

FACTORS INFLUENCING STRESS IN TEACHING PROFESSION

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Abstract:

This study investigates the varying factors influencing stress among secondary school teachers in the Visakhapatnam district, specifically focusing on how these stressors differ across gender, age, experience, and stress coping strategies. The research uses a descriptive survey methodology to draw on a stratified random sample of 130 teachers, encompassing diverse demographics and teaching environments in rural and urban settings. The study employs the UDAY's SCIT scale questionnaire to capture teachers' perceptions of stressors within their professional context. Key findings indicate significant variances in stress levels associated with gender, with female teachers experiencing higher stress levels than their male counterparts. Age also plays a crucial role, with younger teachers reporting more stress than their older colleagues. Moreover, more experienced teachers tend to experience higher stress levels than those newer. Regarding stress coping strategies, exercises were found to be less effective, with teachers practicing exercises reporting higher stress levels than those engaging in yoga or prayer. These findings underscore the need for targeted stress management interventions that consider different teacher groups' specific needs and contexts to enhance their well-being and professional sustainability.

Key terms:

Secondary School, Teachers, Stress, Stress Coping Strategies, Yoga.

1. Introduction:

Education is a cornerstone of societal advancement, fostering social mobility, economic development, and civic engagement. Education equips individuals to navigate the complexities of the modern world by imparting knowledge, skills, and values, promoting critical thinking and innovation. Furthermore, education fosters social cohesion and cultural understanding by nurturing empathy, respect, and tolerance among diverse populations. Education bridges societal divides and promotes social justice through inclusive learning environments, empowering marginalized communities and fostering collective well-being.

Teachers play a pivotal role in realizing the transformative potential of education, serving as both educators and advocates for societal progress. They impart academic knowledge and nurture personal and social development, instilling virtues and fostering lifelong learning. Through their

commitment to equitable education, teachers promote social mobility and advocate for inclusive policies, creating more just and equitable societies. As mentors and role models, teachers empower individuals to realize their potential and make meaningful contributions to the common good, thereby shaping a brighter future for society.

2. Conceptual Background

2.1 Teaching Profession:

The teaching profession is crucial in society, characterized by its immense responsibilities and profound impact. Teachers are central to educating and shaping future generations, nurturing intellectual curiosity, and imparting essential life skills. They act as educators and mentors, instilling values such as integrity and resilience while guiding students through various challenges. Despite facing demanding workloads and the need for constant adaptability due to changing educational environments, teachers are motivated by a strong sense of purpose to influence their students' lives positively. Their dedication fosters academic success and plays a pivotal role in societal progress, inspiring a lasting passion for learning and shaping future leaders.

Teachers embody a multifaceted array of qualities essential for their effectiveness in the classroom. Stronge (2007) highlights the significance of deep content knowledge and pedagogical skills in crafting engaging lessons tailored to diverse student needs. Goleman (1995) underscores the importance of emotional intelligence, enabling teachers to adeptly manage classroom dynamics and respond to students' emotional and educational needs, fostering a positive learning environment. Marzano (2003) also emphasizes the indispensability of organizational and communicative abilities for successful teaching, ensuring efficient lesson delivery and student engagement. Darling-Hammond (2010) underscores the necessity of continual self-improvement and professional development, enabling teachers to adapt to evolving teaching methods and technologies, ultimately enriching the educational experience and preparing students for an ever-changing world.

2.2. Stress in Teaching Profession:

The teaching profession is inherently stressful, marked by high workload, role ambiguity, and intense accountability pressures from various stakeholders, according to Kyriacou (2001). The emotional labor of managing one's emotions while addressing students' emotional and behavioral needs, as discussed by Hargreaves (1998), adds another layer of complexity, demanding high emotional intelligence and resilience. Chronic stress, as noted by Travers and Cooper (1996), detrimentally affects teachers' mental and physical health, leading to burnout, depression, and increased absenteeism, which can degrade education quality and increase teacher turnover. Mitigating these stressors involves creating supportive administrative policies, providing stress

management training, and improving school climates with programs aimed at bolstering emotional resilience and mental health resources, as advocated by Greenberg et al. (2016), to sustain teachers' well-being and improve educational outcomes.

