



# A STUDY ON THE EFFECT OF TEACHER MOTIVATION ON STRESS OF SECONDARY SCHOOL STUDENTS

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## Abstract

The purpose of this research study is to examine the connection between secondary school students' stress levels and teacher motivation, with an emphasis on both regular and extracurricular students. In order to collect thorough data, the study uses a mixed methods approach that combines quantitative surveys and qualitative interviews. The purpose of the article is to identify trends, correlations, and possible causes using statistical analysis and theme coding. The results of this study are important for researchers, educators, and legislators who want to improve secondary school students' academic performance and general well-being.

**Keywords:** teacher motivation, stress, secondary school students

## Introduction

In the context of secondary education, the role of teachers is pivotal not only in imparting knowledge but also in shaping students' overall development. However, teaching can be a demanding profession, characterized by various stressors that may affect educators' motivation levels. Conversely, students also experience stressors related to academic performance, social interactions, and personal challenges. Understanding the dynamics between teacher motivation and student stress is crucial for creating supportive learning environments that promote students' well-being and academic success.

## Statement of the Problem

While there is considerable research on teacher motivation and student stress individually, the interplay between these factors, particularly in the context of secondary education, remains relatively underexplored. This research aims to bridge this gap by investigating how teacher motivation influences the stress levels of secondary school students, both in regular classes and additional classes.

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## Definition of Term used in the Study

**Teacher Motivation:** refers to the positive influence a teacher's own motivation has on the motivation and engagement of their students. A motivated teacher can inspire, encourage, and create an environment where students feel energized, passionate, and excited about learning. In essence, the teacher's enthusiasm, commitment, and energy become contagious, influencing the students' attitudes, behaviours, and academic performance.

**Student Stress:** refers to the physical, emotional, and mental strain that students experience due to various academic, social, and personal pressures. It is a response to demands that feel overwhelming or difficult to manage, often triggered by factors such as heavy workloads, high academic expectations, social challenges, or concerns about the future.

## Key factors contributing to student stress include

1. **Academic Pressure:** Heavy workloads, deadlines, exams, and the desire to achieve high grades can create significant stress for students.
2. **Time Management Challenges:** Balancing schoolwork with extracurricular activities, part-time jobs, and social commitments can lead to feelings of being overwhelmed.
3. **Social Stress:** Peer pressure, bullying, or struggles with making friends and maintaining relationships can increase emotional strain.
4. **Parental Expectations:** Pressure from parents to perform well academically or pursue certain career paths can lead to stress, especially if students feel they cannot meet those expectations.
5. **Fear of Failure:** Anxiety about not meeting expectations or not succeeding academically can cause students to feel uncertain and stressed.
6. **Future Uncertainty:** Concerns about future careers, college admissions, and life after school can also contribute to stress, particularly in older students nearing graduation.

## Research Questions

1. What is the level of teacher motivation in secondary schools?
2. What are the stress levels experienced by secondary school students?
3. Is there a significant relationship between teacher motivation and student stress?
4. What factors contribute to variations in teacher motivation and student stress?
5. How do additional classes impact the relationship between teacher motivation and student stress?

## OBJECTIVES OF THE STUDY

The following goals guided the study's undertaking:

1. To investigate secondary school pupils' motivation levels toward their teachers.
2. To investigate secondary school pupils' stress levels.
3. To evaluate secondary school students' academic stress levels, both male and female.
4. To look into secondary school students' motivation for their teachers, both male and female.

5. To compare secondary school students' academic stress and achievement motivation between boys and girls.

## **HYPOTHESES OF THE STUDY**

The researcher had developed the following theories in light of the study's goals:

H1: There is a relationship between teacher motivation and stress in boys.

H2: There is a relationship between teacher motivation and stress in girls.

H3: There is no significance difference between the teacher motivation of boys and girls of secondary students

H4: There is no significance difference between the stress of boy and girl secondary students.

H5: There is no significance difference between the level of teacher motivation and stress among boys and girls of secondary school students.

## **DELIMITATION OF THE STUDY**

To maintain **focus and accuracy**, the study was **delimited** as follows:

- The **geographical scope** of the study was **restricted to Lucknow city**.
- The research was **limited to aided and non-aided Secondary school** in Lucknow.
- All secondary boards were included in the study.

## **Significance of the Study**

This study has a number of ramifications for how policies are developed and how education is practiced. Teachers can create interventions to foster positive teacher-student relationships and improve the learning environment by clarifying the connection between teacher motivation and student stress. The results can also be used by legislators to enact changes that will lessen stress in secondary school and aid in teachers' professional growth.

