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## A STUDY ON TEACHER'S BEHAVIOR IN CLASSROOM AND STUDENT'S STRESS AT HIGHER SECONDARY SCHOOL LEVEL

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### **Abstract**

*This study examined the relationship between Teacher classroom behavior and students stress level in Thiruvallur District. This students adopted survey method of research participants were 300 higher secondary school students randomly selected from different schools in Thiruvallur district. Research instruments used by data collection was Teacher classroom behaviors questions are prepared by the investigator and stress level scale prepared by the investigator tested at 0.05 and 0.01 level of significance. The findings indicated that there a positive relationship between Teacher's classroom behavior and students stress level of higher secondary school students. There exist significant impact with respect to gender, location, types of management, medium of institution, fathers qualification, of teachers classroom behavior and also found there no significance different between stress level impact on gender medium of instruction, favorite teachers. There exists significant difference between stress level with respect to location types of management favorite teachers favorite subject of the higher secondary students.*

**Keyword:** *Teachers, classroom, behavior, stress level, role of teacher n the class room sampling.*

### **Introduction**

Research in education helps the teachers to become more efficient in their tasks. For effective teaching, mastery over the content matter alone will not suffice; the teacher should have a sound knowledge in choosing and using a particular instructional method for an effective learning activity among a giving group of learners. A teacher affects eternity; he can never tell where his influence stops. The teacher is indeed the architect of our future. Society can neglect him at his own peril .The success or failure of any system of education depends on the quality of teachers who are the centre of the educational process.

A school can play a very important role in the moral development of children. The most important agent in the school is obviously the teacher. It has been stressed again and again that nothing can be more effective and helpful in molding the child's moral behavior than the own moral behavior of the teacher. The teacher should establish and maintain clear standards of behavior and encourage his pupils to behave towards himself, towards one another, and towards the whole community in an orderly and considerate way. Every school demands a certain standard of behavior from its pupils. The teacher should develop a rational acceptance of these standards in his pupils and also the ability to discriminate right from the wrong.

### **Teachers Behavior**

- According to **G.N.Prakash Srivastava** and **Anju Bhargava** (1984), teaching is a series of events wherein teacher attempts to change the behavior of students along the intended direction. Teachers are rightly conceived as the nation builders. Hence, they should play the role that are expected on them and should shoulder the responsibilities

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that the society places on them with right earnestness and utmost sincerity. Of all the factors in a school system, the teachers occupy the key position. The behavior of teachers has new dimensions with the complexity of the school life.

- **Philip W. Jackson** (1962) rightly observes “teaching characteristically, is a moral enterprise. The teacher whether he admits it or not is out to make the words a better place and its inhabitant's better people. He may not succeed of course but his intention is to benefit others”.

### Students Stress Level

The word “stress” is defined by the Oxford Dictionary as “a state of affair involving demand on physical or mental energy”. A condition or circumstance (not always adverse), which can disturb the normal physical and mental health of an individual. In medical parlance “stress” is defined as a perturbation of the body's homeostasis. this demands on mind body occurs when it tries to cope with incessant changes in life. A “stress” condition seems “relative” in nature. Extreme stress conditions, psychologists say, are detrimental to human health but in moderation, stress is normal and, in many cases, proves useful. Stress, nonetheless, is synonymous with negative conditions. Today, with the rapid diversification of human activity, we come face to face with numerous causes of stress

*“Nothing gives one person so much advantage over another as to remain always cool and unruffled under all circumstances.”*

- *Thomas Jefferson*

### Statement of the Problem

Formally the problem can be stated as follow. A study on teacher's classroom behavior and students stress level in Thiruvallur district.

### Objectives of the Study

1. To find out the significant difference in classroom behavior of Teachers with respect to students based on their Gender.
2. To find out the significant difference between Students Stress levels based on their Gender.
3. To find out the significant difference in classroom behavior of Teachers with respect to students based on their Location.
4. To find out the significant difference between Students Stress level classroom behaviors based on their Students Location.
5. To find out the significant difference in classroom behavior of Teachers with respect to students based on their Type of Management.
6. To find out the significant difference among Students Stress level based on their Type of Management.
7. To find out the significant difference in classroom behavior of Teachers with respect to students based on their Medium of instruction.

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8. To find out the significant difference between Students Stress levels based on their Medium of instruction.
9. To find out the significant difference in classroom behavior of Teachers with respect to students based on their Father's Qualification.
10. To find out the significant difference among Students Stress level based on their Father's Qualification.
11. To find out the significant difference in classroom behavior of Teachers with respect to students based on their Favorite Subject.
12. To find out significant difference between Students Stress levels based on their Favorite Subject.
13. To find out the significant difference in classroom behavior of Teachers with respect to students based on their Favorite Teachers.
14. To find out the significant difference between Students Stress levels based on their Favorite Teachers.
15. To find out the significant relationship between Teacher classroom behavior and Students Stress level of School Students.

**Hypothesis of the Study**

1. There is no the significant difference in classroom behavior of Teachers with respect to students based on their Gender.
2. There is no the significant difference between Students Stress level based on their Gender.
3. There is no the significant difference in classroom behavior of Teachers with respect to students based on their Location.
4. There is no the significant difference between Students Stress level classroom behavior based on their Students Location.
5. There is no the significant difference in classroom behavior of Teachers with respect to students based on their Type of Management.
6. There is no the significant difference among Students Stress level based on their Type of Management.
7. There is no the significant difference in classroom behavior of Teachers with respect to students based on their Medium of instruction.
8. There is no the significant difference between Students Stress level based on their Medium of instruction.
9. There is no the significant difference in classroom behavior of Teachers with respect to students based on their Father's Qualification.
10. There is no the significant difference among Students Stress level based on their Father's Qualification.
11. There is no the significant difference in classroom behavior of Teachers with respect to students based on their Favorite Subject.
12. There is no significant difference between Students Stress levels based on their Favorite Subject.

