

Teacher Effectiveness of Secondary School Teachers in Relation to their Occupational Stress and Morale

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Abstract— Teaching profession is one of the top three most stressful professions. Secondary school teachers are under more pressure because of students' board exams and performance. Therefore, teachers must be confident and mentally strong with high spirit in order to be effective. We were particularly interested in knowing the effect of stress and morale on teacher effectiveness because it impacts development of students, society and progress of the nation and the world. The researchers chose 397 secondary school teachers, and found a majority of teachers suffering from above average stress and over a quarter of them having low morale, whereas, over one fourth of them have average teacher effectiveness. The study found a significant difference between occupational stress and teacher effectiveness as well as morale and teacher effectiveness. Further, there was no significant difference between age, gender, marital status, stream, type of school and experience with respect to teacher effectiveness. Policy makers and school authorities can play an important role in lowering stress and boosting morale in order to promote teacher effectiveness.

Key Words: Occupational Stress, Morale, Teacher Effectiveness and Secondary School.

I. INTRODUCTION

A teacher inspires and encourages children to strive for greatness, prosperity, awareness, live to the highest potential and ensure great future. Children imitate teachers unknowingly through long-term observations. Teachers' commitment, excellence, passion, dedication, willingness and their ability helps us learn, enhance our ability and realize our personal growth. We look up to teachers for advice and guidance. We perceive teaching profession as one of the most peaceful professions but it also has its shortcomings. Teachers go through lot of stress built up in the school alongside stress arising out of personal, family and health. Some common reasons for stress that teachers go through at school are students' behavior, attitude of colleagues, lack of motivation and work ethics, lower class achievement, lack of time, limited resources, deadlines, large class size, involuntary transfers, role conflict and role overload among many others. Occupational stress is a major factor that affects the quality of teacher effectiveness in a classroom setting. It would be hard to believe any teacher is free from occupational stress throughout their entire career. Again, occupational stress is a vague topic since stress can be caused by entities such as colleagues, principal, inability to tackle children's misbehavior, home conditions and health to name a few. Decreased stress in teachers exhibit better teacher effectiveness. Enthusiastic teachers make learning interesting, fun, engaging and productive. Enthusiastic teachers who genuinely enjoy teaching typically see better

class results compared to those teachers who do not demonstrate such qualities. Top leaderships expect their teachers to be happy but the authorities must introduce interventions to boost and keep teachers' morale high. They must introduce strategies designed to enhance teacher morale throughout the academic year. A common notion is that, lower morale is caused by administration and other higher authorities such as principal, head master, head of the department and colleagues. There are a lot of other factors that affect morale which differs from teacher to teacher depending on the strength of attitude, perspectives, past experience, lack of understanding and various other aspects. Teacher effectiveness is a broad variable that is dependent or is affected by abundant factors or elements. Teacher effectiveness is an important element that indicates higher and overall academics and behavioral performances of students and schools. It has become more important because of the importance given to quality education. The effectiveness of teaching and learning process depends on the quality of teacher performance in a given classroom. There are sports and games trainers, dance, music and various other co-curricular trainers apart from academic teachers; their success relies upon the effectiveness of their performance. Apart from the above, few other in-classroom indicators of teacher effectiveness are; lesson plan, appropriate use of examples, instructional and communicational skills, variety of teaching strategies, relevant activities conducted logically and sequentially with smooth transitions, lesson presentation, clarity of statements, fewer or nil errors, correct students constructively and positively, sufficient guidance, active and solid involvement, purposeful assignments, organization and

management, effective response to student behavior and appropriate reinforcement (Robert J Walker(2008), Pirkko Pollari (2015) and TeachThought, (2016). There are a number of factors that affect teacher effectiveness; appropriate and regular trainings, technology, library, instructional and up-to-date textbook resources, positive learning environment, teacher experience, salary of teacher, administrative policies, parental expectation, personal problems, emotional fluctuation, social factors, long hours, working conditions, sexual harassment, understaffing, health problems, workplace conflict and job dissatisfaction. (Wachira David Warui, (2013) and Australian Educational Committee (1996-99)).

