



The Effect Of Family Stress On The Teaching Effectiveness Of Female Teachers In Private Schools In Mysore

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Abstract

The effectiveness of teachers in secondary schools is a critical factor in students' academic success and overall development. However, the pressures and challenges teachers face in their professional and personal lives can significantly impact their performance in the classroom. Family stress, in particular, has emerged as a crucial factor influencing teacher effectiveness. This article explores the relationship between family stress and teacher effectiveness among secondary school teachers, drawing on existing literature and expert opinions to provide a comprehensive understanding of this issue. Family stress can significantly impact the professional performance of individuals, particularly female teachers, who often juggle the dual responsibilities of work and home. This study investigates the relationship between family stress and teaching effectiveness among female teachers in private schools using a mixed-method approach. The study also examines how these stressors affect their ability to deliver quality education. The sample consists of 50 female teachers and quantitative data analysis found that family stress significantly affects teacher effectiveness.

Keywords: Teacher effectiveness, family stress, female teachers, private schools

1. INTRODUCTION

Teaching is a meaningful, impactful, and socially useful career. However, teachers are finding it more and more difficult to keep up with society's rapid changes in both technology and society (Carroll et al., 2022). Teaching has been associated with increased stress (Carroll et al., 2022; Li et al., 2022). High levels of stress among teachers can have detrimental effects on their careers and are linked to both physical and mental health issues. Thus, the welfare of educators is crucial for the future of society as well as for educators and

the school community (McCallum et al., 2017; Yu et al., 2022). New research findings indicate that teachers' well-being affects their interactions with students, school atmosphere, and student achievement, despite the lack of empirical proof (López et al., 2017). Accordingly, research indicates that teachers' psychological moods have an impact on both their own and their students' well-being, and that there is a relationship between teachers' and students' mental health and wellbeing (Harding et al., 2019). Stress in the family has an impact on teachers' psychological health.

Family stress significantly impacts the professional effectiveness of teachers, particularly those who must balance demanding work responsibilities with family obligations. Teachers often face dual stressors: professional challenges such as lesson planning, classroom management, and student performance expectations, coupled with personal stressors like caregiving duties, financial pressures, and relationship conflicts. When family stress is high, teachers may experience emotional exhaustion, reduced focus, and lower energy levels. This can lead to diminished classroom engagement, less creativity in lesson delivery, and weakened student-teacher relationships. Stress also impairs decision-making and problem-solving skills, essential for effective classroom management. Over time, chronic stress can contribute to burnout, further reducing a teacher's ability to inspire and support their students. Female teachers, especially those in private schools, often bear a greater burden due to societal expectations and limited institutional support. The private school environment typically demands high performance while offering fewer resources and job security, exacerbating stress. Family-related pressures, such as managing childcare or eldercare, often leave teachers struggling to meet professional expectations, impacting their effectiveness in delivering quality education.

Institutional factors, such as inflexible work schedules and lack of emotional support, further amplify the issue. Conversely, teachers with strong coping mechanisms, supportive family systems, and stress management training are better equipped to balance these demands. Addressing the impact of family stress requires a comprehensive approach that includes workplace flexibility, mental health support, and shared responsibilities at home. Schools must recognize and address the unique challenges faced by teachers, fostering an environment where they can thrive both professionally and personally. By reducing family stress, teachers can improve their effectiveness, ensuring better educational outcomes for students.

1.1 NEED AND SIGNIFICANCE OF THIS STUDY

The study on family stress and teacher effectiveness in Indian schools is crucial for achieving the goals of the National Education Policy (NEP) 2020, which emphasizes quality education. Teachers are key drivers of educational excellence, but family stressors like work-life imbalance, financial pressures, and emotional conflicts can negatively impact their performance. Understanding these dynamics is essential to develop targeted interventions for teacher well-being, thereby fostering an environment conducive to holistic learning. Such research supports NEP 2020's focus on teacher empowerment and inclusive education, ensuring that educators can effectively contribute to nurturing skilled and resilient learners in modern India.

