

Relationship between Stress Management and Teaching Efficacy Among School Teachers

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Abstract: Stress is a state of mental tension and worry caused by problems in one's life, work, etc. Among school teachers stress is manifested as growing number of teacher absences per year as well as an increase in early retirement as they have lost their love for the job. The concept of stress cannot be ignored in any profession as well as in the teaching profession. A proper strategy for stress management will help to reduce the stressful situation and enhance the output of an individual in any profession. This study is an attempt to study by a survey, the relationship between stress management and teaching efficacy among school teachers of India. The results of the study prove that there is a significant positive relationship between stress management and teaching efficacy among school teachers in India.

Key words: Stress management, Teaching efficacy

I. INTRODUCTION

Stress is a general term applied to various psychological (mental) and physiological (bodily) pressures experienced or felt by people throughout their lives. The word 'Stress' is defined by the Oxford dictionary as 'state of affair involving demand on physical or mental energy'. Individual affected by stress may experience feelings of fatigue, loss of sleep, anxiousness and even burnout. In serious cases hypertension and ulcers may also occur. The stress which teacher experience while performing different roles are regular attendance on time irrespective of their health problem, arranging various educational and development programs, handling children from different socio economic and cultural background, teaching children at different academic levels, pressure from management, parents and other higher officials, updating themselves with latest teaching technologies, keep informed in this era of knowledge explosion, managing children with special needs etc. which interferes in the time given to family and children and other responsibilities related to profession.

Stress is an unavoidable part of life due to increasing workload and complexities in daily life. Stress is anywhere and everywhere, whether it is in family, friends, business, institute or society. Right from birth to death, each and every individual is exposed to stress. Each profession causes a specific level of stress. Teaching is also one of the stressful professions like many other professions. Shahin Vaezi & Nasser Fallah, 2011[1] investigated the relationship between self- efficacy and stress among 108 EFL teachers in Iran. The participants were administered self-efficacy and stress questionnaires. Pearson Product-Moment Correlation and Multiple Regression analyses were used. The results indicated significant negative correlation between self-efficacy and stress. Ahmet Cezmi Savaş, Yunus Bozgeyik and Ismail Eser, 2015[2] did a study to examine the relationship between teacher self-efficacy and burnout. The results of the data analysis put forward that there was significant, medium and negative correlation between teacher self-efficacy and burnout levels of the participants. Hierarchical multiple regression analysis results, which were used to assess the relationship between the two variables better, indicated that teacher self-efficacy predicted burnout negatively. Rekha B. R. & Manikandan K., 2012[3] did a meta-analysis of studies related to self-efficacy and job stress. The investigators concluded that stress is the basic reason for the burn out of teachers. Teachers with self-efficacy can deal with their stress which in turn results in positive mental health. The stress level of teachers can be lowered by adopting strategies to empower self-efficacy of teachers.

The issue of stress among teachers is becoming as one of the serious problems where adequate attention is needed. Stress management refers to various interventions to reduce stress including a range of techniques and psychotherapies. In the context of this study, stress management refers to the techniques adopted by school teachers in India, to control their level of stress. Teaching Efficacy is the extent to which a teacher believes he or she can influence students' behavior and their academic achievement, especially of pupils with difficulties or those with particularly low learning motivation (Ashton & Webb, 1986; Guskey & Passaro,

1994). [4]. In this study teaching efficacy refers to the ability of school teachers in India, to influence the student's behavior and their academic achievement.

The main objective of this paper is to work out the relationship between stress management and teaching efficacy among school teachers in India. The paper also studies the level of stress management and the level of teaching efficacy among school teachers in India. This study also analyses the difference in the scores regarding Teaching Efficacy of school teachers belonging to Above Average & Average, Average & Below Average and Below Average & Above Average levels of Stress Management.

II. METHODOLOGY

2.1 Method: Normal survey method was used in the study.

2.2 Sample: A random sample of 40 school teachers were taken from the state of Kerala, India.

2.3 Tools used:

- Rating Scale for stress management prepared by Dr Usha Parvathy and Saritha R. P. and modified by the researchers. The rating scale had 22 statements which include 8 negative statements and 14 positive statements based on the strategies adopted by teachers in different possible stress situations related to teaching profession.
- Rating Scale for teaching efficacy prepared by Dr Usha Parvathy and Jeena Thomas and modified by the researchers. The rating scale used to rate teaching efficacy had 32 statements related to different aspects of teaching profession.

Both the rating scales used were three point scales with three alternatives positive, neutral and negative. The marks awarded were 1, 2 and 3 respectively. For negative statements marks were awarded in the reverse order. The validity and reliability of the tools were established.

2.4 Statistics: The statistical techniques used were Mean, Standard Deviation, Correlation (Karl Pearson's Coefficient of Correlation Method) and t test.

