension of interpersonal relations, the study revealed that 12% were most effective teachers, 14% teachers were highly effective, 46% were found to be above average effective teachers, 18% teachers were moderately effective and remaining 10% were below average effective teachers. Therefore it seems that majority (46%) were above average effective and a few were found most effective and below average effective teachers.

Levels of Teacher Occupational Stress area wise of secondary school teachers

**Table: 3**

Dimensions	Low		Moderate		High		Total	%
	N	%	N	%	N	%		
Work related Stress	56	56%	29	29%	15	15%	100	100%
Teaching / Instructional difficulties	48	48%	34	34%	18	18%	100	100%
Collegial Relationship	46	46%	38	38%	16	16%	100	100%
Professional Recognition	52	52%	34	34%	14	14%	100	100%
Professional distress	50	50%	33	33%	17	17%	100	100%



As seen from Table – 3 out of 100 teachers in the dimension of work related the study found that 56% teachers were low stress, 29% were moderate stress and remaining 15% teachers were more stress. Therefore it seems that majority 56% were low stress and a few were found more stress.

In the dimension of teaching / instructional difficulties the study revealed that 48% teachers were less stress, 34% were moderate stress and remaining 16% teachers were with more stress.

In the dimension of collegial relationship the study found that 46% teachers were with low stress, 38% were moderate stress and remaining

16% teachers were more stress. Teacher occupational stress the dimension of professional recognition the study revealed that 52% teachers were less stress, 34% were moderate stress and remaining 14% teachers were more stress.

In the dimension of professional distress the study found that 50% teachers more less stress, 33% were moderate stress and remaining 17% teachers were more stress.

**Hypothesis:** “There will be no significant difference in teacher effectiveness among secondary school teachers with respect to gender”.

Mean, SD, t-value and level of Significance for the dimensions of Teachers Effectiveness with respect to their ‘Gender’

Table: 4

Dimensions of Teachers Effectiveness	Gender	N	Mean	Std. Deviation	t-value	Level Significance of
Preparation for Teaching and Planning	Male	43	68.79	13.662	0.250	NS @ 0.05 Level
	Female	57	69.44	12.457		
Classroom Management	Male	43	95.23	12.752	0.257	NS @ 0.05 Level
	Female	57	94.60	11.895		
Knowledge of Subject Matter etc	Male	43	52.37	7.218	0.310	NS @ 0.05 Level
	Female	57	52.82	7.109		
Teaching Characteristics	Male	43	105.05	16.996	0.386	NS @ 0.05 Level
	Female	57	103.72	17.022		
Interpersonal Relations	Male	43	70.49	12.629	0.039	NS @ 0.05 Level
	Female	57	70.39	13.541		
Teacher Effectiveness in toto	Male	43	391.98	59.096	0.085	NS @ 0.05 Level
	Female	57	390.98	57.487		

**Preparation for Teaching & Planning:** As seen from table – 4 in preparation for Teaching & Planning the Mean score of male teachers was 68.79 and that of female teachers was 69.44. The obtained t – value 0.250. It was found to be statistically not significant at 0.05 level. Hence it may be concluded that the preparation for Teaching and Planning among teachers female teachers appears to be better than that of male teachers and it is statistically not significant.

**Classroom Management:** In the classroom management the mean score of male teachers was 95.23 and that of female teachers was 94.60. The obtained t – value 0.257. It was found to be statistically not significant at 0.05 level. Hence it may be concluded that the classroom management among teachers male teachers better than that of female teachers and it is statistically not significant.

**Knowledge of Subject Matter:** In knowledge of subject matter the mean score of male teachers was 52.37 and that of female teachers was 52.82. the obtained t – value 0.310. It was found to be statistically not significant at 0.05 level. Hence it may be concluded that the knowledge of subject matter among teachers male were slite better than

that of female teachers and it is statistically not significant.

**Teacher Characteristics:** In teacher characteristics the mean score of male teachers was 105.05 and that of female teachers was 103.72. The obtained t-value 0.386. It was found to be statistically. Not significant at 0.05 level. Hence, it may be concluded that the teacher characteristics among the male teachers were better than that of female teacher and it is statistically not significant.

**Teacher Effectiveness:** In teacher effectiveness the mean score of male teachers was 391.98 and that of female teachers was 357.69. The obtained t-value 0.085. It was found to be statistically not significant at 0.05 level. Hence, it may be concluded that the teacher effectiveness among male teachers appears to be better than that of female teachers and its is statistically not significant.

**Hypothesis:** There is no significant difference in the teacher effectiveness due to variation in their marital status.

Mean, SD, t-value and level of significance for the dimensions of Teacher Effectiveness with respect to their “marital status”.