1.2 OBJECTIVE OF THE STUDY

The objectives of this study are:

1. To investigate the extent to which family stress affects the teaching effectiveness of female teachers in private schools.
2. To identify the level of specific stressors contributing to the relation between family stress and teacher effectiveness
3. To provide recommendations for mitigating the negative impacts of family stress on teaching performance.

1.3 HYPOTHESES OF THE STUDY

Null Hypothesis (H_0): Family stress does not significantly affect the teaching effectiveness of female teachers in private schools.

Alternative Hypothesis (H_1): Family stress significantly affects the teaching effectiveness of female teachers in private schools.

2. REVIEW OF LITERATURE

Numerous studies have investigated the interplay between family stress and professional performance. Key findings from the literature include:

Reddy et al. (2010) noted that women, particularly those in teaching, often face significant role conflict between their professional and personal lives. This dual burden can lead to stress, adversely impacting their job performance.

According to **Maslach and Jackson (1981)**, burnout is a common phenomenon among teachers, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. Female teachers with family stress are more susceptible to burnout.

Studies (e.g., by **Chaudhary, 2015**) have highlighted that teachers in private schools face additional pressures, such as job insecurity, heavy workloads, and limited institutional support. These factors exacerbate family-related stress.

Bennett et al. (2012) emphasized that stress impacts cognitive abilities, leading to decreased focus, creativity, and effectiveness in classroom management and teaching.

Research by **Naz et al. (2017)** found that female educators face unique challenges, including societal expectations, caregiving responsibilities, and workplace discrimination, further amplifying stress levels.

3. METHODOLOGY

3.1. Research Design

For this study a mixed-method approach was used, combining quantitative surveys and qualitative interviews to gain comprehensive insights into the level of family stress and its effect on the effectiveness of teaching

3.2. Sample Selection

The study focused on 50 female teachers from private schools in an urban area. Participants were selected using purposive sampling to ensure diversity in age, marital status, and teaching experience.

3.3 Data Collection Tools

Survey Questionnaire: Designed to measure family stress and teaching effectiveness using Likert-scale questions.

Interviews: Semi-structured interviews were conducted to delve deeper into personal experiences and coping mechanisms.

3.4. Variables

Independent Variable: Family stress (measured through factors like time pressure, financial strain, and emotional exhaustion).

Dependent Variable: Teaching effectiveness (measured through student engagement, lesson planning, and classroom management).

4. DATA ANALYSIS AND RESULTS

Quantitative data were analysed using statistical tools (e.g., correlation analysis), while qualitative data were subjected to thematic analysis.

4.1. Demographic Profile of Respondents

70% of participants were married with children.

60% were in the 30–45 age group.

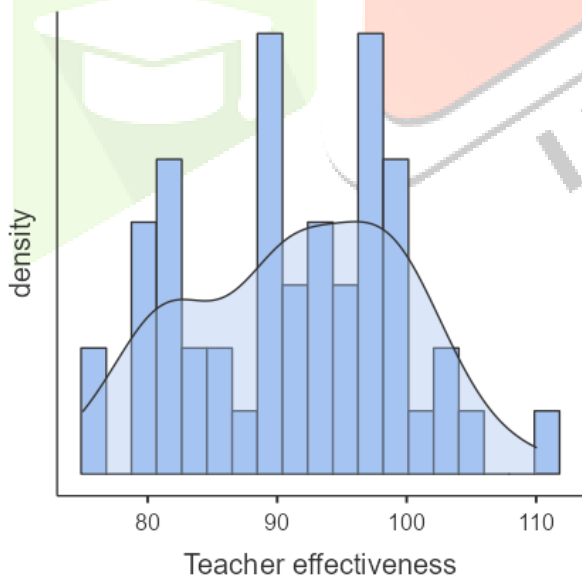
The average teaching experience was 8 years.