Mean,	$\bar{x} = \frac{\sum x}{n}$	
Standard Deviation,	$\sigma = \sqrt{\frac{\sum x^2}{n} - \left(\frac{\sum x}{n}\right)^2}$	
Correlation, r	$= \frac{n\sum xy - \sum x \sum y}{\sqrt{n\sum x^2 - (\sum x)^2} \sqrt{n\sum y^2 - (\sum y)^2}}$	
Standard Error, SE _D	$= SD \sqrt{\frac{N_1 + N_2}{N_1 N_2}}$	
t Score, t	$= \frac{M_1 - M_2}{\sigma_D}$	Garrett, 2005[5]

III. OBJECTIVES OF THE STUDY

1. To find out the level of stress management among school teachers in India.
2. To find out the level of teaching efficacy among school teachers in India.
3. To find out the relationship between stress management and teaching efficacy among school teachers in India.
4. To compare the scores regarding Teaching Efficacy of school teachers in India belonging to Above Average and Average levels of Stress Management.
5. To compare the scores regarding Teaching Efficacy of school teachers in India belonging to Average and Below Average levels of Stress Management.
6. To compare the scores regarding Teaching Efficacy of school teachers in India belonging to Below Average and Above Average levels of Stress Management.

IV. HYPOTHESES OF THE STUDY

1. There is a significant relationship between stress management and teaching efficacy among school teachers in India.
2. There is a significant difference in the scores regarding Teaching Efficacy of school teachers in India belonging to Above Average and Average levels of Stress Management.
3. There is a significant difference in the scores regarding Teaching Efficacy of school teachers in India belonging to Average and Below Average levels of Stress Management.
4. There is a significant difference in the scores regarding Teaching Efficacy of school teachers in India belonging to Below Average and Above Average levels of Stress Management.

V. ANALYSIS AND INTERPRETATION OF THE DATA

The following tables show the analysis of the data.

Table 1: Relationship between stress management and teaching efficacy among school teachers in India.

Variables	Mean	Standard deviation	r
Stress management	58.65	6.37	0.84
Teaching efficacy	87.75	6.56	

Table 1 shows that the Mean and Standard deviation of scores regarding stress management of school teachers were 58.65 and 6.37 respectively while the Mean and Standard deviation of scores regarding teaching efficacy of school teachers were 87.75 and 6.56 respectively for the total sample. The coefficient of correlation was 0.84 which proves that there is a significant, high, positive correlation between the two variables.

Table 2: Comparison of scores regarding Teaching Efficacy of school teachers in India belonging to Above Average and Average levels of Stress Management

Levels of Stress Management	Number	Mean score of Teaching efficacy	Standard Deviation	Standard Error	t - value	Level of Significance
Above Average	10	93	3.09	1.19	2.52	0.05
Average	20	90				

Table 3: Comparison of scores regarding Teaching Efficacy of school teachers in India belonging to Average and Below Average levels of Stress Management

Levels of Stress Management	Number	Mean score of Teaching efficacy	Standard Deviation	Standard Error	t - value	Level of Significance
Average	20	90	4.23	1.64	6.71	0.01
Below Average	10	79				

Table 4: Comparison of scores regarding Teaching Efficacy of school teachers in India belonging to Below Average and Above Average levels of Stress Management

Levels of Stress Management	Number	Mean score of Teaching efficacy	Standard Deviation	Standard Error	t - value	Level of Significance
Below Average	10	79	4.02	1.79	7.82	0.01
Above Average	10	93				

Table 2,3 and 4 shows that there is a significant difference in the scores regarding Teaching Efficacy of school teachers belonging to Above Average and Average, Average and Below Average, Below Average and Above Average levels of Stress Management. All the t values are significant.

VI. CONCLUSIONS OF THE STUDY

- 25% of the teachers were above average in stress management, while 50% were average and 25% were below average in stress management.
- Only 10% of the teachers were above average in teaching efficacy, while 72.5% were average and 17.5% were below average in stress management.
- There is a significant, high, positive correlation between stress management and teaching efficacy among school teachers in India ($r = 0.84$).
- There is a significant difference in the scores regarding Teaching Efficacy of school teachers in India belonging to Above Average and Average levels of Stress Management ($t = 2.52$, significant at 0.05 level). The scores regarding Teaching Efficacy of school teachers in India belonging to Above Average level of stress management was significantly higher than the scores regarding Teaching Efficacy of school teachers in India belonging to Average level of Stress Management.
- There is a significant difference in the scores regarding Teaching Efficacy of school teachers in India belonging to Average and Below Average levels of Stress Management ($t = 6.71$, significant at 0.01 level). The scores regarding Teaching Efficacy of school teachers in India belonging to Average level of stress management was significantly higher than the scores regarding Teaching Efficacy of school teachers in India belonging to Below level of Stress Management.
- There is a significant difference in the scores regarding Teaching Efficacy of school teachers in India belonging to Below Average and Above Average levels of Stress Management ($t = 7.82$, significant at 0.01 level). The scores regarding Teaching Efficacy of school teachers in India belonging to Above Average level of stress management was significantly higher than the scores regarding Teaching Efficacy of school teachers in India belonging to Below Average level of Stress Management.

A teacher is usually burdened with multiple roles and responsibilities. Teachers are more vulnerable to stress as stress is caused by many factors including poor working conditions, scarcity of resources, heavy workloads and lack of administrative and family support system. As a result of these stressful aspects of teaching, stress can have negative effects on teacher's physical, emotional, behavioral and mental well-being and finally to their teaching efficacy which will affect the all-round development of a generation. Teachers are blindly criticized if they fail to provide knowledge and services to society according to expectations. The study proves that there is a significant positive relationship between stress management and teaching efficacy among school teachers in India. The study also shows that the scores related to teaching efficacy are significantly higher for teachers having higher levels of stress management. So authorities/individuals should take steps to implement proper strategies for stress management to increase the teaching efficacy.

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