Multiple factors contribute to stress in the teaching profession, creating a multifaceted burden for educators. Dworkin et al. (1988) emphasize the overwhelming workload and time pressures teachers face, exacerbated by increasing demands to meet educational standards. Sullivan et al. (2012) highlight the challenges of managing student behavior and classroom dynamics, further compounded by the need to accommodate diverse learning needs. Inadequate support and resources from school administrations, as documented by Ingersoll and Smith (2003), can intensify feelings of ineffectiveness and isolation, increasing teachers' stress levels. Additionally, as noted by Kyriacou (2001), societal and parental expectations place significant pressure on teachers to ensure academic and personal student success. Recognizing these influential factors is crucial for developing effective strategies to support teachers and mitigate the detrimental effects of stress on their professional and personal well-being.

As defined by Lazarus and Folkman in 1984, stress is a psychological condition that arises when an individual perceives that the demands of their environment surpass their coping resources and threaten their well-being. This perception-centric definition highlights that stress is subjective and varies from person to person, dependent on how one interprets and reacts to their circumstances. In parallel, Hans Selye (1956) contributed a physiological perspective, describing stress as the body's general, nonspecific response to any demand, encompassing both positive and negative stimuli. This biological response involves a series of physiological changes, such as releasing stress hormones that prepare the body to face challenges, influencing systems across the body and affecting overall health.

Further expanding on these concepts, the American Psychological Association (APA) integrates psychological and physiological responses, defining *stress* as the body and mind's reaction to internal or external stressors. This comprehensive view acknowledges that stress influences nearly every system of the body, altering feelings, behaviors, and health outcomes. Building upon Lazarus and Folkman's work, the transactional model views stress as a dynamic interplay between an individual and their environment, focusing on the imbalance between perceived demands and available resources. This model emphasizes the role of personal appraisal in stress, suggesting that the experience of stress is highly individualistic and context-dependent. Collectively, these perspectives illustrate that stress is a complex phenomenon, influenced by both internal perceptions and external pressures, requiring multifaceted strategies for effective management.

Stress originates from many sources, broadly categorized into psycho-social and physiological factors, each impacting individuals' well-being differently. Psycho-social stressors stem from interpersonal relationships, job pressures, and social isolation, whereas physiological stressors

involve physical threats or conditions that strain the body. Both types engage the body's stress-response system, potentially leading to adverse health effects. In the context of teaching, stress sources are unique, encompassing heavy workloads, interpersonal conflicts, role ambiguity, physical demands, and health concerns. Addressing these stressors requires comprehensive strategies at both organizational and individual levels to promote educators' well-being and optimize their effectiveness in the classroom, fostering healthier work environments and improving the quality of teaching and learning.

3. Significance of the Study:

Studying stress within the teaching profession holds immense significance due to its far-reaching implications for educators, students, and the educational system as a whole:

1. Understanding and addressing stress factors impacting teachers are crucial for promoting their well-being and professional retention. Elevated stress levels can lead to burnout and high turnover rates among educators, ultimately affecting the quality of education provided.
2. Teacher stress can directly influence student outcomes and classroom dynamics, underscoring the importance of supporting teachers to optimize student success.
3. Insights from stress research can inform education policies and practices, guiding the implementation of interventions to improve working conditions and reduce stress levels among educators, thereby enhancing overall teacher performance and job satisfaction.

Moreover, the importance of studying stress within the teaching profession extends to improving educational outcomes for students. Teachers who experience lower stress levels are better equipped to create positive learning environments, foster stronger student relationships, and implement effective teaching strategies. By understanding and mitigating the stressors faced by teachers, educational institutions can enhance teacher performance, leading to improved student learning and achievement. Importantly, such research plays a pivotal role in informing policy decisions, providing data-driven insights into the causes and consequences of teacher stress. This, in turn, guides the development of policies that enhance working conditions, professional development opportunities, and overall school climate. Thus, studying stress in the teaching profession is vital for fostering a resilient education system where both teachers and students thrive professionally and academically.

