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## A study of teacher effectiveness in relation to occupational stress

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### Abstract

The present study is an attempt to examine the teacher effectiveness and occupational stress of secondary school teachers of Haryana. For this study, a sample of 120 secondary school teachers working in different government and private schools of Bhiwani district of Haryana were taken. The teachers included in the sample ranged in 30 to 55 years of age with the mean age of 42.5 years. Teacher Effectiveness Scale and Occupational Stress Scale were administered on all the selected subjects. The data thus obtained were analyzed by using t- ratio and Pearson Product Moment Method of Correlation. The obtained findings reveal that government secondary school teachers and male secondary school teachers obtained higher mean scores on the measure of teacher effectiveness. In case of occupational stress private secondary school teachers and female secondary school teachers obtained significantly higher mean scores. Negative correlation was also observed between teacher effectiveness and occupational stress.

**Keywords:** teacher effectiveness, occupational stress, secondary school teachers

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### Introduction

Education plays an important role in the progress of the nation and also in the progress of the individual. It is the process of developing a person's character which helps him to become more sensible, capable, responsive and intelligent. The ability of a person to think, understand and be tolerant can be developed only through education. Education helps the youth to understand and deal with the realities of life. The primary responsibility of shaping the character of a student lies with the schools and teachers. Consequently, it is fair to say that the role of teacher in the society is very important. The education provided to pupils is directly related to the excellence and dedication of teachers. It has been stated that the mental and moral qualities of a teacher have a direct impact on his teaching efficacy (Dunhill, 1996). Teacher responsibilities have moved beyond the classroom to encompass the entire school and school community (Hargreaves, 1994; 2000; and Mayer, 2003) [12]. Today teaching is complex and diverse and takes place in circumstances that are emotionally and intellectually demanding (Day, 2004) [6]. Effectiveness of an educational system is determined by the effectiveness of the teacher.

### Teacher Effectiveness

Teacher effectiveness consists of the words "teacher" and "effectiveness." Effective teachers possess subject matter expertise, communication skills, and personal qualities that facilitate the transfer of knowledge or skills to their students. When personal qualities are highlighted, it is argued that effective teachers are energetic, enthusiastic, imaginative, humorous, friendly and parent-like. Effective teachers understand their subjects and have a strong foundation of teaching abilities. They have outstanding teaching strategies that are backed-up by goal-setting techniques, lesson plans, and classroom management. They understand how to motivate, communicate, and work with the pupils of varying abilities and different cultural backgrounds. Effective instructors also understand how to employ technology in the classroom.

According to Rao and Kumar (2004), teacher effectiveness is the successful connection between teacher competence, performance and the achievement of teaching objectives. Jim Campbell (2004) defined it as "the capacity to accomplish socially valued objectives agreed for teachers' work, especially but not exclusively the job involved with allowing pupils to learn". Singh and Goel (2005) noted that teacher effectiveness and communication skill significantly contribute to a teacher's classroom teaching efficiency. Some researchers define teacher effectiveness in terms of student accomplishments, while others emphasis good performance ratings from supervisors and others rely on feedback from students, administrators, and other relevant individuals. A reflective teacher is always consider the significance of the educational goals which he has to achieve, think about the nature and effectiveness of instructional techniques that can be used to reach these goals, consider those beliefs and try to analyze, on which these goals are based and fulfill them. An effective teacher is one who can manage his or her time efficiently, able to deal with frustration and has a positive self-concept as well as self-esteem. He believes in introspection and then evaluates himself in order to conquer his weaknesses and strengthen his abilities.

### Occupational Stress

In the present time, demand at workplace is increasing continuously which caused mental stress at workplace. Researches shown that when a person is constantly exposed to stressful work situations, it is harmful for him and can have a negative effect on their efficiency and effectiveness. Occupational stress plays vital role in negative outcomes such as rising health issues, mental stress, high absenteeism, reduced personal accomplishment. Now teaching is also one of the stressful occupation. Due to increasing awareness about education and competition among students, increases the pressure and stress among teachers too. Now-a-days teachers go through a lot of occupational stress along with personal, family and health stress. On the other hand, this occupational stress can not only affect personal and mental well-being of the teachers but also reduce their teacher effectiveness. A stress free mind can teach better than a mind with stress. Teachers who consider job related activities as duty can reach to their goal easily and deal with the students in a better way as compared to those who considers it as burden. In today's competitive world teachers are under a lot of pressure. A teacher's stress response is activated when he or she perceives that the situation is out of their control. Some of the common causes of stress that teachers face in the school are students' misbehavior, increasing interference of parents and management, attitude of peers, lack of motivation, low class performance, inability of time management, limited resources for the completion of the given task, large class size, involuntary transfers, role conflicts etc.