## **Literature Review**

### **Teacher Motivation and its Importance:**

The energy, zeal, and dedication that educators bring to their work are referred to as teacher motivation, and this is why it is so important. According to Ryan and Deci (2000), motivated educators are more likely to successfully engage their students, establish favorable learning environments, and promote successful student outcomes. Both extrinsic rewards, like recognition and compensation, and intrinsic rewards, such a sense of fulfillment and professional development, are factors that affect teacher motivation (Maslow, 1943).

### **Stress among Secondary School Students:**

Students in secondary school sometimes deal with a variety of pressures, such as peer interactions, familial expectations, academic pressure, and personal difficulties. Persistent stress can negatively impact students' academic performance, physical health, and mental health (Roeser et al., 2013). Anxiety, melancholy, exhaustion, and trouble focusing are typical signs of stress in students (McEwen, 2007).

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## **The Relationship between Teacher Motivation and Student Stress:**

Although there isn't much study on this subject, what is known indicates that student stress and instructor motivation are correlated. Motivated educators are more likely to use successful teaching techniques, give students helpful criticism, and support them, all of which lower stress levels (Patrick et al., 2019). On the other hand, demotivated or burned-out educators may display negative, inconsistent, and unengaged behaviors that add to students' stress (Chang, 2009).

## **Factors Influencing Teacher Motivation and Student Stress:**

Several factors can influence teacher motivation and student stress in the secondary school context. These include organizational support, workload, classroom management, student teacher relationships, and instructional practices (Chapman et al., 2017). Additionally, external factors, such as socioeconomic status, school culture, and societal expectations, can impact both teachers' and students' experiences within the educational system.

## **Previous Research and Gaps in Literature:**

While there is extensive research on teacher motivation and student stress independently, few studies have examined their interrelationship, particularly in secondary education settings. Existing literature primarily focuses on either teacher characteristics or student outcomes, neglecting the complex interactions between educators and learners. Moreover, limited attention has been paid to the role of additional classes, such as remedial courses or extracurricular activities, in shaping teacher-student dynamics and student well-being.

## **Research Design**

**METHODOLOGY** The current investigation was carried out using the descriptive survey approach.

**POPULATION:** The entire class X student of Lucknow district has been considered the population.

**SAMPLE:** To choose the sample, the researcher employed a stratified random sampling technique.

200 pupils from class X in the Lucknow district—100 boys and 100 girls—make up the sample.

**TOOLS TO BE EMPLOYED:**

The investigator will utilize the following instruments to gather necessary data.

- a) For Teacher Motivation, Teacher Motivational Scale of PREETI D. BHADORIYA is used
- b) For Student Stress Scale, M. BALAMURUGAN and Dr. D. KUMARAN  
Department of Education University Of Madras is used.

**Semi-Structured Interviews:**

Semi-structured interviews will be conducted with a subset of teachers and students to explore their perceptions of teacher motivation, student stress, and the relationship between the two. The interviews will be guided by open-ended questions and probes, allowing participants to express their views freely. The interviews will be audio-recorded and transcribed verbatim for analysis.

**Data Collection Procedure:**

Data collection will be conducted in two phases. In the first phase, the survey questionnaire will be administered to all participating teachers and students. In the second phase, semi structured interviews will

be conducted with a purposive sample of participants selected based on their responses to the survey and their willingness to participate in the interview. A comfortable and private setting will be used for data gathering, guaranteeing the participants' privacy.

## Data Analysis Techniques

APPLIED STATISTICAL METHODS: To organize and analyze the data gathered during the survey, the “t” test and Pearson’s product moment correlation were employed as statistical methods to evaluate the performance of secondary school pupils.

**4. DATA ANALYSIS:** The researcher used the statistical techniques listed below to examine the collected data. Each hypothesis was examined independently.

H1: There is a relationship between teacher motivation and stress in boys.

Table 1

Variable	N	Calculated r Value	Level of significance
Teacher Motivation and Stress	100	-0.203	Significant

It is clear from Table 1 that there is a 0.203 link between teacher motivation and stress. So, at the.05 level, it is significant. Boys in class X have accepted our initial hypothesis, H1, which states that there is a substantial correlation between teacher motivation and stress.

**H2: There is a relationship between teacher motivation and stress in girls.**

Table 2

Variable	N	Calculated r Value	Level of significance
Teacher Motivation and Stress	100	0.137	Significant

According to Table 2, there is a 0.137 link between stress and teacher motivation. So, at the.05 level, it is significant. Girls in class X have accepted our second hypothesis, H2, which states that there is a substantial correlation between teacher motivation and stress.

