



Role Of Occupational Stress Of Secondary School Teachers On Their Teaching Effectiveness

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Abstract: Teaching is a noble profession, but it is not without its challenges. In the bustling setting of Indian education, secondary school teachers play a crucial role in shaping the future of the nation. However, they often find themselves facing a excess of occupational stressors that can significantly impact their teaching effectiveness. This research article aims to explore the intricate relationship between occupational stress and teaching effectiveness among secondary school teachers. The research employed a descriptive survey method, with the study population consisting of secondary school teachers. The sample was composed of 100 secondary school teachers working in schools located in Bangalore Metro City, Karnataka. The sample was selected using a simple random sampling technique. To gather data, the researcher utilized specific research tools: the Teacher Effectiveness Scale (2006), which was developed and standardized by Umme Kulsum, to assess the teachers' teaching effectiveness, and the Teacher's Stress Scale (TSS) developed by K.S. Misra to identify teachers experiencing occupational stress. These two instruments were distributed to 100 teachers for data collection. Hypotheses were tested using Karl Pearson's Product Moment Coefficient of Correlation. The collected data was analyzed through correlation and 'F' test analyses, with the level of significance set at a confidence level of 0.05.

Index Terms - Occupational Stress, Teaching, Effectiveness, Secondary, School Teachers.

1. INTRODUCTION

The role of a teacher in secondary education cannot be overstated. These educators are tasked with imparting knowledge and fostering intellectual and social growth in students, contributing to the overall development of society. The quality of teaching in secondary schools has a direct bearing on students' academic achievements, personal development, and future success. However, teachers in the Indian context are confronted with a myriad of challenges and stressors in their daily professional lives that can hinder their effectiveness.

Occupational Stress

Secondary school teachers often face high levels of occupational stress. In the Indian context, factors such as heavy workloads, large class sizes, administrative burdens, student behavior issues, and pressure to meet educational standards can contribute to stress among educators.

Indian secondary school teachers face numerous sources of occupational stress. These stressors range from heavy workloads, excessive administrative tasks, student behavior issues, pressure to meet educational standards, and sometimes, inadequate compensation. In a country where teacher-student ratios can be overwhelming, teachers often work tirelessly to meet the diverse needs of their students. These stressors can lead to physical, emotional, and psychological strain, and if left unaddressed, may result in burnout and decreased teaching effectiveness.

Teaching Effectiveness:

Teaching effectiveness refers to a teacher's ability to engage students, communicate effectively, and facilitate learning, ultimately contributing to students' academic success and personal growth. It is vital for nurturing a vibrant and knowledgeable future generation. When teachers experience occupational stress, their ability to maintain high levels of teaching effectiveness may be compromised. Occupational stress can significantly affect teaching effectiveness. Stressed teachers may find it challenging to engage students effectively, communicate clearly, and maintain enthusiasm for their work. This, in turn, can impact students' learning outcomes and overall educational experiences.

Teachers may employ various coping strategies to manage stress and enhance their teaching effectiveness. These strategies can include time management, seeking social support, and implementing stress reduction techniques like mindfulness or physical exercise. Understanding the effectiveness of these coping mechanisms is essential.

Periasamy and Prabhu (2021) compared the relationship among Teacher Effectiveness, Occupational Stress and Organizational Climate of school teachers. The correlational study of teacher effectiveness, occupational stress and school organizational climate are highly correlated with one another.

Torreon and Trabajo (2019) intended to determine the Teaching Effectiveness and Coping Occupational Stress as basis for Intervention Program. The result on the relationship of the respondents' profile has no direct influence on teaching effectiveness, while the relationship of occupational stress and teaching effectiveness, found a slight negative relationship;

Mailumo (2018) investigated the occupational stress and teachers' job effectiveness in secondary schools in North Central States, Nigeria. The findings indicated that stress due to uncondusive working environment, inadequate infrastructural facilities, excess workload inadequate instructional materials, lack of inservice training and students' discipline have significant negative influence on teachers' effectiveness in secondary schools in North Central States, Nigeria.

Dhar and Magotra (2018) compared the study of Occupational Stress among Teachers Teaching in JKBOSE (schools affiliated to J&K state board of school education) & CBSE (schools affiliated to central board of school education) in Jammu District. The study revealed that teachers from JKBOSE and CBSE differ significantly on various stress related areas.