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13. There is no the significant difference in classroom behavior of Teachers with respect to students based on their Favorite Teachers.
14. There is no the significant difference between Students Stress level based on their Favorite Teachers.
15. There is no the significant relationship between Teacher classroom behavior and Students Stress level of School Students.

**Research Design**

- **Methodology**

The study was conducted through surveys method of research and it is most suitable for the present study.

- **Variables**

Independent variable: stress level.

Dependent variable: Teacher behavior.

- **Sample**

Stratified random sampling technique was adopted for the selection of sample 300 higher secondary students was taken for the study.

- **Research tools**

To verify the hypothesis formulated in the study. The following tools have been used.

Teacher's classroom behavior questions were prepared by the investigation by the investigator

Stress level scale prepared by the investigator.

**Statistical Techniques**

The statistical techniques used in the present study are:-

- Descriptive analysis (Mean, Standard deviation)
- Differential Analysis (t-values)
- Correlation Analysis and Association.

**Major Finding**

1. It is found that there exists significance difference between the Male and Female of higher secondary School Students on Teacher classroom behavior mean scores.
2. It is found that there exists no significance difference between the Male and Female of higher secondary School Students on Students Stress level mean scores.
3. It is found that there exists significance difference between the Rural and Urban area of higher secondary School Students on their Teacher classroom behavior mean scores.
4. It is found that there exists significance difference between the Rural and Urban area higher secondary School Students on their Students Stress level mean scores.
5. It is found that there exists significant difference between Government vs. Aided school students and Government vs. Private higher secondary school students based on their classroom behavior of Teacher.

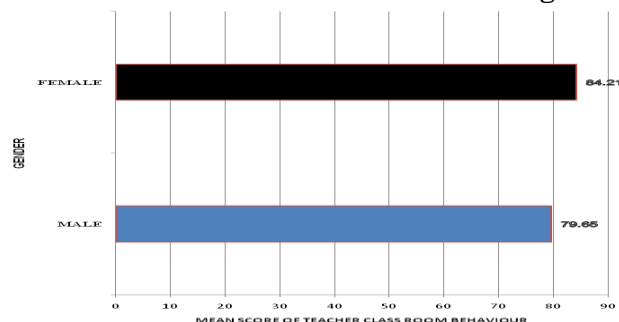
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6. It is found that there exists significant difference in the Students Stress level with respect to Government, Aided and Private higher secondary School Students stress level.
7. It is found that there exists no significance difference between Tamil medium and English medium of higher secondary School Students on Teacher classroom behavior mean scores
8. It is found that there exists no significance difference between Tamil medium and English medium of higher secondary School Students on Students Stress level mean scores.
9. It is found that there exists significant difference in the Teacher classroom behavior of higher secondary School Students with respect to School level Vs. College level and School level Vs. Other degree based on their Teacher classroom behavior.
10. It is found that there exists significant difference in Students Stress level with respect to School level Vs. Other degree and College levels. Other Degree based on their higher secondary Students Stress level.
11. It is found that there exists no significance difference between Arts Subject and Science Subject of higher secondary School Students on Teacher classroom behavior mean scores.
12. It is found that there exists significance difference between Arts Subject and Science Subject of higher secondary School Students on Students Stress level mean scores.
13. It is found that there exists no significance difference between Arts Teacher and Science Teacher of higher secondary School Students on Teacher classroom behavior.
14. It is found that there exists no significance difference between Arts Teacher and Science Teacher of higher secondary School Students on Students Stress level.
15. It is found that there exists a positive relationship between Teacher classroom behavior and Students Stress level of higher secondary School Students.

**Table 1 Table Shows the Significant Difference in Classroom behavior of Teachers with Respect to Students based on their Gender using Mean Scores**

Variable	Gender	N	Mean	SD	t - value	L.S
Teacher classroom behavior	Male	150	79.65	12.966	3.257	0.01
	Female	150	84.21	11.217		

**Graph – 1 Graph Showing Difference in Classroom behavior of Teachers with Respect to Students Based on their Gender using Mean Scores**



## Discussion

Classroom behavior is one of the trickiest issues teachers face today. Disruptive behavior results in lost curriculum time and creates a classroom environment that is not always conducive to learning. One key to nipping behavioral problems in the bud is to promote positive behavior before problems arise. The significant relationship between Teacher class room Behavior, students stress level and Academic Achievement clearly shows that the teacher plays an important role in the performance of students under their care. Hence Teacher competency or Teacher Behavior showed is such so as to be effective in transforming the individual. His /Her personality, teaching methods approaches and other characteristic of the teacher could lead to the liking of the subject and consequents to better performance.

## Conclusion

Teaching behavior has important implications for students' emotional well-being. Multiple models suggest students' perceptions of teaching behaviors are more critical than other measures for predicting well-being, yet students-report instruments that measures concrete and specific teaching behavior are limited. The purpose of the present studies is to develop an instrument to assess students' perceptions of concrete and specific teaching behavior and to test which teaching behavior is associated students' well- Being. Research has shown that teacher support plays an important role in students' Overall well-being. For example, students who feel supported by their teachers are more likely to also feel safe and relaxed in class than their peers who reported feeling unsupported. Thus the data collected and analyzed in the previous chapters has yielded many interesting and usefully information regarding the teacher class room behavior and students stress level among school students of Thiruvallur District" Which adds to the volume of knowledge already present in this field of investigation.

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