### Review of literature

Numerous studies have been examined the connection between work stress and teacher effectiveness. According to research conducted by Roy Radha Rani and Kumar Ujjawal (2018) <sup>[13]</sup>, male and female educators are equally effective at their jobs. Kumar Parmod and Mani Usha (2018) <sup>[8]</sup> evaluated the relationship between teacher effectiveness and school type, school location, and gender. The study found no significant differences in teacher effectiveness between government and private secondary school teachers, or between male and female secondary school teachers. Rakhi (2014) <sup>[14]</sup>, Bahirnath (2017) <sup>[2]</sup>, Bodiwala and Chaithani (2020) <sup>[1]</sup> discovered a substantial difference between male and female school instructors on the occupational stress measurement. Kaur Preetinder and Sushma (2015) examined teacher effectiveness and discovered that occupational stress had no effect on teacher effectiveness. Borkar A. Usha (2013) <sup>[3]</sup> examined the relationship between teacher effectiveness and teacher stress and found that highly effective instructors experience less stress than less effective teachers. Dahiya (2015) <sup>[5]</sup> found a substantial link between teacher performance and occupational stress.

Review of the literature demonstrates that teacher effectiveness and occupational stress are significantly related. In light of the following findings, the present study is planned to investigate the teacher effectiveness and occupational stress of secondary school teachers.

### Objectives of the Study

The objectives of the present study are:

- To compare the government and private secondary school teachers on the measure of teacher effectiveness.
- To compare the government and private secondary school teachers on the measure of occupational Stress.
- To examine the relationship between teacher effectiveness and occupational Stress.

### Hypotheses of the Study

- Government and private school teachers do not differ significantly on the measure of Teacher Effectiveness.
- Government and private school teachers do not differ significantly on the measure of Occupational Stress.
- There is no significant relationship between Teacher Effectiveness and Occupational Stress.

### Methodology

Descriptive survey method was employed for the present study. The population for the present study was all the secondary school teachers of Haryana. Sample of 120 secondary school teachers (government secondary school teachers =60 and private secondary school teachers =60) was drawn from different secondary schools of district Bhiwani of Haryana. The selected subjects included in the sample ranged in 30 to 55 years of age with the mean age of 42.5 years.

**Measures:** for data collection, following tools were used:-

- **Teacher Effectiveness Scale** developed and standardized by UmmeKulsum (2000) was used to collect the data. The scale has five dimensions. The scale consist 60 items, and each item is responded by the subject on five point scale. The test-retest reliability co-efficient of correlation was found to be 0.63 with a time gap of 16 days. The split-half reliability co-efficient correlation was found to be = 0.68.
- **Teachers Occupational Stress Scale** developed by Sajid Jamal and Abdul Raheem (2013) was used to collect the data. The scale measures five dimensions of occupational stress. The scale consist of 30 items, and each item is responded by the subject on five point scale. The test-retest reliability after a gap of fortnight was found to be 0.83. The split-half reliability co-efficient was found to be 0.74 and internal consistency reliability coefficient ranging between 0.54 to 0.58 and cronbach alpha reliability value is 0.89. Correlation method was used to validate the scale and coefficient of correlation ranged from 0.71 to 0.89.

### Statistical Techniques

Mean, Standard Deviation, t-ratio and Pearsons Product Moment Method of Correlation were used for the interpretation of obtained data.

### Results and Discussion

**Table 1:** Mean, SD and t- ratio of government and private secondary school teachers on the measure of teacher effectiveness (N=120).

Groups	Mean	SD	t-value	Significance level
Government	89.10	11.22	2.64	0.01
Private	85.91	10.68		

Table-1 Indicates that government secondary school teachers obtained higher mean scores than their counterpart private secondary school teachers. Government teachers obtained the mean scores of 89.10 and private secondary school teachers obtained the mean scores of 85.91 with the standard deviations of 11.22 and 10.68 respectively. The obtained t value equals to 2.64 which is significant at 0.01 level of significance. This indicates that government teachers are more effective teachers than their counterpart private secondary school teachers. Thus, findings reveal that two comparable groups differ significantly on the measure of teacher effectiveness.

**Table 2:** Mean, S.D and t-ratio of male and female secondary school teachers on the measure of teacher effectiveness (N=120).

Groups	Mean	SD	t- value	Significance level
Male	87.10	11.14	3.64	0.01
Female	80.91	11.68		

An inspection of table 2 indicates that male secondary school teachers obtained higher mean scores than their counterpart female secondary school teachers. Male teachers obtained the mean scores of 87.10 and the female teachers obtained the mean scores of 80.91 with the standard deviations of 11.14 and 11.68 respectively. The obtained t-ratio is equals to 3.64 which is significant at 0.01 level of significance. This indicates that male teachers are more effective teachers than their counterpart female teachers. Thus, findings reveal that male and female school teachers differ significantly on the measure of teacher effectiveness.