4.2. Key Findings

Table1: Descriptives

	Teacher effectiveness	Family Stress
N	50	50
Missing	0	0
Mean	91.5	50.8
Median	92.0	50.0
Standard deviation	8.37	5.95
Minimum	75	34
Maximum	110	62

Figure 1Teacher Effectiveness



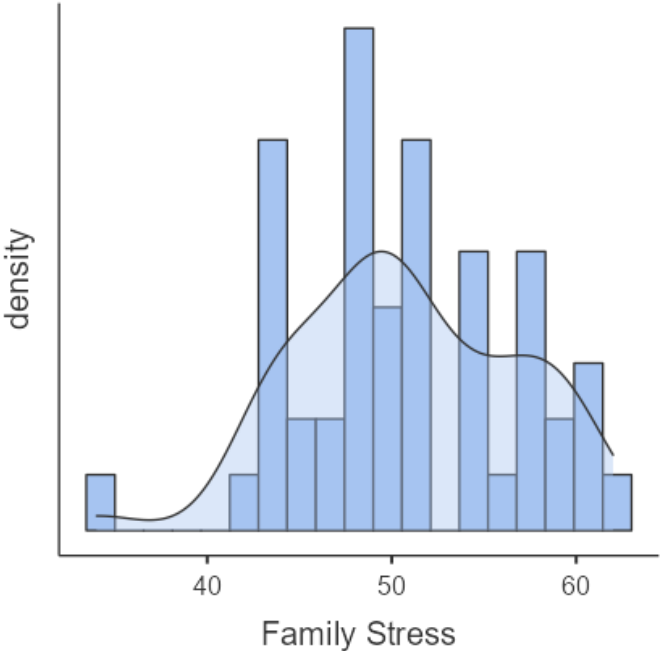


Figure2: Family stress

Tale 2: Correlation Matrix

		Teacher effectiveness	Family Stress
Teacher effectiveness	Pearson's r	—	
	p-value	—	
Family Stress	Pearson's r	-0.516	—
	p-value	< .001	—