Rani and Dalal (2017) evaluated the study on Occupation stress and teacher effectiveness. The present 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) measured the Teacher Effectiveness of Secondary School Teachers in relation to their Occupational Stress and Morale. The study found a significant difference between occupational stress and teacher effectiveness as well as morale and teacher effectiveness.

Prasad; Vaidya; and Kumar (2016) studied on Occupational Stress and Coping Strategies effect on Teacher Performance. It was observed statistically significant differences with relation to among Women and Men on occupational stress, coping strategies and effect on performance.

Jeyaraj (2013) investigated on occupational stress among the teachers of the higher secondary schools in Madurai District, Tamil Nadu. Results also showed that teachers who reported greater stress were less satisfied with teaching,

Kauts and Saroj (2010) studied of teacher effectiveness and occupational stress in relation to emotional intelligence among teachers at secondary stage. Thus, emotional intelligence was found to be helpful in reducing occupational stress of teachers and enhancing their effectiveness in teaching.

The research on this topic has important implications for educational policymakers and school administrators. It can inform the development of policies and support systems that address the specific stressors faced by secondary school teachers in the Indian context, ultimately improving the quality of education.

2. NEED OF THE STUDY

The choice of investigating the role of occupational stress on the teaching effectiveness of secondary school teachers stems from a compelling need to understand and address the challenges faced by educators in a crucial segment of the education system. Given the pivotal role teachers play in shaping the future of the nation, it is imperative to explore how the burden of occupational stress, prevalent in the Indian education setting, affects their ability to effectively educate and nurture the next generation. This research seeks to provide insights for educational policymakers, school administrators, and teachers themselves to improve working conditions and support systems, ultimately enhancing the quality of education in India.

3. STATEMENT OF THE PROBLEM

“Role of Occupational Stress of Secondary School Teachers on their Teaching Effectiveness”

4. OBJECTIVES

1. To find out the relationship between Teaching Effectiveness and Occupational Stress and its components of secondary school teachers.
2. To find out the differences in the Teaching Effectiveness of secondary school teachers with regard to different levels of occupational Stress

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 and its components of secondary level teachers.
2. There is no significant difference in the Teaching Effectiveness of secondary school teachers having low and moderate levels of occupational stress.
3. There is no significant difference in the Teaching Effectiveness of secondary school teachers having moderate and high levels of occupational stress.
4. There is no significant difference in the Teaching Effectiveness of secondary school teachers having low and high levels of occupational stress.

6. METHODOLOGY

The research employed a descriptive survey method, with the study population consisting of secondary school teachers. The sample was composed of 100 secondary school teachers working in schools located in Bangalore Metro City, Karnataka. The sample was selected using a simple random sampling technique. To gather data, the researcher utilized specific research tools: the Teacher Effectiveness Scale (2006), which was developed and standardized by Umme Kulsum, to assess the teachers' teaching effectiveness, and the Teacher's Stress Scale (TSS) developed by K.S. Misra to identify teachers experiencing occupational stress. These two instruments were distributed to 100 teachers for data collection. Hypotheses were tested using Karl Pearson's Product Moment Coefficient of Correlation and 'F' test. The collected data was analyzed through correlation and 'F' test analyses, with the level of significance set at a confidence level of 0.05.

7. RESULTS OF THE STUDY

Table-1: Table shows correlation results ('r' value) pertaining to Teaching Effectiveness and Occupational Stress and its components of secondary school teachers.

Variable	Mean Scores	Std. Deviation	'r' Value	Sig. Level
Teaching Effectiveness	354.180	116.046		
1. Admission	14.070	3.576	-0.333	*
2. Examination	15.380	3.440	-0.399	*
3. Student Quality	14.740	2.077	-0.234	*
4. Research	14.180	3.880	-0.239	*
5. Academic Support	13.810	4.150	-0.362	*
6. Interpersonal Relations	15.160	1.829	-0.223	*
7. Ethics	14.800	1.959	-0.257	*
8. Professional Growth	14.980	2.131	-0.123	NS
9. Family	15.180	2.090	0.162	NS
10 Economic	15.060	1.625	0.312	*
Occupational Stress	147.360	13.043	-0.445	*

(N=100; df=98; *Significant at 0.05 level confidence ('r' table value=0.195))

In this study, the researchers examined the relationship between Teaching Effectiveness and Occupational Stress among secondary school teachers. The data reveals several significant findings. Firstly, the majority of components related to Teaching Effectiveness, such as Admission, Examination, Student Quality, Research Academic Support, Interpersonal Relations and Ethics are negatively correlated with Occupational Stress. This implies that as these aspects of teaching effectiveness decrease, the level of occupational stress tends to increase among teachers. The negative correlations are statistically significant, indicating a robust relationship. However, it's important to note that not all components of Teaching Effectiveness exhibit this trend; some components like "Professional Growth" and "Family" show no significant correlation with Occupational Stress, suggesting that stress levels may be less influenced by these factors.

