

A Study of Relationship Between Teacher Effectiveness And Stress Management Among The Teachers of Higher Education

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Abstract

Stress' is one of the most prominent factors which influence the 'ability to execute' of any individual. The present study was conducted to find out the correlation between teacher effectiveness and stress management among the teachers working in higher education institutions of Kanpur city Uttar Pradesh. Data were collected from a sample of 386 teachers (200 male and 186 female) working in government aided, self financed and technical colleges. 'Kulsum Teacher Effectiveness Scale' was used to find out effective and ineffective teachers and 'Stress Management Scale' prepared by Dr. Pushpraj Singh and A. Srivastava was used for measuring stress management skills of teachers. The results of the study indicated a moderate positive relationship between teacher effectiveness and stress management. No significant gender difference was observed in degree and direction of the relationship when male and female teachers were studied separately.

Keywords Teacher effectiveness, stress management

Introduction

To enhance the quality of education along with the quantity is a matter of great concern among the educators as well as the policy makers. From the last five decades, India has witnessed huge extension and development in higher education in terms of enrollment, quality, infrastructure, faculty etc. No doubt, access to higher education for all aspirants seems good for India and its citizens, but these rapid changes also increased the challenge to maintain the quality of education. It is an accepted fact throughout, that the teachers are the pillar of the whole education system. To move the educational process effectively, effective teachers are an essential requirement as they are in the transitional position between the objectives and outcomes of the educational process. A growing body of evidence suggests that if a teacher is not effective, the student may recipient of information from him but their attitude, feelings, values and beliefs cannot be transformed in the right direction. The teachers, who have proficiency in the given academic field along with the effectiveness can create a learning environment for the learner where he/she can get maximum learning gains or achievements. Kohn (1996), pointed out that "effective teachers do not only have a teacher-student relationship in the classroom, but also demonstrate interest in student's lives beyond the classroom and educational institution. This encourages students to perform their best in the classroom.

Introduced by Hans Selye (1936), the term 'stress' has attracted considerable attention from the psychological, educational and other researchers because 'stress' is a factor which refers to experiencing events that are perceived as endangering one's physical or psychological well being. There is growing consensus among researchers on the definitions of stress as a negative psychological state with cognitive and emotional components, and its effect on health. Teacher stress is defined by Kyriacou (1987) as "the experience by a teacher's unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, resulting from aspects of work as a teacher". Stress is an individual's psychological factor which is dealt with by using different coping techniques, which are known as stress management skills of an individual. In general, these stress management skills or methods may be grouped into two categories. One is direct or problem oriented methods and another is indirect or emotion oriented methods. Direct or problem oriented methods are the techniques in which an individual modified or eliminate the reasons of stress by changing one's behaviour such as adopting attacking behaviour, adopting compromising behaviour or adopting withdrawal behaviour, while the indirect or emotion oriented methods can be understood as the maintenance of one's emotional stability and management of the emotional consequences of stressors such as using defense mechanism, adopting self talk procedure or adopting relaxation techniques. For the teachers, it is a matter

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of great concern that how well they are managing their stress to maintain their performance effectively. At the higher level, the teacher's role is more crucial and demanding. Hence, the ability of managing stress is a factor that might influence the extent of effectiveness of a teacher.

Statement of the problem

Among all the levels of education, teachers have to play a very pivotal role for the development of the student. At higher level, it becomes more crucial which increases the stress level among the teachers. The present study was an attempt to understand the relationship between teacher effectiveness and stress management among the teachers working in higher education institutions.

Objective of the Study

1. To assess the relationship between teacher effectiveness and stress management of the effective and ineffective teachers working in higher education institutions.
2. To assess the relationship between teacher effectiveness and stress management of the male effective and ineffective teachers working of the study in higher education institutions.
3. To assess the relationship between teacher effectiveness and stress management of the female effective and ineffective teachers working of the study in higher education institutions.