4. Literature review:

The studies by Faridah Marmut et al. (2022) and Anbazhagan A. and Selvan K.G. (2022) point towards workload and additional responsibilities beyond teaching as significant stressors. This is a recurring theme across several studies, suggesting that managing non-teaching tasks and

excessive administrative burdens are universal contributors to teacher stress. The studies by Raj et al. (2022) and Christian, Sutariya, and Kagathra (2022) noted that elevated positions and increased teaching experience correlate with higher stress levels. This could be due to the increased responsibilities and expectations associated with senior roles and longer tenure. Factors such as inadequate infrastructure, as noted by Raj et al. (2022), and the overall working environment, as observed by Sreelalitha K.G. and Shankarappa S. (2021), significantly influence stress levels. This highlights the need for well-maintained physical and organizational environments in schools.

Several studies, including those by Christian, Sutariya, and Kagathra (2022) and Swagatika Nanda and Muna Kalyani (2020), observed gender differences in stress levels, with female teachers often experiencing higher stress. This might reflect societal expectations and additional roles women are expected to fulfill outside of professional settings. The study by Hiregoudar and Natekar (2023) found that permanent employment and age were significant factors, with more stable, older employees experiencing less stress than their younger, possibly less secure counterparts. Studies by Ramkumar & Srithar (2017), Geetika Jain et al. (2015), and Jeyaraj (2013) emphasize the influence of demographic factors such as gender, age, qualifications, and experience on stress levels among teachers. This suggests that tailored interventions and support mechanisms are necessary considering individual characteristics to alleviate stress effectively.

Christian, Sutariya, and Kagathra (2022) specifically pointed out high levels of anxiety and depression among teachers, correlating these with stress. This suggests a strong link between occupational stress and mental health issues, which necessitates psychological support and interventions. Vaishalee Bhriugu et al. (2020) and Hiregoudar and Natekar (2023) provided insights into stress variations between government and private school teachers, with those in semi-government and private settings reporting higher stress. This could be due to differing administrative structures, student populations, and resource availability. Across these studies, recommendations for reducing stress include enhancing support systems, providing professional development opportunities, improving infrastructure, reducing non-teaching workload, and fostering a positive school culture.

The existing research on teacher stress, while comprehensive in detailing factors like workload and organizational climate, reveals a significant gap in understanding the long-term effects of sustained stress on teachers' mental health and overall well-being, such as burnout, job satisfaction, and retention. Additionally, studies need to focus more on the unique stressors in specialized teaching contexts, such as special education, high-needs schools, or under-resourced areas. This oversight highlights the need for longitudinal studies and context-specific research that can offer deeper insights into the enduring impacts of stress and enable the development of targeted interventions and policies tailored to the unique challenges faced by educators in various environments. Addressing these gaps is crucial for fostering resilience among teachers and improving educational outcomes across diverse settings.

5. Objectives of the Study:

1. To find out whether the factors influencing stress in teaching profession differ with the following variables.

- a. Gender : Male/ Female
- b. Age : 25 to 34 Years/ 35 to 44 Years/ 45 years above
- c. Experience : Above 5 years/ Below 5 Years
- d. Stress Coping Strategies: Yoga/ Exercises/ Prayer

6. Hypotheses of the Study:

The following are Hypotheses of the present study.

- 1. There would be no significant difference between Male and Female Secondary School Teachers in their Stress in Teaching Profession.
- 2. There would be no significant difference between Secondary School teachers of different age groups in their Stress in Teaching Profession.
- 3. There would be no significant difference between the stress of Secondary School Teachers with experience above 5 years and below 5 years in their teaching profession.
- 4. There would be no significant difference in the stress of Secondary School Teachers working in Government and Private Schools.
- 5. There would be no significant difference in stress coping strategies among secondary school teachers in the teaching profession.

7. Method of the Study:

After reviewing the related literature, the researcher chose a descriptive survey method for her investigation. As her study was on teachers and factors influencing stress in their profession, their opinions are essential to the present study. This study helps to locate the facts where the teachers are facing stress in their profession.

8. Sample and Sampling:

As the present study is a descriptive survey, the researcher only confined her sample to 130 Secondary School Teachers. The whole sample was drawn from Visakhapatnam district by stratified random sampling, both males and females, experience below 5 years and above 5 years, different age groups, and different coping strategies (Yoga, Exercises/ Prayer). A sample is a small

portion of the population selected for observation and analysis. It is a collection of subjects or individual characteristics found in the population. Sampling is the process of selecting a sample from a population.

