Research Paper

Relationship Between Stress And Teacher Self-Efficacy Of Student Teachers At Scondary Level

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ABSTRACT: *Stress is the result of an individual's reactions to events and situations. There are individual differences in the reactions to situations. Same environment is perceived as stressful or not depending on the individuals. But the extent of reactions can result in stress which in turn thwarts the efficacy beliefs of teachers leading to teacher burnout. Teacher self-Efficacy refers to the beliefs of a teacher that he or she can takeup the challenges of the profession and manage them. In this paper the Investigators tried to findout the relationship between stress and Teacher Self-Efficacy of Student teachers at Secondary level and also tried to find out whether student teachers at secondary level of various optional subjects differ in Stress and Teacher Self-Efficacy. Survey method was used in the present study. Data were collected from 200 student teachers at Secondary level belonging to different optional subjects using Adapted version of Students Stress Scale (Akhtar, 2011) and Teacher Self-Efficacy Scale developed and standardized by the Investigators. Statistical techniques employed were Pearson's Product Moment Coefficient of Correlation and One-way ANOVA. Findings showed that Stress and Teacher Self-Efficacy of student teachers are significantly and negatively related and that subjectwise differences in stress and in Teacher Self-Efficacy are not significant. Findings have implications for teacher educators and student teachers at secondary level.*

KEYWORDS - *Stress, Teacher Self-Efficacy, Student Teachers at Secondary Level.*

I. INTRODUCTION

Teaching is a profession which requires a lot of competencies. An efficient techer is a product of deliberate and systematic training. In additition to this, the belief a teacher has, regarding his or her own capabilities is of significant influence on which his or her performance will depend upon. Self-efficacy of the student teachers who are the beginners into this profession must therefore be taken care of. Teacher Self-Efficacy is a construct developed from Albert Bandura's Social Cognitive Theory. Teaching is also a challenging

profession where student teachers are moulded to face the challenges of bringing up generations.Facing the challenges requires the student teachers to be equipped to overcome stressful situations as stress is a commonly observed phenomenon among people in general and professionals in particular and can be a retarding factor for Teacher Self-Efficacy

1.1 Need and Significance of the Study.

Teachers at secondary level have to face a lot of challenges as they are to handle adolescents. Teachers handling adolescents should be confident enough to tackle challenging situations and to manage the adolescents. In addition to the duty of instructional transactions teachers have to handle disciplinary problems as well as to create positive teaching learning environment and have to manage relationships both inside and outside their profession. Training to overcome stress and to build teacher efficacy to pursue the profession is the need of the hour. Studies conducated by Brember et al. (2002), Chaplin (2008), and Richards (2012) analysed the causes of stress in teacher trainees. Suresh (2013) Studied Stress in

relation to emotional intelligence of teacher trainees. Helmz -Lorenz and Maulana (2016) found out that school and

class efficacy is negatively related to job tension and stress causes are positively related to job tension. The present study tries to investigate the relationship between Stress and Teacher Self-Efficacy of Student Teachers at Secondary Levels and therefore assumes significance.

1.2. Hypotheses of the study

- There is significant difference in Stress experienced by student teachers at secondary level.
- There is significant difference in Teacher Self-Efficacy of student teachers at secondary level.
- There is significant negative relationship between Stress and Teacher Self-Efficacy of student teachers at secondary level.

1.3. Objectives

- To find out whether there exists significant difference in stress of student teachers at secondary level based on optional subjects categorised as Language, Social Science, Science and   Commerce.
- To find out whether there exists significant difference in Teacher Self - Efficacy of student teachers at secondary level based on optional subjects categorised as Language, Social Science, Science and Commerce.
- To find out whether there exists significant relationship between Stress and Teacher Self-Efficacy of student teachers at secondary level.

1.4. Methodology used for the Study.

1.4.1 Method

Survery method was used in the present study.

1.4.2 Population for the Study.

Student teachers at secondary level in Kerala forms the population for the present study.

1.4.3 Sample selected.

The sample selected consisted of 200 student techers studying in various Teacher Education Colleges of Kerala. Sample was selected using stratified random sampling technique, the strata being Subject Streams chosen.