Review of Literature

Literature related to the problem was reviewed by the researcher to have a comprehensive knowledge of the problem through research journals, books, dissertations, thesis, abstracts and other materials. Many studies have been conducted to understand the variables. Some very important things are listed here. Dick and Wagner, (2001) studied stress and strain in teaching. The objectives of the study were to test the theoretical model of teacher stress on a large sample using complex structural equations by study-I and cross validate the results by study-II. In the study-I, it was found that the stress of Lazarus and his colleagues held true and its adoption for teaching proved fruitful. It was noticed that the workload and mobbing lead to general stress reactions such as physical symptoms. In the study-II, the cross validation with the results of study-I, it was found that coping strategies served as a mediator between workload and burnout. Teachers with more adaptive coping strategies had a lower degree of burnout than teachers with coping strategies based on ignoring or avoiding problematic situations.

Prakash et al. (2002), studied the effect of coping strategies, and teaching experience on perceived role stress of university teachers. In their study of university teachers, they found no major differences between male and female teachers at varying teaching experience levels on measures of occupational role stressors and coping. Kyriacou & Chien (2004), studied teacher stress in Taiwanese Primary schools. The researchers sought to explore the general level of teacher stress, the coping actions used by teachers, and what actions the teachers think could be taken by schools and the government to reduce teacher stress. The main source of stress among teachers was the changing educational policies of the government and the coping actions adopted by teachers seemed to be dominated by palliative strategies with particular importance to decrease their workload.

Shukla (2008), observed teaching effectiveness in relation to burnout and stress among the secondary school teachers. The aim of the study was to ascertain and compare the relationship between teachers' experienced stress and teaching effectiveness on the basis of teacher's qualification, experience, subject taught, type of school and age. The findings disclosed no significant correlation between the teachers' experienced stress and burnout and their effectiveness. No significant difference was observed in the extent of relationship between perceived stress and burnout and teaching effectiveness on the basis of teachers' qualification, experience and subject taught, type of school and age. Arikewuyo, (2010) studied stress management strategies of secondary school teachers. Data was analyzed using simple percentage and chi-square collected from the sample of 3466 secondary teachers in Ogun state of Nigeria. The findings indicate that teachers frequently use the active behavioural and inactive (escape) strategies in managing stress.

Rani & Prasad (2018), studied stressors and effectiveness of teachers. The study was attempted to develop a model of managing stress which would benefit the teachers as well as the higher educational institution when applied effectively. Data was collected from a sample of 61 post graduate teachers of Hyderabad. The results revealed that there is a significant relationship between the

stressor such as self, students, colleagues, family members, parents and higher authorities which causes stress in teachers and the teacher effectiveness.

The review of literature suggested the need for more research to find out the relation between the teacher effectiveness and stress management. Thus, the present study specifically covers the teachers of higher education institutions of Kanpur city.