Considering the variables, a stratified random sample of 130 secondary school teachers from the Visakhapatnam district will be drawn.

The stratified sampling method is ideal when the comparison between different variables has to be made. Auckoff has rightly said that 'stratified sampling enables the researcher to make a composition of properties of the strata as well as to estimate population characteristics.

9.Tool of the Study:

The present study was a descriptive survey; the tool used by the researcher was a questionnaire. The questionnaire adopted by the researcher is UDAY's SCIT scale. The questionnaire focuses on the teachers' opinions about stressors. The researcher selected this particular tool so that it would be convenient to collect data from many teachers as the school is located in the district only; this had to be done in less than the stipulated time.

Description of the Tool:

The researcher adopted UDAY's SIT scale, which consists of 40 questions. The second part of the questionnaire focuses on the teachers' opinions about factors influencing stress.

Scoring Criteria:

The researcher chose a four-point scale for the questionnaire: Little or no stress/ Mild stress/ Moderate stress/ Gret stress. The scoring of the questionnaire was done in the following manner.

A maximum score of 4 was given to the response to significant stress, 3 for the response to moderate stress, 2 for mild stress, and 1 for no or Little stress.

Reliability of Scale:

To assess the reliability of the Scale, the researcher employed the Split-half method, dividing the test into two equal parts. This division was not based on the increasing difficulty level of the items. Given that the statements related to the 4 factors under investigation were distributed throughout the Scale, the researcher split the test, which consists of 40 statements, into two halves, each containing 20 statements, and applied the Gutman formula. The reliability of the test was determined to be 0.870, indicating a high level of reliability.

The investigator personally went to the schools and requested the heads of the schools to administer the tool to 130 teachers at different secondary schools, both rural and urban, male and female, with low and high experience in the Visakhapatnam district. Before administering the questionnaire, the teachers were informed that their responses would be used only for research purposes and would be treated as strictly confidential.

The statistical techniques used mainly for analytical purposes were means standard deviations to study the significant differences between the socio-economic variables. The techniques were the 't'-test and 'F-test (ANOVA) were deployed.

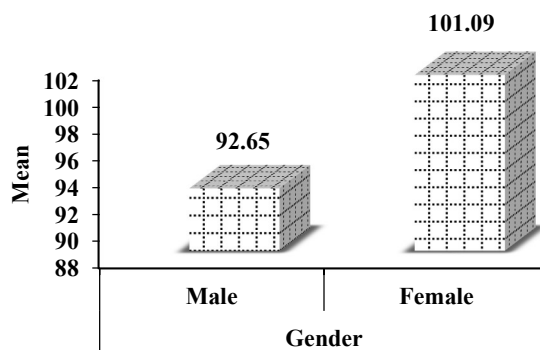
Hypothesis-1

There would be no significant difference between Male and Female Secondary School Teachers in their Stress in Teaching Profession.

Table 1. Comparison of Male and Female Secondary School Teachers in their Stress

| Variable | N | Mean | SD | Df | SED | 't' value | p-value |
|----------|----|--------|------|-----|-------|-----------|---------|
| Male | 55 | 92.65 | 1.32 | 128 | 0.623 | 13.544* | 0.00 |
| Female | 75 | 101.09 | 4.47 | | | | |

*Significant at 0.05 level.



Graph 1. Comparison of Male and Female Secondary School Teachers in their Stress

Interpretation:

The hypothesis that there would be no significant difference between male and female secondary school teachers in their stress levels in the teaching profession was tested using an independent samples t-test (Table 4.4). The analysis revealed a statistically significant difference between the mean stress levels of male ($M = 92.65$, $SD = 1.32$) and female ($M = 101.09$, $SD = 4.47$) secondary school teachers, $t(128) = 13.544$, $p < 0.001$. The effect size ($SED = 0.623$) suggests a large difference in stress levels between the two groups. Therefore, the null hypothesis is rejected,

indicating that there is indeed a significant difference in stress experienced by male and female secondary school teachers, with female teachers reporting higher levels of stress compared to their male counterparts ($M = 101.09$ vs. $M = 92.65$).

Finding:

1. There is indeed a significant difference in stress experienced by male and female secondary school teachers, with female teachers reporting higher levels of stress compared to their male counterparts.