The second key observation is the positive correlation between the "Economic" component of Teaching Effectiveness and Occupational Stress. This indicates that as the economic component improves (perhaps related to financial incentives or job security), teachers may experience higher levels of occupational stress. The significance of this correlation emphasizes the complex interplay of different factors in the teaching profession, which may affect stress levels differently.

In conclusion, the results of this study suggest that there is a multifaceted relationship between various components of Teaching Effectiveness and Occupational Stress among secondary school teachers. While several aspects of teaching effectiveness are associated with reduced stress levels, the 'Economic' aspect shows a contrasting positive correlation. Understanding these dynamics can help education policymakers and school administrators develop strategies to enhance teaching effectiveness and mitigate occupational stress in the teaching profession, ultimately contributing to improved well-being and job satisfaction among educators.

Table-2: Shows One-Way ANOVA results related to Teaching Effectiveness of secondary school teachers working with different levels of occupational stress.

Variable	Source of Variance	Sum of squares	Degree of Freedom	Mean Square	'F' Value	Sig. level
Teaching Effectiveness	Between Groups	219494.642	2	109747.321	9.56	*
	Within Groups	1113712.118	97	11481.568		
	Total	1333206.760	99			

F(*=3.09)

From Table-4.2, it appears that a One-Way ANOVA (Analysis of Variance) was conducted to assess the differences in Teaching Effectiveness among secondary school teachers with varying levels of occupational stress. The results show that there is a statistically significant difference in Teaching Effectiveness among the groups with different levels of occupational stress. This is indicated by the 'F' value of 9.56, which is significant at the 0.05 level (denoted by*). The analysis divides the variance into "Between Groups" and "Within Groups," which helps in understanding the source of differences in Teaching Effectiveness scores.

Table-2(a): Shows Post Hoc Test results related to Teaching Effectiveness of secondary school teachers due to variation in their occupational stress.

Variable	Groups			Mean Difference
	Low	Moderate	High	
Occupational Stress	483.400	334.180	-	149.220*
	-	334.180	406.714	72.534
	483.400	-	406.714	76.686

*Significant at 0.05 level of confidence (Table 't' value is 1.98)

Table-2(a) presents the Post Hoc Test results, which is a follow-up analysis to the ANOVA, allowing for a detailed comparison between different groups. In this case, it compares the mean differences in Teaching Effectiveness scores between the low, moderate, and high levels of occupational stress. The 'Mean Difference' provides insights into the specific differences in Teaching Effectiveness scores. Significance at 0.05 level and in this case, a significant difference is found only between the "Low" and "High" groups (149.220) with a significance level of 0.05.

In summary, the tables suggest that there are statistically significant differences in Teaching Effectiveness among secondary school teachers with varying levels of occupational stress. Specifically, the Teaching Effectiveness scores are significantly different between teachers with low and high levels of stress. These findings can be important for educational institutions and policymakers to address the impact of occupational stress on teaching effectiveness and explore ways to support teachers in high-stress environments.