Research Hypothesis	<ol style="list-style-type: none"> 1. There is a significant relationship between teacher effectiveness and stress management of effective and ineffective teachers working in higher education institutions. 2. There is a significant relationship between teacher effectiveness and stress management of the male effective and ineffective teachers working in higher education institutions. 3. There is a significant relationship between teacher effectiveness and stress management of the female effective and ineffective teachers working in higher education institutions.
Null hypothesis	<ol style="list-style-type: none"> 1. There is no significant relationship between teacher effectiveness and stress management of effective and ineffective teachers working in higher education institutions. 2. There is no significant relationship between teacher effectiveness and stress management of male ineffective teachers working in higher education institutions. 3. There is no significant relationship between teacher effectiveness and stress management of female effective and ineffective teachers working in the study in effective and higher education institutions.
Delimitations of the study	Due to limitation of time and available resources with the researcher study was delimited to the under-graduate higher educational institutions of Kanpur.
Research Methodology	The aim of the present study was to know the extent of relationship between the variables. So keep in view, the nature of the problem descriptive survey research method was applied to find out the results of the study.
Population of the study	The population of the present study was consists all the teachers (under-graduate level) working in higher educational institutions of Kanpur city
Sample of the study	To select the sample of the present study, researcher used random sampling to select the colleges from all the types of higher education institutions of Kanpur city (government aided, self financed and technical as well). From the selected colleges 386 teachers were preferred as the sample of study.
Identification of effective and ineffective teachers	The researcher observed teacher effectiveness among the teachers of selected institutions by using K.T.E.S. (Kulsum Teacher Effectiveness Scale). It is a self anchoring striving scale and the teachers who scored more than 350 out of 600 were assessed as effective teachers and the teachers who scored less than 250 out of 600 were assessed as ineffective teachers. The researcher identified 200 effective teachers (100 male and 100 female) and 186 ineffective teachers (98 male and 88 female) to fulfill the aim of the study.
Description of the areas of teacher effectiveness measured	<ol style="list-style-type: none"> 1. Preparation for teaching and planning- It includes the ability of a teacher in preparing, planning, and organizing things for teaching in accordance with the course objective by using different source material. 2. Classroom management- It includes the ability of a teacher to communicate successfully, motivate the student and evaluate the teaching learning process and also to maintain discipline in the classroom. 3. Knowledge of the subject matter- This area includes statements on the ability of the teacher in acquiring, retaining, interpreting and making use of the contents of the subject he/she is dealing with within the classroom situation. 4. Teacher characteristics- This area includes teacher's personality and its behavioural manifestations that have their own level of acceptability or unacceptability to the teaching profession. 5. Interpersonal relationship- It includes the ability of a teacher to adapt himself/herself to maintain cardinality with his/her colleagues, pupils, and other

persons in the community with whom he/she interacts as the part and parcel of his/her profession.

Stress management scale

'Stress Management Scale' prepared by Dr. Pushpraj Singh and Dr. Anjali Srivastava was used for measuring the stress management skill of the teachers.

Data Interpretation and Analysis

The present study was aimed to find out the relationship between the teacher effectiveness and stress management. Therefore, correlation (Product Moment Method) statistical technique has been applied to assess the extent and direction of the relationship between the teacher effectiveness and stress management.

Data Interpretation and Analysis

The Results of the study have been presented in the following para-
H1 - There is a significant relationship between teacher effectiveness and stress management of effective and ineffective teachers working in higher education institutions.
H01 - There is no significant relationship between teacher effectiveness and stress management of effective and ineffective teachers working in higher education institutions.

Table 1.1
Values of 'r' and the significance of 'r' between teacher effectiveness and stress management of the effective and ineffective teachers

S. No.	Group	N	Value of 'r'	Significance of 'r'	Result
1	Effective teachers	200	0.66275	12.45	Significant**
2	Ineffective teachers	186	0.50526	7.98	Significant**

**0.01 level of significance

Table 1.1 shows that the calculated values of 'r' (correlation) between teacher effectiveness and stress management for effective and ineffective teachers are 0.66275 and 0.50526 respectively. The values of significance of 'r' (correlation) for effective and ineffective teachers are respectively 12.45 and 7.98. These values are found significant at 0.01 level of significance and indicate a significant moderate positive relationship between teacher effectiveness and stress management with both effective and ineffective teachers.

Thus, the null hypothesis (H01) is rejected and research hypothesis (H1) that there is a significant relationship between teacher effectiveness and stress management of effective and ineffective teachers working in higher education institutions is accepted.

H2 - There is a significant relationship between teacher effectiveness and stress management of effective and ineffective teachers working **of the study** in higher education institutions.

H02 - There is no significant relationship between teacher effectiveness and stress management of effective and ineffective teachers working in higher education institutions.

Table 1.2
Values of 'r' and the significance of 'r' between teacher effectiveness and stress management of the male effective and ineffective teachers

S. No.	Group	N	Value of 'r'	Significance of 'r'	Result
1	Effective teachers	100	0.54509	6.43	Significant**
2	Ineffective teachers	98	0.48194	5.38	Significant**

**0.01 level of significance

Table 1.2 shows that the calculated values of 'r' (correlation) between teacher effectiveness and stress management for effective and ineffective male teachers are 0.54509 and 0.48194 respectively. The values of significance of 'r' (correlation) for effective and ineffective teachers are respectively 6.43 and 5.38. These values are found significant at 0.01 level of significance and indicate a significant moderate positive relationship between teacher effectiveness and stress management with both effective and ineffective male teachers.