Discussion:

The statistical analysis unequivocally contradicted the hypothesis, positing no significant difference in stress levels between male and female secondary school teachers, revealing a notable gender disparity in stress experienced within the profession. Female teachers exhibited higher stress levels than their male counterparts, indicating potential underlying factors contributing to this contrast. Possible influencers may encompass challenges related to work-life balance, differing responsibilities outside of work, or variations in coping mechanisms and social support networks across genders. Moreover, the wider standard deviation observed among female teachers' stress scores suggests a more significant variability in how stress manifests among women in this professional context. These findings resonate with previous studies by Christian, Sutariya, and Kagathra (2022), as well as Nagaraj, D., and Ramesh, N. (2020).

Hypothesis-2

There would be no significant difference between Secondary School teachers of different age groups in their Stress in Teaching Profession.

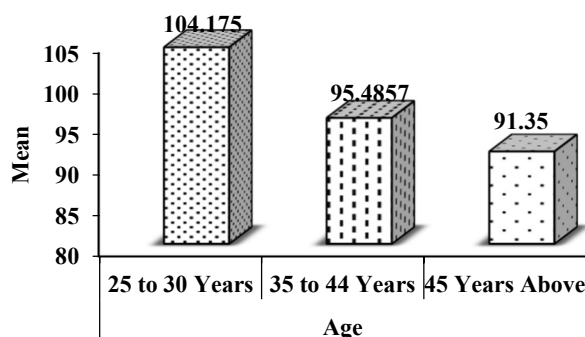
Table 4. 1 Stress- Age-Descriptives-.

| Age | N | Mean | Std. Deviation | |
|----------------|-----|----------|----------------|--|
| 25 to 30 Years | 40 | 104.1750 | 4.00569 | |
| 35 to 44 Years | 70 | 95.4857 | 2.35749 | |
| 45 Years Above | 20 | 91.3500 | 0.48936 | |
| Total | 130 | 97.5231 | 5.45342 | |

Table 4. 2. Stress- Age-ANOVA

| | Sum of Squares | df | Mean Square | F | P- value |
|----------------|----------------|-----|-------------|----------|----------|
| Between Groups | 2822.620 | 2 | 1411.310 | 176.795* | 0.000 |
| Within Groups | 1013.811 | 127 | 7.983 | | |
| Total | 3836.431 | 129 | | | |

*Significant at 0.05 level.

**Graph 2. Compression of different age groups**

Interpretation:

The hypothesis that there would be no significant difference between secondary school teachers of different age groups in their stress levels in the teaching profession was examined using an analysis of variance (ANOVA) (Table 4.6). The results revealed a statistically significant effect of age group on stress levels, $F(2, 127) = 176.795$, $p < 0.001$. Post-hoc comparisons indicated significant differences in stress levels among the age groups. Specifically, secondary school teachers aged 25 to 30 years ($M = 104.1750$, $SD = 4.00569$) reported significantly higher stress levels compared to those aged 35 to 44 years ($M = 95.4857$, $SD = 2.35749$) and those aged 45 years and above ($M = 91.3500$, $SD = 0.48936$). Additionally, teachers aged 35 to 44 years reported significantly higher stress levels than those aged 45 years and above. These findings reject the null hypothesis, demonstrating that age group is indeed a significant factor influencing stress levels among secondary school teachers, with younger teachers experiencing higher levels of stress compared to older age groups.

Finding:

1. Age group is indeed a significant factor influencing stress levels among secondary school teachers, with younger teachers experiencing higher levels of stress compared to older age groups.

Discussion:

The hypothesis suggesting no significant difference in stress levels among secondary school teachers across different age groups was evaluated using an analysis of variance (ANOVA). The analysis yielded significant findings, as indicated by a substantial F-value of 176.795 and a p-value of less than 0.001, presented in Table 4.6. These results underscore the importance of developing age-specific support and intervention programs, recognizing that stress levels significantly vary with age. Further investigations could delve into the distinct stressors affecting teachers at various stages of their careers and devise strategies to enhance teacher well-being and job satisfaction throughout their professional journey. These findings are consistent with the research conducted by Raj, K., Neelopant, S. A., Wadhwa, M., & Dabas, P. (2022).