II. LITERATURE REVIEW

Kalhotra (2014) examined the difference between effective and ineffective teachers with respect their attitude towards teaching profession, teaching experience, age and sex with a sample size of 71 teachers using stratified sampling from 10 secondary schools in Jammu, India. Two research tools namely; Teacher Effectiveness Scale by developed by Kumar and Mutha (1985) and Attitude Scale by developed by Kath and Bannur (1974) were used for collecting data. They study found a significance between effectiveness and ineffective teachers with respect to teacher profession. The study also found a positive significance between male and female teachers with respect to their attitudes towards teaching profession. Further, the study found no significance between male and female teachers with respect to attitudes towards teaching profession. There was no significant difference between effective and ineffective male teachers and effective and ineffective female teachers with in correspondence with attitudes towards teaching profession. Although, the study found no significant difference between gender, experience and age with respect to effective teachers. Islahi et al. (2013) examined to find out teacher effectiveness between male and female teachers with respect to marital status, training, location and medium of instruction. The researchers chose 482 teachers comprising of 245 male and 237 female teachers and gave out Teacher Effectiveness Scale developed by Islahi containing 74 items. The tool was aimed at understanding teachers' classroom effectiveness in areas of interpersonal relationship with school colleagues, parents and students, their classroom management, time and resource management, instructional practices, students' assessment, subject expertise, communication, diligence and dynamism. The study found a significant difference between gender, marital status and training with respect to teacher effectiveness. Further, the study found no significant relationship between rural and urban with respect to teacher effectiveness. Although, the study found an insignificant correlation with

teacher effectiveness and gender. Kaur (2017) studied the effects of occupational stress and life satisfaction on teacher effectiveness with a sample size of 645 teacher educators from 96 different B.Ed. colleges affiliated to three state universities; Punjab University, Punjabi University and Guru Nanak Dev University. Mean, median, mode, S.D., skewness, kurtosis, quartile deviation and ANOVA were used to derive statistical inferences. The study found male teachers had high teacher effectiveness in comparison to female teachers. Urban teachers' teacher effectiveness was also found to be higher than teachers teaching in rural locations. Science teachers had high teacher effectiveness, humanities teachers had moderate teacher effectiveness whereas commerce teachers were found to have low teacher effectiveness. Further, teachers with low occupational stress were found to be more teacher effective and teacher effectiveness was low with teachers suffering from high occupational stress. Teachers with high life satisfaction performed better in classrooms with high teacher effectiveness in contrast with teachers with low life satisfaction. Based on the findings of the research, the researcher suggests colleges should disburse salaries as per UGC norms, conduct developmental programmes on emotional intelligence, mental health for the purpose of well-being of teacher educators. Principals must pay more attention towards signs of stress and introduce changes to help teachers shed occupational stress and improve teacher effectiveness.

III. TOOLS OF THE STUDY

Teachers' Occupational Stress Scale by Dr. Sajid Jamal and Dr. Abdul Raheem (2012) Teachers' Morale Scale by Dr. Sajid Jamal and Dr. Abdul Raheem (2013) and Teacher Effectiveness Scale by Dr. Shallu Puri and Prof. S. C. Gakhar (2010)

IV. STUDY SETTING

The study was conducted among selected secondary level schools located in both rural as well as urban parts of Bangalore. A total of 73 schools were visited for survey purpose; 46 CBSE schools and 27 State Board schools. With the support of chairpersons, principals, coordinators and references, the researcher distributed questionnaires in multiple schools located close by and collected the same questionnaires at the end or the following day depending on teachers' convenience. At most schools, one of the teachers helped with follow-up and collection of questionnaires which made the process easier and quicker. Overall, 278 CBSE and 119 State Board teachers answered the questionnaires.

V. ANALYSIS

A. To measure level of Teachers' Occupational Stress

The raw scores obtained from 397 teachers on occupational Stress were classified in to 7 categories based on descriptions given by authors Dr. Sajid Jamal and Dr. Abdul Raheem. The total number of teachers belonging to each category were found and tabulated below;

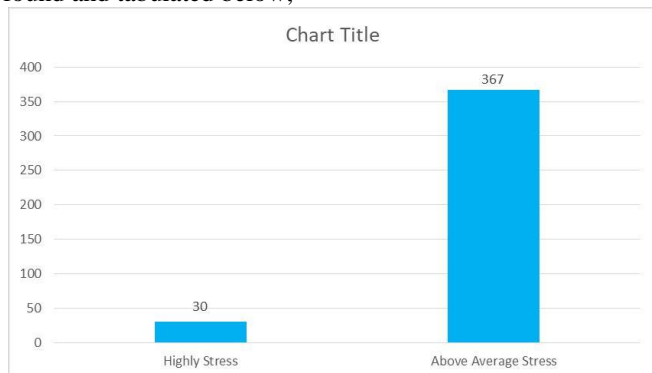


Figure 1: Indicating Teacher Occupational Stress Levels
*Source: Primary data

It is evident from the table and graph that, majority of 7.55 % of teachers suffer from high stress and the rest 92.44% teachers have above average occupational stress.