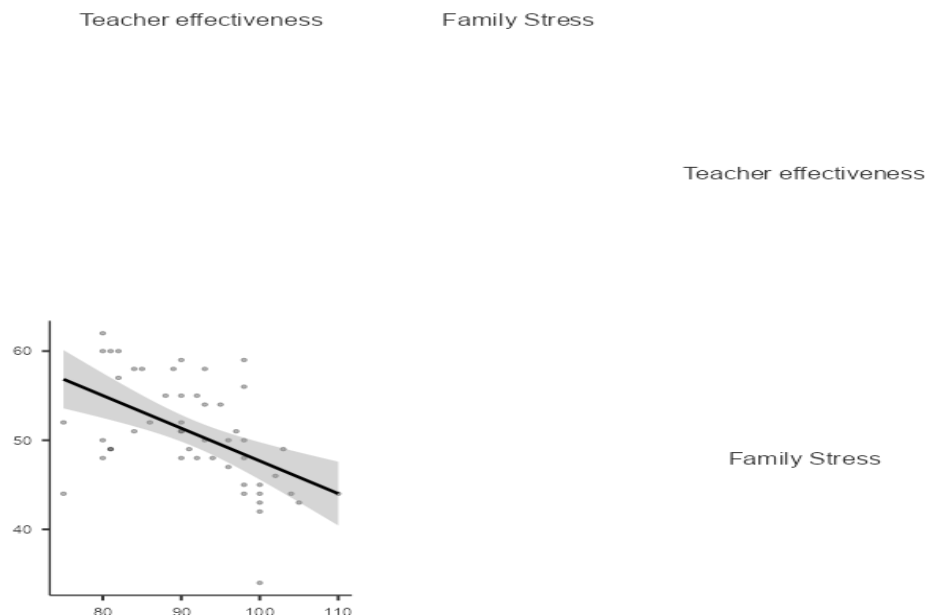


Figure 3: Scatter plot of family stress and teacher effectiveness

Correlation Analysis: Table 2, shows a strong negative correlation ($r = -0.516$) was found between family stress and teaching effectiveness among female teachers in private schools, as indicated by Pearson's $r = -0.516$ and $p < .001$. This finding suggests that as family stress increases, teaching effectiveness tends to decrease. The negative correlation of moderate strength emphasizes the potential impact of external stressors on professional performance. Given the p -value, we reject the null hypothesis (H_0) that family stress does not significantly affect teaching effectiveness. This result supports the alternative hypothesis that family stress has a meaningful influence on teaching outcomes. The findings align with existing literature that links stress to reduced productivity, emotional exhaustion, and diminished job performance.

Table 3: Levels of Family Stress

Sl. No	Level of Stress	Number	Percentage
1	Low	9	18
2	Moderate	27	54
3	High	15	30

From Table 3, it can be inferred that 84% of respondents reported moderate to high levels of family stress. Common stressors included work-life balance and time management challenges (35%), financial pressures (25%), and emotional conflicts (18%).

Reduced Teaching Effectiveness: Teachers with high family stress scored significantly lower in student engagement, lesson preparation, and classroom management compared to their less-stressed counterparts.

The implications of this study are critical for school administrators and policymakers. They highlight the need to address family-related stressors, potentially through support mechanisms such as counselling, flexible work arrangements, or family-friendly policies. By mitigating these stressors, schools could enhance the overall effectiveness and well-being of their teaching staff.

Future research could explore mediating factors, such as coping mechanisms or organizational support, to better understand how family stress translates into professional challenges. This could inform targeted interventions to sustain both teacher well-being and educational quality teaching effectiveness.

5. DISCUSSIONS

Teachers frequently cited a lack of support from spouses or family members as a key stressor.

Many felt guilty for not spending enough time with their children, which affected their emotional well-being. From the interview conducted, it is revealed that teachers undergo stress due to the following reasons, which are categorised under the components of stress. The components of family stress experienced by teachers often stem from the interplay between professional and personal responsibilities. These stressors can be categorized into several key areas:

1. Work-Life Balance Challenges and Time management

Teachers face lot of time demands due to long working hours, grading, lesson planning, and extracurricular responsibilities which also can limit family time. Teachers are often exhausted emotionally as they invest emotionally in their students, leaving little energy for family interactions. Other challenges are conflict with family roles and work leading to stress in fulfilling both roles effectively. 35% of teachers reported that they struggle to balance between work and home; and 70% of teachers were married. Kinman and Jones (2008): Their study in the UK explored the role of work-life balance in reducing occupational stress among academic staff. They concluded that institutional policies supporting work-life balance significantly improved teachers' performance and satisfaction.

2. Financial Pressures

Teachers in many regions face financial stress due to low Salaries and inadequate compensation. Sometimes additional expenses arise when some out-of-pocket spending on classroom supplies or professional development can strain family budgets. From the study it is revealed that for 25% of teachers, financial pressures are a stressing factor.

3. Emotional and Psychological Impact

Chronic stress and burnout from the teaching profession can spill over into family life, affecting relationships. The pressure to meet educational standards and manage student behaviour may lead to mental health challenges that impact family dynamics. In this study, 18% face emotional conflict. Fatima and Sahibzada

(2012) demonstrated that work-family conflicts are associated with emotional distress and reduced teaching effectiveness from their research. Partner support and institutional resources were found to be mitigating factors

4. Parenting Challenges

Compromised Parenting Time as a result of limited time with their own children due to work commitments can create guilt or tension. High-stress levels may inadvertently affect interactions with children or partners.