**Table – 5**

Dimensions of Teachers Effectiveness	Marital Status	N	Mean	Std. Deviation	t-value	Level of Significance
Preparation for Teaching and Planning	Married	62	68.61	11.804	0.539	NS @ 0.05 Level
	Unmarried	38	70.05	14.697		
Classroom Management	Married	62	94.55	11.054	0.335	NS @ 0.05 Level
	Unmarried	38	95.39	14.040		
Knowledge of Subject Matter etc	Married	62	52.45	6.684	0.318	NS @ 0.05 Level
	Unmarried	38	52.92	7.872		
Teaching Characteristics	Married	62	104.10	15.832	0.145	NS @ 0.05 Level
	Unmarried	38	104.61	18.820		
Interpersonal Relations	Married	62	70.15	12.271	0.277	NS @ 0.05 Level
	Unmarried	38	70.89	14.489		
Teacher Effectiveness TOTAL	Married	62	389.85	53.021	0.342	NS @ 0.05 Level
	Unmarried	38	393.95	65.737		

**Preparation for Teaching and Planning:** As seen from Table – 5 in preparation for Teaching and planning the mean score of married teachers was 68.61 and that of un-married teachers was 70.05. The obtained t-value 0.539. It was found to be statistically not significant at 0.05 level. Hence it may be concluded that, the preparation for Teaching and Planning. Among unmarried teachers appears to be better than that of married teachers and it is statistically not significant.

**Classroom Management:** In classroom management that the mean score of married teachers was 94.55 and that of unmarried teachers was 95.39. The obtained t-value 0.335. It was found to be statistically not significant at 0.05 level. Hence, it may be concluded that the classroom management among unmarried teachers appears to be better than that of married teachers in classroom management and it is statistically not significant.

**Knowledge of Subject – Matter etc.:** In knowledge of subject matter the mean score of married teachers was 52.45 and that of unmarried teachers was 52.92. The obtained t-value 0.318. It was found to be statistically non significant at 0.05 level. Hence it may be concluded that the knowledge of subject matter among married teachers appears to be better than that of unmarried teachers and it is statistically not significant.

**Teacher Characteristics:** In teacher characteristics the mean score of married teachers was 104.10 and

that of unmarried teachers was 104.61. The obtained t-value 0.145. It was found to be statistically not significant at 0.05 level. Hence it may be concluded that, the teacher characteristics among unmarried teachers appears to be better than that of married teachers and it is statistically not significant.

**Interpersonal Relations:** In interpersonal relations the mean score of married teachers was 70.15 and that of unmarried teachers was 70.89. the obtained t-value 0.277. It was found to be statistically not significant at 0.05 level. Hence, it may be concluded that, the interpersonal relations among unmarried teachers appears to be better than that of married teachers and it is statistically not significant.

**Teacher Effectiveness:** In teacher effectiveness the mean score of married teachers was 389.85 and that of unmarried was 393.95. The obtained t-value 0.342. It was found to be statistically not significant at 0.05 level. Hence, it may be concluded that the teacher effectiveness among unmarried teachers appears to be better than that married teachers and is statistically not significant. **Hypothesis:** There exists significant relationship between the teacher effectiveness and teacher occupational stress

**Table – 6**

Correlation results related to teacher effectiveness and teacher occupational stress of secondary school teachers.

Sl. No.	Teacher Effectiveness	Occupational Stress	X <sup>2</sup>	Y <sup>2</sup>	xy	R
1	39114	4423	343072.44	27788.78	86327.77	0.88

From above table was observed that the obtained 'r' value (0.88) is greater than the table value (0.25) and significant at 0.01 levels. Hence, the formulated hypothesis 'There exist significant relationship between teacher effectiveness and teacher occupational stress is accepted. Hence it can be said that there is a positive correlation between teacher effectiveness and teacher occupational stress at secondary level.

**VIII. FINDINGS**

The secondary school teachers posses above average effectiveness in the dimensions of preparation and planning for teaching 44%, classroom management 36% , knowledge of subject- matter 42% , teacher characteristics 37% , and Interpersonal relations 46 %.

The secondary school teachers exists less stress in the dimensions of work related stress56% , teaching / instructional difficulties 48 % , collegial relationship 46% ,professional recognition 52% , and professional distress 50%.

There is no significant difference in the teacher effectiveness of secondary school teachers with respect to their Gender.

There is no significant difference in the teacher effectiveness of secondary school teachers with respect to their Marital Status.

There exists significant difference in the teacher effectiveness and teacher occupational stress of secondary school teachers.

**IX. CONCLUSION**

From the present study, the investigation reasons that the teacher effectiveness of the teachers has been ended up being not significant and positive relationship with their occupational stress. The teacher effectiveness and teacher occupational stress are associated with each other and the examination demonstrates that less stress depends effectiveness in teaching. A teacher has to play various roles and functions such as preparation and planning for teaching, class room management, knowledge of subject-matter, teacher characteristics, interpersonal relationship, communication, emotional control, moral values etc. In performing these activities the teaching faculty members may experience role stress because of the multiple roles that they play in society. The conflict between the urgent demands

of work and pressures at school induce problems which lead to stress. Teachers who will begin their professional work in everyday life with less stress and some ability to be an effective teacher in future.

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