B. To measure level of Teachers' Morale

The raw scores obtained from 397 teachers on Teachers' Morale were classified in to 7 categories based on descriptions given by authors Dr. Sajid Jamal and Dr. Abdul Raheem. The total number of teachers belonging to each category were found and tabulated below

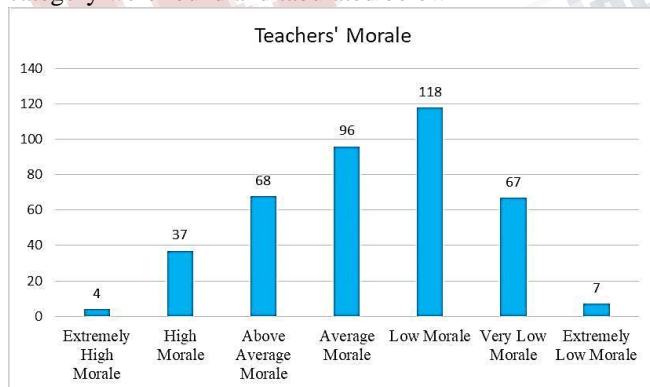


Figure 2: Indicating Teacher Morale Levels
*Source: Primary Data

From the above table and graph, it is therefore evident that, majority of 29.72% of teachers have low morale, 24.18% have average morale, 17.12% have above average morale, 16.87% have very low morale, 9.31% have high morale and

1.76% have extremely low morale and 1% of teachers have extremely high morale.

C. To measure level of Teachers' Effectiveness

The raw scores obtained from 397 teachers on Teachers' Effectiveness were classified in to 5 categories based on descriptions given by authors Dr. Shalla Puri and Prof. S. C. Gakhar. The total number of teachers belonging to each category were found and tabulated below;

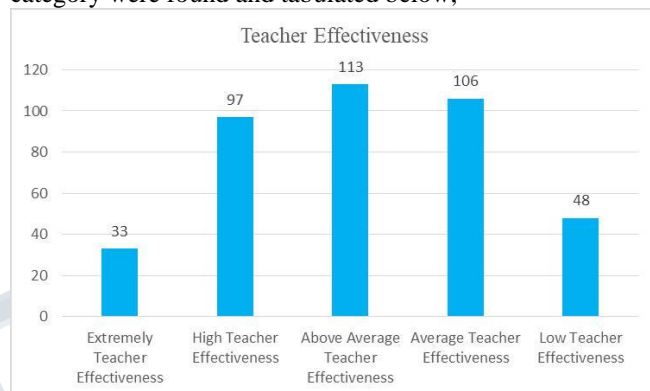


Figure 3: Indicating Teacher Effectiveness Levels
*Source: Primary Data

From the above table and graph, it is evident that, majority of 28.46% of teachers have above average teacher effectiveness, 26.70% have average teacher effectiveness, 24.43% have high teacher effectiveness, 12.09% have low teacher effectiveness and 8.31% have extremely teacher effectiveness.

VI. CONCLUSION

The study proves a definite dependency and reliability of occupational stress and morale on teacher effectiveness. The results support and reflect studies of the past and true nature of today's scenario of stress and low morale affecting teacher effectiveness. Teachers are tasked to build and secure a better future, with improved teacher effectiveness and leap in education system, the nation and the world as a whole stand to benefit ranging from better university chances, good citizens, skills, career, employment, higher salary, successful families, equality, economy, stronger and judicial bureaucracy, safe, harmonious and healthier world, advancement across all sectors to a happier and secured retirement of individuals. Principals are the ambassadors and agents who can steer change this negative trend to ensure higher teacher effectiveness that powers teachers' performance, students' performance, schools performance and human progress. Stress gives rise to emotional imbalance, anxiety, tension, frustration, all of which lowers

the performance of planning and teaching by hindering performances of both teachers and students due to teaching ineffectiveness. Better work climate which includes proper promotional schedule, salary pattern, teacher facilities, perks, administrative support, teacher support fund, emergency funds in form of loan, teachers' children education boost morale of teachers increasing the sense of belongingness to school motivates teachers to perform better. Regular teacher workshops and programmes on Art of Living, Mindfulness, Leaders, Time Management, Work Management, Class Management, Behaviour Management, Problem Solving, Risk Management, Anxiety and Stress by professionals and on-field experts enlighten teachers with awareness strengthening them to tackle, respond appropriately and successfully. Such exercises help dominate stress and improve morale which positively stimulate and inspire teacher effectiveness. Effective teachers are insurance of a great, progressive and secured future.

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