



# A Comparative Study Of Teacher Stress Among Urban And Rural Secondary School Teachers Of Chitradurga District In Relation To Their Self-Confidence

Prabhakara S B

Research Scholar, Dept. of Education  
Bangalore University, Bangalore, INDIA  
Email: prabhakarasb@gmail.com

H R.Jayamma

Research Guide, Dept. of Education  
Bangalore University, Bangalore, INDIA.

**Abstract:** Stress is a part of all biological organisms. It affects each living organism as different way. In educational system teacher had a prominent role. Hence teacher stress plays a vital role in the field of education. The concept of stress has come into prominence since Second World War, The important biological, physiological, and sociological consequences of stress galvanize scientific interest and mobilize efforts to understand and control them. This paper mainly talks about the stress that a teacher comes across. This depends on the environment in which a teacher works.

## I. INTRODUCTION

Stress is a part of all biological organisms. It affects each living organism as different way. In educational system teacher had a prominent role. Hence teacher stress plays a vital role in the field of education. The concept of stress has come into prominence since Second World War, The important biological, physiological, and sociological consequences of stress galvanize scientific interest and mobilize efforts to understand and control them. [1]

The phrase Teacher stress may be defined as the experienced by the teachers or unpleasant negative emotions and distress that exist when the problems confronting teachers threaten their well being and surpass their ability to resolve these problems.[3] Teaching is a stressful job requiring an individual to stand for many hours daily alone before a group of sometimes alienated pupils. The teacher has to play multiple roles such as supporting parent,

Amount of stress is indirectly proportional to the confidence level of a teacher. It is believed that teacher can fulfill the requirements of the students only if he/she is confident about themselves. This can be better created by the management or the department of education, where they will be able to meet the requirements of the teacher. Maximum efforts are to be taken to overcome stressful environment.

**Keywords:** Teacher stress, scientific interest, stressful environment, sociological consequences.

disciplining task master, stimulating actor and informative resource person. Teacher requires interaction with administrators, children and parents. [5]

There are four types of job related stress of teachers namely pupils misbehavior, poor working conditions, Time pressures and poor school ethos. Further job related stress of teachers of teachers can be viewed from external factors principals, other teachers, pupils and parents and internal factors perceived general life satisfaction and self efficiency. [2]

Self confidence: A person by virtue of his potentialities and successful experiences develops confidence in himself especially when receives proper appreciation for good responses. Thus he is able to think that he can make his own decisions and to accept the consequences thereof. He is likely to resolve his own conflicts.



Self confidence person is defined one who perceives himself as socially competent, emotionally matured ,intellectually adequate, successful, satisfied, decisive ,optimistic, independent self reliant, self-assumed, forward moving fairly, assertive having leadership abilities and in general as having positive and constructive self feeling and evaluation. [8]

Today’s teachers have to face many challenges as a result they suffer from stress. Studies have indicated that a teacher who possesses adequate self confidence maturity and ability to make adjustments are likely to overcome their problems. [4]

**Statement of the problem:**

“A comparative study of teacher stress among urban and rural secondary school teachers of Chitradurga district in relation to their self confidence”

**Objectives of the study:**

[1] To find out whether differences in self confidence of secondary school teachers would account for significant differences in their teacher stress.

[2] To find out whether differences in locality of secondary school teachers would account for significant differences in their teacher stress.

**II. METHODOLOGY**

In this study Teacher stress was dependent variable and self confidence, location, were the independent variables.

Hypotheses formulated:

**Hypothesis 1**

There is no significant difference in teacher stress of secondary school teachers belonging to high self confident groups and low self confidence groups.

**Hypothesis 2**

There is no significant difference in teacher stress of secondary school teachers belonging to high self confidence groups and moderate self confidence groups.

**Hypothesis 3**

There is no significant difference in teacher stress of secondary school teachers belonging to low self confidence groups and moderate self confidence groups.

**Hypothesis 4**

There is no significant difference in teacher stress of secondary school Rural and urban teachers.

**Nature and size of the sample:**

The investigator selected a sample of 53 secondary school teachers on using stratified random sampling technique from the above said population, In all 25 secondary schools from urban schools and 28 secondary school teachers from rural schools were selected.

All the secondary school teachers working in the schools of chitradurga district, both urban and rural constituted the population for the present study.

**Tools used for Research:**

[1] “Teacher occupational stress questionnaire”(TOSQ) developed by Clark(1980)

[2] “Self confidence inventory”(SCI) constructed by Basavanna(1975).

**Statistical procedure used for analyzing the data:**

“t” test was used for testing the hypothesis for the significance of mean differences.

**III. ANALYSIS OF DATA AND INTERPRETATION OF RESULTS**

**Hypothesis 1**

There is no significant difference in teacher stress of secondary school teachers belonging to high self confident groups and low self confidence groups.

