To What Extent Does Teacher Stress Impact the Learning Environment?

By: Katelynn Turney-Rudisill
Purpose of Research

● Institutional reasons
  ○ Better understand the teacher’s perspective
  ○ To help teachers’ voices be heard

● Personal reasons
  ○ TA experience
  ○ Education class at Gulf Coast State College

● Prevalency
  ○ Stressing factors
Hypothesis

If the teacher is stressed, then the learning environment will be poor.
Related Literature & Studies

- American Psychological Association
  - Definition of teacher stress
  - Teacher burnout and quitting rates
- The Influence of Teacher Stress (Mary Koross)
  - Focuses on workplace stress
  - 2012 data
There’s a gap in the research!

How does teacher stress impact the classroom environment?
Classroom Environment

- Four main points
  - Educational aspect
  - Classroom management
  - Organizational aspect
  - Student/Teacher motivation
Research Design

- Qualitative and Quantitative
  - Qualitative: Fill in the blank answers
  - Quantitative: 1-5 ratings
- Control
  - Survey questions for educators
  - Survey questions for students
- Independent Variables
  - Time of day
  - Classes tested
  - Teachers tested
- Dependent Variables
  - Stress levels
  - Stress causing factors
Research Design (Cont.)

- **Random Sampling**
  - Unbiased pool
  - Computed from class roster

- **Materials**
  - Educator survey
  - Student survey
  - TI-84
  - Printer

- **Limitations**
  - Accuracy of answers
  - Feelings instead of direct answers
  - Stress is perceived differently
  - Number of participants
  - Accuracy of stress
1. Create survey materials.
2. Select classes from high school.
3. Receive the roster of the class.
4. Hand out consent forms.
5. Visit each class chosen, and allow participants to complete the survey.
6. Collect surveys and compile data.
Data Collection

I will be utilizing two surveys to conduct my research.

- Educator Survey
  - Educational aspect
  - Classroom management
  - Organizational aspect

- Student Survey
  - Educational aspect
  - Student preparedness
  - Teacher evaluation
Demographics

Table 1: Survey Respondents According to Gender

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>85</td>
<td>67</td>
</tr>
<tr>
<td>Teachers</td>
<td>15</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 3: Number of Teacher Responses Within Each Subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>6</th>
<th>4</th>
<th>1</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Math</td>
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<tr>
<td>Science</td>
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<tr>
<td>History</td>
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</tbody>
</table>

Amount of Students According to Class Rigor

- AP/DE: 73.2%
- Honors: 13.7%
- Regular: 11.8%
- Intensive: 1.3%
Stress Perception and Class Rigor

![Bar chart showing stress perception by class rigor: Intensive, Regular, Honors, AP/DE. The Intensive class has the highest stress perception, followed by Honors and AP/DE, with Regular being the lowest.]
Data Analysis

Educator Stress and Corresponding Category of Stress
# Stress Perception

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Severe Perceived Stress (109-135)</td>
<td>2</td>
</tr>
<tr>
<td>High Perceived Stress (82-108)</td>
<td>11</td>
</tr>
<tr>
<td>Moderate Perceived Stress (55-81)</td>
<td>5</td>
</tr>
<tr>
<td>Low Perceived Stress (28-54)</td>
<td>0</td>
</tr>
<tr>
<td>Little-to-no Perceived Stress (0-27)</td>
<td>0</td>
</tr>
</tbody>
</table>
Stress Perception Based on Gender of Teacher and Student

- Male student
- Female student

Male Teacher stress perception average: Male teacher stress perception average is higher compared to female teacher stress perception average.

Female Teacher Stress Perception Average: Female teacher stress perception average is lower compared to male teacher stress perception average.
Appendix

Survey of Teacher Stress: Educator

Gender: ☐ Female ☐ Male ☐ Other

Years of Teaching: _________________

Subject (select all that apply) ☐ Math ☐ Science ☐ English ☐ History ☐ Elective

How many “PREPS” (different courses) do you currently have? Please Explain:

Is this amount different than in previous years? Please explain:

Please rate on a scale of 1 (least amount) to 5 (most amount) according to your beliefs about the following questions:

On a daily basis, what stress level do you have at home? __________

On a daily basis, what stress level do you have at school? __________
## Appendix

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have made my assignments easier to compensate for my stress level.</td>
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<tr>
<td>I have forgotten more than usual to grade, publish an assignment, etc.</td>
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<tr>
<td>I have made my tests easier to compensate for my stress level.</td>
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<tr>
<td>I feel as though I equally engage Distance Learning students and Brick &amp; Mortar students.</td>
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<td>I am not able to watch students closely because of the restrictions due to the Coronavirus.</td>
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<tr>
<td>I find myself more lenient with grading than I have been in the past.</td>
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<tr>
<td>I am worried about student motivation in my class(es).</td>
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</tr>
</tbody>
</table>
Benefit of Research

- Teacher’s perspective
- Student’s position shown
- Administrative knowledge
  - School-wide
  - District-wide
- Awareness of stress in the classroom
- Take study and use nationwide to bring awareness to stressful situations in school
Thank you!