1.4.4 Tools Used

(i) Teacher Self-Efficacy Scale developed and standardized by the Investigators.

(ii) Adapted version of Students Stress Scale by Akhtar (2011).

1.4.4.1 Teacher Self-Efficacy Scale.

The Investigators developed the Teacher Self-Efficacy Scale based on 5 components namely Instructional Efficacy, Disciplinary Efficacy. Efficacy to Influence Decision making, Efficacy for PositiveSchool Climate and Efficacy to Enlist Parental and Community Involvement. Sixtynine Statements havingfive response categories viz. Not at all, very little, To some extent, very much and Fully with scores ranging from 1 to 5.

Item analysis with item to total correlation was carriedout and items with significant 't' value were considered for the final version of the tool. Thus 35 statements were included in the final version   of the tool. Reliability of the scale was ensured using Test-Retest reliability. Face validity construct validity, concurrent validity and Predictive validity were ensured.

1.4.4.2 Students Stress Scale (Adapted from Akhtar)

The Investigators modified the Students Stress Scale develoed by Akhtar (2011). The adopted   version consisted of 47 statements out of which 10 are negative statements. Five response   categories   viz. Always,, often sometimes, rarely and Never with scores ranging from 5 to 1 for

 positive statements and 1 to 5 for negative statements. The items represented different annoying situations which create stress in a persons' life, along with   some annoying situations specific to teachers. Reliability was ensured using Test-Retest method and Face Validy of the tool was established.

1.5 Statistical Techniques used.

(i) Karl Pearson's Product Momemnt co-efficient of correlation.

(ii)One-way ANOVA

1.6   Data Collection Procedure

The investigators administered Students Stress Scale and Teacher Self-Efficacy Scale to student teachers at secondary level of the selected sample. The data thus collected were analysed using

appropriate statistical techniques already mentioned.

II. ANALYSIS AND INTERPRETATION

2.1 Relationship between Stress and Teacher Self-Efficacy of Student Teachers for the Total Sample.

The Investigatros collected the scores on stress and Teacher Self-Efficacy of student teachers at Secondary level. The correlation between Stress and Teach Self-Efficacy were found out for the total sample of student teachers using Pearson's Product Moment Co-efficient of Correlation. The data and results obtained are presented in Table 1

Table 1 Data and Results of Correlation between stress and Teacher Self-Efficacy for the Total Sample (N = 200)

Sl. No	Variables Correlated	N	r	SE_r	Confidence Interval (95%)		Percentage Overlap	Significance of 'r'
					Lower Limit	Upper Limit		
1.	Stress	200	*0.257	0.066	-0.127	-0.387	6.60	t=3.74
2.	Teacher Self-Efficacy							

* indicates the 'r' value is significant at 0.05 level.
$P < 0.05$.

Table 1 shows that the correlation co-efficient obtained for the total sample is negative. The 'r' value obtained is -0.257 which indicates that there exists a significant negative correlation between stress and Teacher Self-Efficacy. The t value obtained for the test significance of 'r' is 3.74 which is greater than 1.96 at 0.05 level of significance, which indicates that the relationship is significant between stress and Teacher Self-Efficacy. That means when stress of student teachers increases, Teacher Self-Efficacy decreases and when stress decreases, Teacher Self-Efficacy increases.

The confidence interval (0.95 CI) of 'r' is found between -0.127 and -0.387 which are the limits within which the 'r' value of the population lies, the probability being 0.95. The percentage overlap of variable Stress in Teacher Self-Efficacy is 6.60. This indicates that 6.60 percentage of Teacher Self-Efficacy is due to the effect of Stress.

The above results indicate that the relationship between Stress and Teacher Self-Efficacy is significant.

2.2   Comparison of Stress of Student Teachers at Secondary Level Based on Optional Subjects categorized as   Language, Science, Social Science and Commerce.

Analysis of Variance was used to find out whether there is a significant difference in Stress between student teachers of various optional subjects categorised as Language, Social Science, Science and Commerce. The computed mean scores and standard deviations of the variable Stress of Student teachers at Secondary level are shown in Table 2.

Table 2 Comparison of Student teachers in various Optional Subjects categorized as Language, Science, Social Science and Commerce on Stress.