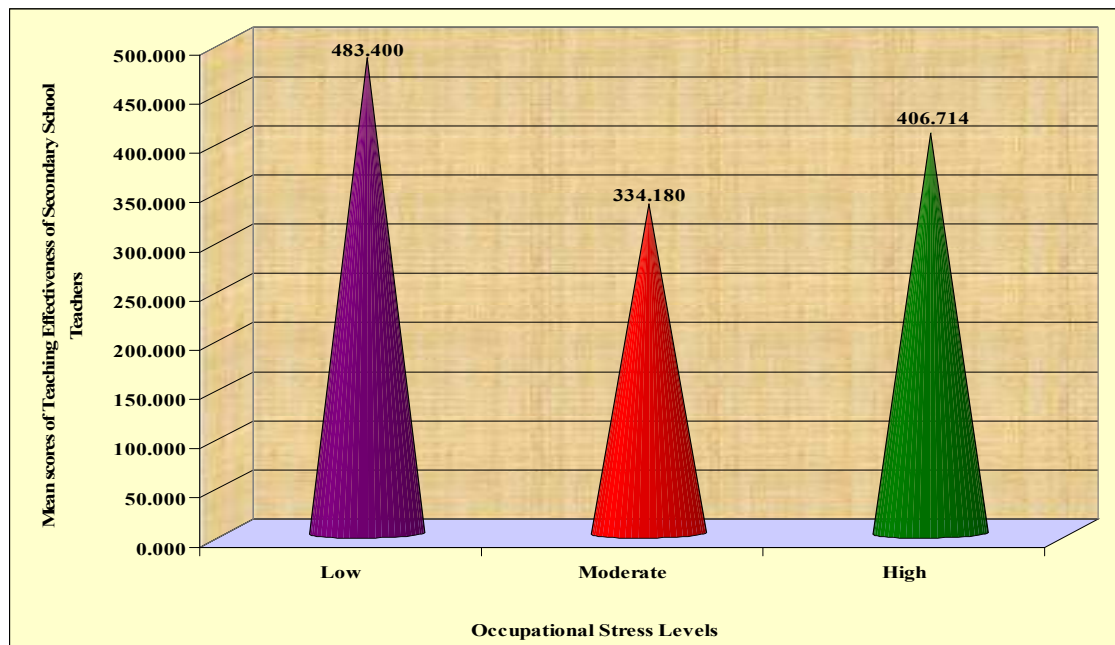


Fig.-1: Bar graph shows the mean scores of teaching effectiveness of school level teachers having low, moderate and high levels of occupational stress.

8. FINDINGS OF THE STUDY

The correlation results found that there was negative correlations between Teaching Effectiveness and Occupational Stress in components like Admission, Examination, Student Quality, Research, Academic Support, Interpersonal Relations, Ethics, Economics and overall occupational stress emphasize the importance of these factors in reducing stress levels among teachers. Educational institutions should focus on improving teacher training and support in these areas. Providing training in effective classroom management, assessment strategies, and enhancing teacher-student relationships helps reduce occupational stress, leading to more effective teaching and better student outcomes. The positive correlation between the “Economic” component of Teaching Effectiveness and Occupational Stress highlights the significance of fair compensation and job security in the teaching profession. While better economic prospects might attract teachers, it appears to come at the cost of increased stress. Education policymakers need to strike a balance, ensuring that teachers are fairly compensated while implementing strategies to manage and mitigate the stress associated with economic concerns. The present study suggests that a comprehensive approach is needed to support and empower teachers. Educational institutions and policymakers should prioritize professional development, mentorship programs, and mental health support to help teachers manage stress and improve their effectiveness in the classroom. The education system fosters a more positive teaching environment, ultimately benefiting both teachers and students.

The ‘F’ test analysis indicates that there are significant differences in Teaching Effectiveness scores among secondary school teachers with low, moderate, and high levels of occupational stress. This finding suggests that the level of occupational stress has an impact on how effectively teachers perform in their roles. There was a significant overall difference in Teaching Effectiveness scores between the groups with varying levels of occupational stress. This indicates that the differences in Teaching Effectiveness are not random, and they are attributed to the varying levels of occupational stress experienced by teachers. The Post Hoc Test reveals that the significant difference in Teaching Effectiveness between the “Low” “Moderate” and “High” levels of occupational stress. This suggests that teachers with low stress levels tend to exhibit higher teaching effectiveness compared to their highly stressed counterparts.

9. Educational Implications:

1. Educational institutions should prioritize programs and initiatives aimed at managing and reducing occupational stress among teachers. This could include stress management workshops, counseling services, and promoting a healthy work-life balance. Reducing stress levels may, in turn, improve Teaching Effectiveness.
2. Recognizing that the impact of occupational stress on Teaching Effectiveness varies among teachers, schools should offer tailored professional development and support. Teachers with high stress levels may benefit from additional resources and mentoring to enhance their effectiveness in the classroom.

3. Creating a culture of mental health awareness within educational institutions is crucial. Teachers should be encouraged to seek support and resources for managing stress, and administrators should provide a supportive and empathetic environment.
4. Careful consideration of staffing levels and workloads can help reduce stress. Schools should avoid overburdening teachers with excessive workloads, as this can contribute to higher stress levels.

The findings suggest that occupational stress significantly affects Teaching Effectiveness among secondary school teachers. Addressing stress and providing support for teachers is not only essential for their well-being but also for ensuring quality education in schools. Educational institutions should take proactive measures to support their teaching staff and create an environment where teachers can perform at their best, ultimately benefiting students and the entire education system.

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