5. Lack of Support

Limited Spousal Understanding from Partners not in the education field may not fully grasp the demands of teaching, leading to miscommunication or lack of support. Inadequate Institutional Support leads to a lack of professional support (e.g., counselling services, reasonable workloads) and can exacerbate family stress. Similarly, Kakul and Khan (2019) highlighted how female teachers in Oman are disproportionately affected by personal life stressors, including family responsibilities and emotional conflicts, compared to male teachers. These stressors significantly impact their professional performance

6. Societal Expectations

There is always pressure to be a role model for teachers. Teachers are often held to high moral and ethical standards, increasing the pressure on their personal lives. They face judgment from the community too. Families of teachers may feel scrutinized by the community due to the teacher's public-facing role.

7. Health Issues

Long hours and stress can lead to fatigue, sleep issues, or chronic health conditions, which can affect family relationships. Teachers may prioritize their students' needs over their own, leading to neglect of their well-being.

8. External Crises

Situations like COVID-19 increased the overlap of professional and family stress, with teachers managing virtual classes alongside family responsibilities. School Safety Concerns: Worries about school violence or emergencies can extend to family concerns about personal safety.

Addressing these stressors requires a holistic approach, including institutional support, personal coping strategies, and family communication. Some of the Coping Mechanisms Identified are Support from colleagues and peers emerged as a significant buffer against stress. Teachers practicing mindfulness and time management are less stressed.

The findings of this study align with existing literature, confirming that family stress significantly impacts teaching effectiveness. Islam and Aziza (2022) in their study examined the challenges of teaching from home, including financial pressures and emotional exhaustion, exacerbated by the COVID-19 pandemic. These factors were found to reduce teaching effectiveness. Female teachers in private schools are particularly vulnerable due to limited institutional support and societal expectations. This is similar to Rosner et al. (2005)

who examined work-life balance in educational professionals, showing how family stress can interfere with job performance, particularly in environments with inadequate organizational support. The dual burden of work and family responsibilities often leaves them emotionally and physically drained, reducing their capacity to engage effectively in the classroom. The high prevalence of stress among respondents underscores the urgent need for targeted interventions at both institutional and societal levels.

Techniques for Stress Management

The following stress-reduction techniques are advised in order to lessen the negative consequences of family stress:

1. **Workshops on Time Management:** Teachers who receive time management training may be better equipped to manage their work and family obligations. Teachers can devote enough energy to both areas by using skills like scheduling, delegation, and prioritisation to lessen feelings of overwhelm.
2. **Techniques for Mindfulness and Relaxation:** Teachers can improve their stress management by incorporating mindfulness techniques like yoga, deep breathing exercises, and meditation. Frequent mindfulness exercises have been demonstrated to improve resilience and emotional control, two qualities that are essential for preserving the efficacy of instruction.
3. **Support and Counselling Groups:** Professional counsellors should be made available in schools so that educators can deal with stressors relating to their families and personal lives. Peer support groups in schools can also give educators a forum to talk about their experiences, trade coping mechanisms, and build a sense of belonging.
4. **Flexible workplace policies:** The strain on educators who are balancing family obligations can be reduced by implementing flexible work arrangements, such as modified schedules or the possibility of working remotely to some extent. These regulations can increase general productivity and promote a better work-life balance.
5. **Opportunities for Professional Development:** Professional development programs ought to incorporate workshops on stress management and resilience building. These can improve teaching strategies while giving educators useful tools to cope with stress.

Improving the efficacy of female teachers in Mysore's private schools requires addressing family stress. Schools can enable teachers to reach their maximum potential by putting specific stress management techniques into practice and creating encouraging work environments, which will benefit both teachers and students.

6. CONCLUSION

Family stress is a critical factor affecting the teaching effectiveness of female teachers in private schools. Addressing this issue requires a multi-faceted approach, including institutional Support: Schools should provide resources like counselling services, flexible work hours, and workload adjustments, family support and skill development like training in stress management and time management which can empower teachers to balance their roles effectively.

By addressing these stressors, schools can enhance the well-being of female teachers, thereby improving educational outcomes. This study underscores the need to prioritize the mental health and well-being of female teachers to ensure both their personal growth and the success of their students.

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