**H3: There is no significance difference between the teacher motivation of boys and girls of secondary students**

Table 3

Variable	Gender	N	Mean	SD	‘t’ Value	Level of Significance
Teacher Motivation	Boys	100	64.4	8.11	1.45	No Significance
	Girls	100	63.6	9.05		

Table 3 makes it clear that boys' mean teacher motivation score ( $M=64.4$ ) is greater than girls' ( $M=63.6$ ). At an acceptable level of 0.05 confidence, the computer's value of 1.45 is not significant. Therefore, our hypothesis that "in secondary students, there is no significant difference between the Teacher Motivation of boys and girls" is accepted.

H4: There is no significance difference between the Stress of boys and girls of secondary students

Table 4

Stress Level	Gender	N	Mean	SD	't' Value	Level of Significance
	Boys	100	76.24	6.24	1.66	No Significance
	Girls	100	74.40	7.60		

Table 4 makes it clear that boys have a higher mean score for stress ( $M=76.24$ ) than girls ( $M=74.40$ ). Our hypothesis that "There is no significant difference between the stress of boys and girls of secondary students" is approved since the computer's result of 1.66 is not significant at the acceptable level of 0.05 of Confidence. It indicates that the stress levels of upper secondary school students are roughly equal for both boys and girls.

**H5: There is no significance difference between the level of teacher motivation and stress among boys and girls of secondary school students.**

Table 5

Variable	Gender	N	Mean	SD	't' Value	Level of Significance
Teacher Motivation and Stress	Boys	100	89.25	15.16	2.21	Significant
	Girls	100	83.75	16.37		

From the table 5, it is clear that calculated 't' value for Teacher Motivation and Stress is significant at 0.05 level of significance i.e.1.96. Therefore, concerned null hypothesis is rejected and research hypothesis is "There is no significance difference between the level of Teacher Motivation and Stress among boys and girls of secondary school students" is not accepted. So, boys and girls students are differing significantly with regard to Teacher Motivation and Stress.

## FINDINGS AND DISCUSSION

The following are the conclusions drawn from the data analysis.

1. There is a connection between boys' academic stress and drive for achievement.
2. There is a connection between girls' motivation for achievement and academic stress.
3. The academic stress levels of secondary school males and girls do not significantly differ from one another.

4. There is no discernible difference between secondary school boys' and girls' achievement motivation.
5. The degree of academic stress and achievement motivation among secondary school pupils who are male and female differs significantly.

### **Interpretation of Findings:**

Both the quantitative and qualitative data will be taken into consideration when interpreting the study's results in light of the goals and research questions. We'll look at how instructor motivation and student stress are related, as well as what influences these concepts. We'll talk about how the results affect theory, practice, and policy.

### **Implications for Theory:**

The study will contribute to theoretical frameworks on teacher motivation and student stress, enhancing our understanding of the complex dynamics within the educational system. It may also propose new conceptual models to explain the interrelationships between these constructs and their antecedents.

### **Implications for Practice:**

Practical implications will be drawn for educators, school administrators, and policymakers seeking to improve teacher-student interactions and promote student wellbeing. Strategies for enhancing teacher motivation, reducing student stress, and fostering positive learning environments will be discussed.

### **Recommendations for Future Research:**

Recommendations for future research directions will be given in light of the study's limitations and findings. To increase understanding in this area, areas that need more research will be emphasized, such as the effects of particular teaching strategies and treatments.

## **CONCLUSION:**

Based on data analysis and interpretation, it can be said that academic stress levels for male and female students are essentially the same. Academic stress and the drive for achievement in both boys and girls are related. Additionally, it was discovered that secondary school pupils' levels of academic stress and accomplishment motivation differed between boys and girls. The results highlight the significance of developing supportive learning environments that put the needs of teachers and students first, and they have consequences for educational practice, policy formation, and future research.

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***Cite this Article:***

*Prof. (Dr.) Kanak Dwivedi, Ms. Anupama Yadav, "A STUDY ON THE EFFECT OF TEACHER MOTIVATION ON STRESS OF SECONDARY SCHOOL STUDENTS" International Journal of Scientific Research in Modern Science and Technology (IJSRMST), ISSN: 2583-7605 (Online), Volume 3, Issue 10, pp. 22-29, October 2024.*

**Journal URL:** <https://ijrmst.com/>

**DOI:** <https://doi.org/10.59828/ijrmst.v3i10.254>.