Table-1 and 2 indicates significant difference between government and private secondary school teachers as well as male and female secondary school teachers on the measure of teacher effectiveness. The obtained findings show that government secondary school teachers and male secondary school teachers are more competent in instructional practices, interpersonal relation, classroom management, assessment and evaluation work than their counterpart private school teachers and female secondary school teachers. The obtained results are in line with the studies conducted by Devi (2017)<sup>[4]</sup> and Kataria (2017)<sup>[9]</sup> which revealed significant difference between the teacher effectiveness of government and private school teachers. The study conducted by Roy Radha and Kumar Ujjawal (2018)<sup>[13]</sup> also showed significant difference in teaching effectiveness of male and female school teachers. The obtained findings reveal that government and private secondary school teachers and male and female secondary school teachers differ significantly. Therefore, the null hypothesis "Government and Private secondary school teachers do not differ significantly on the measure of teacher effectiveness" is rejected.

**Table 3:** Mean, SD and t- ratios of government and private secondary school teachers on the measure of occupational stress (N=120).

Groups	Mean	SD	t- value	Significance level
Government	271.56	24.14	3.06	0.01
Private	282.91	24.68		

Table-3 indicates that private secondary school teachers obtained higher mean scores than their counterpart government secondary school teachers on the measure of occupation stress. Government teachers obtained the mean scores of 271.56 and private secondary school teachers obtained the mean scores of 282.91 with the standard deviations of 24.14 and 24.68 respectively. The calculated t-ratio equals to 3.06 which is significant at 0.01 level of significance. This indicates that private secondary school teachers have more occupational stress than their counterpart government school teachers.

**Table 4:** Mean, S.D and t- ratio of male and female secondary school teachers on the measure of occupational stress (N=120).

Groups	Mean	SD	t- value	Significance level
Male	244.36	48.03	2.89	0.01
Female	271.36	51.22		

An inspection of table -4 indicates that female secondary school teachers obtained higher mean score than their counterpart male secondary school teachers. On the measure of occupational stress male teachers obtained the mean scores of 244.36 and the female teachers obtained the mean scores of 271.36 with the standard deviations of 48.03 and 51.22 respectively. The calculated t- ratio is equals to 2.89 which is significant at 0.01 level of significance. This indicates that female teachers possess more occupational stress than their counterpart male teachers. The findings reveal that two comparable groups of school teachers differ significantly on the measure of occupational stress.

Table-3 and 4 indicates significant difference between government and private school teachers and also in male and female school teachers on the measure of occupational stress. The obtained results reveal that female school teachers as well as private school teachers experience more stress related to their occupation than their counterpart male teachers and government secondary school teachers. The obtained results are in line with the study conducted by Rakhi (2014) <sup>[14]</sup> and Bahirnath (2017) <sup>[2]</sup> which revealed significant difference between the male and female school teachers on the measure of occupational stress. Another study by Bodiwala and Chaithani (2020) <sup>[1]</sup> also support the findings of present study. On the basis of the obtained findings, the null hypothesis "Government and private secondary school teachers do not differ significantly on the measure of Occupational Stress" is rejected.

**Table 5:** Coefficient of correlation between teacher effectiveness and occupational stress (N=120).

Variables	r	Level of Significance
Teacher effectiveness	-0.78	0.01
Occupational stress		

Table-5 reveals significant negative correlation between teacher effectiveness and occupational stress. Teacher effectiveness borne out negatively correlated with the occupational stress ( $r = -0.78 < 0.01$ ) which is significant at 0.01 level of significance. The findings show that teacher effectiveness and occupational stress are associated negatively each other. The obtained results are also in line with the study conducted by Dahiya (2015) <sup>[5]</sup> which revealed significant correlation between teacher effectiveness and occupational stress. Thus, the null hypothesis "There is no significant relationship between Teacher Effectiveness and Occupational stress" is rejected.

The study provides significant information about teacher effectiveness and occupational stress among secondary school teachers. A significant and negative relationship was found between teacher effectiveness and occupational stress. The research proved that high occupational stressed teachers are less effective in their teaching, while teachers with low occupational stress are more effective in their teaching. The progress and success of students, schools, and the nation as a whole will be determined by how well teachers perform in the institutions where they are employed. In the classroom, a teacher's ability to innovate and incorporate new ideas, as well as their motivation to teach, all play a vital role in their performance. Teacher stress gives rise to emotional imbalance, anxiety, tension, and frustration, all of which reduces the teacher effectiveness and also the performance of students. This stress can be overcome by organizing regular workshops and seminars on stress management, which help the teachers in the stress reduction. Apart from this, life skills developmental programmes, guidance and counseling services can also be helpful for the teachers in managing their occupational stress. Thus, study emphasizes on above said techniques which will definitely prove helpful for teachers in the stress reduction as well as their better performance and adjustment in the school.

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