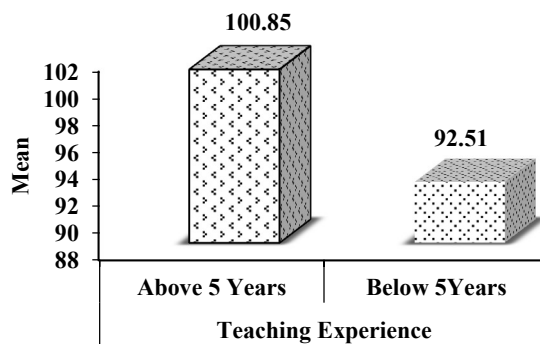
Hypothesis-3

There would be no significant difference between the stress of Secondary School Teachers with experience above 5 years and below 5 year in their teaching profession.

Table 3. Comparison of age of groups Secondary School Teachers in their Stress

| Variable | N | Mean | SD | Df | SED | 't' value | p-value |
|---------------|----|--------|------|-----|-------|-----------|---------|
| Above 5 Years | 78 | 100.85 | 4.54 | 128 | 0.645 | 12.910* | 0.00 |
| Below 5Years | 52 | 92.51 | 1.22 | | | | |

*Significant at 0.05 level.



Graph 3. Comparison of Male and Female Secondary School Teachers in their Stress

Interpretation:

The hypothesis that there would be no significant difference in stress levels between secondary school teachers with teaching experience above 5 years and those with experience below 5 years was tested using an independent samples t-test (Table 4.7). The analysis revealed a statistically

significant difference in stress levels between the two groups, $t(128) = 12.910$, $p < 0.001$, with a large effect size ($SED = 0.645$). Specifically, secondary school teachers with experience above 5 years ($M = 100.85$, $SD = 4.54$) reported significantly higher stress levels compared to those with experience below 5 years ($M = 92.51$, $SD = 1.22$). Therefore, the null hypothesis is rejected, indicating that teaching experience is indeed a significant factor influencing stress levels among secondary school teachers, with more experienced teachers reporting higher levels of stress compared to those with less experience.

Finding:

1. Teaching experience is indeed a significant factor influencing stress levels among secondary school teachers, with more experienced teachers reporting higher levels of stress compared to those with less experience.

Discussion:

The analysis comparing stress levels between secondary school teachers based on their years of experience—specifically those with more than 5 years versus those with less than 5 years—revealed a significant disparity, refuting the hypothesis of no notable difference in stress related to teaching tenure. The findings indicate that teachers with over 5 years of experience report higher stress levels, suggesting that prolonged exposure to the profession's challenges and responsibilities might increase stress. Factors like growing workload, administrative pressures, and the emotional demands of teaching could intensify with time and disproportionately affect more seasoned teachers.

This significant variance in stress levels based on teaching experience highlights the need to acknowledge and address the distinct challenges that more experienced educators face. Further studies should investigate the specific elements that lead to stress accumulation over a teacher's career and develop targeted strategies to support educator well-being at all stages of their professional lives. These findings are consistent with the research conducted by Sreelalitha, K. G., & Shankarappa, S. (2021).

Hypothesis-4

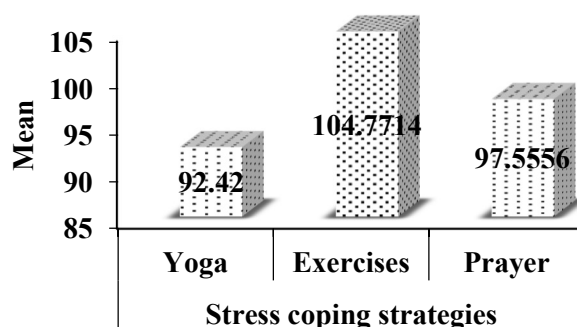
There would be no significant difference in stress coping strategies among secondary school teachers in the teaching profession.