Thus, the null hypothesis (H02) is rejected and research hypothesis (H2) that, there is a significant relationship between teacher effectiveness and stress management

of effective and ineffective male teachers working in higher education institutions is accepted.

H3 - There is a significant relationship between teacher effectiveness and stress management of effective and ineffective female teachers working in higher education institutions.

H03 - There is no significant relationship between teacher effectiveness and stress management of effective and ineffective female teachers working of the study in higher education institutions

Table 1.3

Values of 'r' and the significance of 'r' between teacher effectiveness and stress management of the effective and ineffective female teachers

S. No.	Group	N	Value of 'r'	Significance of 'r'	Result
1	Effective teachers	100	0.56946	6.85	Significant**
2	Ineffective teachers	88	0.38679	3.88	Significant**

**0.01 level of significance

Table 1.3 shows that the calculated values of 'r' (correlation) between teacher effectiveness and stress management for effective and ineffective female teachers are 0.56946 and 0.38679 respectively. The values of significance of 'r' (correlation) for effective and ineffective female teachers are respectively 6.85 and 3.88. These values are found significant at 0.01 level of significance and indicate a significant moderate positive relationship between teacher effectiveness and stress management with both effective and ineffective teachers.

Thus, the null hypothesis (H03) is rejected and research hypothesis (H3) that, there is a significant relationship between teacher effectiveness and stress management of effective and ineffective female teachers working in higher education institutions is accepted.

Findings of the study

1. The results indicate a moderate positive relationship between teacher effectiveness and stress management for effective and ineffective teachers. It was found that stress management has moderate (tend to be high) positive association with the teacher effectiveness of the effective and ineffective teachers.
2. Significant moderate positive relationship was found between teacher effectiveness and stress management among the effective and ineffective male teachers. It indicates that stress management has reasonable positive association with teacher effectiveness of the male effective and ineffective teachers.
3. Teacher effectiveness was found to have a moderate positive significant relationship with stress management among the female effective and ineffective teachers. It seemed that stress management has moderate positive and sensible association with teacher effectiveness of the effective and ineffective female teachers.

Interpretation

It was noticed that stress managing techniques or coping strategies adopted by a teacher have a reasonable association with his/her effectiveness. Though stress up to moderate level is inevitable and leads to motivation but prolonged stress within a teacher (if it is left unmanaged) ultimately produce harmful effects on the teacher's efficacy and that could be a cause which undermines effective teaching-learning process. In the present study it was seemed that the teachers who are able to manage their stress in a better way or have the ability to keep stress under control can move their teaching learning process effectively more than the teachers who are unable to manage their stress.

Suggestions for the further research

Present research work has been based on correlation, demonstrating a positive or negative relationship between teacher effectiveness and stress management among the teachers working in higher education institutions. Therefore, no casual relationship should be drawn from the study so it is recommended for future to be established cause-effect relationship between the variables.

This research work has been carried out on the teachers working in higher education institution in Kanpur city only. Thus, it could be taken forward with the primary, secondary level and special education teachers of other cities and states as well.

Educational implication of the study

The findings of the study seem to have great concern with the personal and professional development of teachers. Effective teachers are the essential need of the time and the understanding of the relationship between teacher effectiveness and stress and how to manage it well would proved helpful in increasing his/her professionalism as well as for the teacher educators while they are preparing future teachers.

Conclusion

It was noticed that stress managing techniques or coping strategies adopted by a teacher have a reasonable association with his/her effectiveness. Though stress up to moderate level is inevitable and leads to motivation but prolonged stress within a teacher (if it is left unmanaged) ultimately produces harmful effects on the teacher's efficacy and that could be a cause which undermines effective teaching-learning process. In the present study it seems that the teachers who are able to manage their stress in a better way or have the ability to keep stress under control can move their teaching learning process effectively more than the teachers who are unable to manage their stress.

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