Variable	Optional Subjects	N	Mean	Standard Deviations
Stress	Language	60	147.000	25.6482
	Social Science	42	138.333	20.4899
	Science	58	138.741	24.9979
	Commerce	40	147.475	19.0384
	Total	200	142.880	23.4580

The mean scores of stress obtained were compared using one way Analysis of Variance. Data and Results of comparison of One way Analysis of Variance are given in Table 3.

Table 3 Data and Results of One way ANOVA in the case of Student teachers

Source of Variation	Sum of Squares	df	Mean sum of squares	F	significance
Between Groups	3724.691	3	1241.564		
Within Groups	105780.429	196	539.696	2.300	0.079
Total	109505.120	199			

Table 3 shows that the F value obtained is 2.300 for the stress scores of student teachers with respect to the optional subjects, which is not significant at 0.05 level of significance (P > 0.05). That means there is no significant difference in stress among student teachers belonging to different optional subjects. That means stress of student teachers is almost same irrespective of their optional subjects

2.3 Comparison of Teacher Self-Efficacy of Student Teachers at Secondary level Based on Optional Subjects categorised as Language, Science, Social Science and Commerce.

Analysis of Variance was used to determine whether there is a significant difference in Teacher Self-Efficacy between student teachers of various optional subjects categorised as Language, Science, Social Science and Commerce. The computed mean scores and standard deviations are shown below in Table 4.

Table 4 Comparison of student teachers in various optional subjects categorised as language, Science, Social science and Commerce on Teacher Self-Efficacy

Variable	Optional Subjects	N	Mean	Standard Deviations
	Language	60	124.933	11.9545

Teacher Self – Efficacy	Social Science	42	127.619	16.3005
	Science	58	124.172	12.6382
	Commerce	40	122.950	13.0776
	Total	200	124.880	13.3739

The mean scores of Teacher Self – Efficacy obtained were compared using one way Analysis of Variance. The data and results of comparison by Analysis of Variance obtained are presented in Table 5.

Table 5 Data and Results of the difference in the Teacher Self-Efficacy of student teachers with respect to their optional subjects

Source of Variation	Sum of Squares	df	Mean sum of squares	F	Significance
Between Groups	493.306	3	164.435	0.918	0.433
Within Group	35099.814	196	179.081		
Total	35593.120	199			

Table 5 shows that the F value obtained is 0.918 for the Teacher Self-Efficacy scores of the student teachers at secondary level with respect to the optional subjects, which is not significant at 0.05 level of significance (P > 0.05). That means there is no significant difference in Teacher efficacy among student teachers belonging to different optional subjects. That means Teacher Self-Efficacy of student teachers is almost same irrespective of the optional subjects chosen.

2.4 Major Findings of the Study
 The major findings of the study are summarized as:
(i) There exists significant negative correlation between stress and Teach Self-Efficacy of Student teachers in the total sample.
(ii) There is no significant difference in stress of student teachers based on optional subjects
(iii) There is no significant difference in Teacher Self-Efficacy of student teachers based on Optional subjects.

2.5 Educational Implications of the Study
 The study shows that Teacher Self-Efficacy and Stress of student teachers are negatively correlated. This implies that training novice teachers should be in such a way that the student teachers are free from any form of stress to inculcate positive beliefs in teachers and make them confident enough to take up challenges in the field of teaching.
Innovative teaching techniques and strategies reducing stress factors can be incorporated in order to promote teacher self-efficacy.
New strategies that can be applied in regular classrooms which help student teachers in stress management and in development of efficacy beliefs could be incorporated in curriculum.
Since student teachers of various optional subjects do not differ in stress and Teacher Self-efficacy, stress factors are to be identified and prevented from affecting Teacher Self-Efficacy of student teachers.

III. CONCLUSION
 From the core findings of the study, it can be concluded that stress is a variable associated with Teacher Self-Efficacy of student teachers at secondary level and that student teachers in the present study experience stress to the same extent irrespective of their subject of specialization and that Teacher Self-

Efficacy is not a variable associated with subject stream.
Teacher Self-Efficacy is the foundation on which one's teaching career is to be built. The beliefs of a teacher that he or she is competent enough to be successful in the profession is what is to be basically developed.

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