Table 1: The table showing groups, number, mean, S.D.,t-value and level of significance, of teachers stress scores of secondary school teachers belonging to high self confidence and low self confidence.

| Groups               | N  | X     | S.D  | t-value |
|----------------------|----|-------|------|---------|
| High self confidence | 9  | 19.66 | 3.42 | 3.3     |
| Low self-confidence  | 14 | 14.85 | 3.30 |         |

Significant at 0.05 level.

The data in the above table shows that the obtained t- value is 3.33 is statistically significant at 0.05 level. Therefore the null hypothesis is rejected.

Therefore there is significant difference in teacher stress of secondary school teachers belonging to high self confidence and low self confidence teachers working in chitradurga district.

**Hypothesis- 2**



There is no significant difference in teacher stress of secondary school teachers belonging to low self confidence and moderate self confidence.

Table- 2: The table showing groups, number, mean, S.D.,t-value and level of significance, of teachers stress scores of secondary school teachers mbelonging to high self confidence and moderate self confidence.

| Groups                   | N  | X     | S.D  | t-value |
|--------------------------|----|-------|------|---------|
| High self confidence     | 14 | 19.66 | 3.42 | 1.32    |
| Moderate self-confidence | 30 | 17.86 | 4.04 |         |

Not Significant at 0.05 level.

The data in the above table shows that the obtained t-value is 1.32 is not statistically significant at 0.05 level. Therefore the null hypothesis is accepted.

Therefore there is no significant difference in teacher stress of secondary school teachers belonging to high self confidence and moderate self confidence teachers working in chitradurga district.

Hypothesis- 3

There is no significant difference in teacher stress of secondary school teachers belonging to Low self confident groups and Moderate self confidence groups.

Table-3: The table showing groups, number, mean, S.D.,t-value and level of significance, of teachers stress scores of secondary school teachers belonging to Low self confidence and Moderate self confidence.

| Groups                   | N  | X     | S.D  | t-value |
|--------------------------|----|-------|------|---------|
| Low self confidence      | 14 | 14.85 | 3.30 | 2.61    |
| Moderate self-confidence | 30 | 17.86 | 4.04 |         |

Significant at 0.05 level.

The data in the above table shows that the obtained t- value is 2.61 is statistically significant at 0.05 level. Therefore the null hypothesis is rejected and a corresponding hypothesis is formulated.

Therefore there is significant difference in teacher stress of secondary school teachers belonging to low self confidence and Moderate self confidence teachers working in chitradurga district.

Hypothesis- 4

There is no significant difference in teacher stress of secondary school Rural and urban teachers working in Chitradurga District.

Table -4: The table showing groups, number, mean, S.D.,t-value and level of significance, of teachers stress scores of secondary school urban and rural teachers working in Chitradurga District.

| Groups | N  | X     | S.D  | t-value |
|--------|----|-------|------|---------|
| Rural  | 28 | 17.89 | 4.19 | 0.984   |
| Urban  | 25 | 16.80 | 3.89 |         |

Significant at 0.05 level.

The data in the above table shows that the obtained t- value is 0.984 is statistically not significant at 0.05 level. Therefore the null hypothesis is accepted.

Therefore there is no significant difference in teacher stress of secondary school rural and urban teachers working in Chitradurga district.

#### IV. DISCUSSIONS OF THE FINDINGS

There is significant difference in teacher stress of secondary school teachers belonging to high self confidence and low self confidence teachers working in Chitradurga district.

There is no significant difference in teacher stress of secondary school teachers belonging to high self confidence and moderate self confidence teachers working in chitradurga district.

There is significant difference in teacher stress of secondary school teachers belonging to low self confidence and Moderate self confidence teachers working in chitradurga district.

➤ There is no significant difference in teacher stress of secondary school rural and urban teachers working in chitradurga district.

#### **Educational implications:**

The administration should take care of the stressful situations which affect teachers performance.

Candidates having high self confidence are found to be better teachers and can perform the duty without experiencing any distress compared to the candidates having moderate self confidence.

The schools should provide sound psychologically and healthy organizational climate, so that teachers can perform their duties without stress or with little stress.



In the light of the importance of stress it is recommended that the Department of education and other organizations could evolve certain programmes to help the administrators, the teachers and the teacher trainees to develop coaching skills, which will help to improve teaching efficiency.

**Limitations of the study:**

The study was confined to only 12 of the secondary school teachers of Chitrdurga district.

The sample included only 53 secondary school teachers i.e., 25 urban and 28 rural secondary schoolteachers.

The researcher selected only two variables.

**V. CONCLUSION**

This paper mainly talks about the stress that a teacher comes across. This depends on the environment in which a teacher works. Amount of stress is indirectly proportional to the confidence level of a teacher. It is believed that teacher can fulfill the requirements of the students only if he/she is confident about themselves. This can be better created by the management or the department of education, where they will be able to meet the requirements of the teacher. Maximum efforts are to be taken to overcome stressful environment.

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