Table 4. 3. Stress coping strategies-Descriptives

| Stress coping strategies | N | Mean | Std. Deviation | |
|--------------------------|-----|----------|----------------|--|
| Yoga | 50 | 92.4200 | 1.14446 | |
| Exercises | 35 | 104.7714 | 3.93391 | |
| Prayer | 45 | 97.5556 | 1.54560 | |
| Total | 130 | 97.5231 | 5.45342 | |

Table 4. Stress coping strategies-ANOVA

| | Sum of Squares | df | Mean Square | F | p- value |
|----------------|----------------|-----|-------------|---------|----------|
| Between Groups | 3140.968 | 2 | 1570.484 | 286.790 | .000 |
| Within Groups | 695.463 | 127 | 5.476 | | |
| Total | 3836.431 | 129 | | | |

**Graph 4. Comparison of Stress coping strategies****Interpretation:**

The hypothesis that there would be no significant difference in stress coping strategies among secondary school teachers was examined using a one-way ANOVA (Table 4.12). The stress coping strategies included were yoga (N = 50, M = 92.42, SD = 1.14), exercises (N = 35, M = 104.77, SD = 3.93), and prayer (N = 45, M = 97.56, SD = 1.55).

The ANOVA results revealed significant differences between the groups, $F(2, 127) = 286.790$, $p < .001$. The mean square between groups was 1570.484, compared to a mean square within groups of 5.476, indicating a substantial variance between the different coping strategies used by teachers.

Given these results, the null hypothesis is rejected. There are significant differences in the effectiveness of stress coping strategies among secondary school teachers. Teachers using exercises as a coping strategy reported the highest mean stress levels, followed by those using prayer and yoga. This suggests that the type of coping strategy impacts the perceived stress levels among teachers, with exercise-associated strategies correlating with higher stress levels.

Finding:

1. There are significant differences in the effectiveness of stress coping strategies among secondary school teachers. Teachers using exercises as a coping strategy reported the highest mean stress levels, followed by those using prayer and yoga.

Discussion:

The analysis of stress-coping strategies used by secondary school teachers revealed significant differences in their effectiveness. Specifically, teachers who utilized exercises as a stress management technique reported the highest levels of stress, followed by those who practiced prayer and yoga, with yoga practitioners experiencing the lowest stress levels. This suggests that not all coping strategies are universally effective, and the effectiveness of each method may vary among individuals.

The relatively high stress levels associated with exercises could be attributed to the nature or intensity of the exercises performed, which may need to be more relaxing or be inherently stressful for some teachers. On the other hand, yoga, known for its calming and restorative effects, was associated with the lowest stress levels, supporting existing research that highlights yoga's benefits for mental health, such as reducing stress and improving mood. These insights are crucial for designing professional development and wellness programs that offer a range of stress management options to accommodate diverse preferences and needs. Further research is needed to delve into why exercises may lead to higher stress levels in this demographic and to examine how different exercise types or the conditions under which they are performed might affect their stress-reducing efficacy.

This study emphasizes the importance of tailored approaches to stress management in education, advocating for the continuous assessment of coping strategies to ensure they effectively reduce stress and enhance teachers' job satisfaction and career longevity. These findings align with the research presented by Ramkumar, S., & Sridhar, P. (2017).

Conclusion:

This study sheds light on the multifaceted nature of stress within the teaching profession, highlighting the diverse factors contributing to varying stress levels among secondary school

teachers in Visakhapatnam district. The findings underscore the importance of considering demographic variables such as gender, age, and experience when examining stress in educational settings. Female teachers, younger individuals, and those with more experience are particularly vulnerable to heightened stress levels, indicating the need for tailored support mechanisms and interventions to address their specific needs. Additionally, the study reveals insights into the efficacy of stress-coping strategies, with exercises showing less effectiveness than yoga or prayer. These findings provide valuable guidance for educational policymakers and school administrators in developing comprehensive stress management programs that prioritize the well-being of teachers and promote a healthier work environment conducive to professional growth and fulfillment.

Furthermore, the study underscores the significance of utilizing rigorous research methodologies, such as stratified random sampling and validated measurement tools like the UDAY's SCIT scale questionnaire, to ensure the reliability and validity of findings. By employing a systematic approach to data collection and analysis, this research contributes to the existing knowledge on teacher stress. It informs evidence-based strategies for addressing this pervasive issue within the education sector. Moving forward, future studies could explore additional variables influencing stress among teachers and investigate the long-term impact of stress on job satisfaction, retention rates, and overall educational outcomes. Fostering a supportive and sustainable teaching environment requires a concerted effort from stakeholders at all levels to prioritize the well-being of educators and uphold the quality of education for generations to come.

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