

# Empirical Study Of Stress Level Of Teacher's In Government & Private Schools InChhattisgarh

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## Abstract

The study investigates the stress levels of school-employed women instructors in Raipur, using a normative survey approach. The sample consisted of 60 teachers from three government and private schools. The research found a significant relationship between teachers' salaries and stress levels. The study also revealed significant differences in stress levels and distance traveled to their workplaces. Additionally, stress among teachers and interpersonal conflict among instructors were found to differ significantly. The findings highlight the need for improved training and support for female teachers in the field.

## Introduction

Teaching is increasingly attracting women, particularly at the school level, due to the numerous demands placed on it. Despite their competence, female teachers often struggle to balance their career and personal life, leading to increased stress and worsening mental health. They often use inadequate or inefficient coping mechanisms to cope with stressful life events, which can lead to a lack of effective support for their children. Therefore, it is crucial for female teachers to develop effective coping mechanisms to manage their stress and improve their mental health.

## Importance of study

According to Howard & Johnson (2004) and Kyriacou (2001),

stress is a bad emotion brought on by work that might include anger, irritation, tension, and/or despair and endanger a professional's sense of wellbeing. According to survey results, teaching is a profession with a high level of stress, with almost a quarter of schoolteachers describing their work as "extremely stressful" (Kyriacou, 2001). The daily activities of a teacher are dependent on social interactions, and in addition to managing their own emotions, they must also manage those of their students, colleagues, and parents. Teachers, students, and the education sector as a whole suffer from the effects of stress. According to Griffith, Steptoe, and Cropley (1999), stress might cause a higher frequency of absences during the school year.

### **Literature Review**

Grag and Garg conducted a 2020 study on stress caused by governmental roles among university teachers in Haryana. They used the Organizational Role Stress (ORS) level residential tool by Pareek 1993 to analyze 597 university teachers. Statistical analysis revealed a significant disparity between teachers at public and private universities, with a mean of mean, standard deviation, and Independent Sample T-test. The study highlights the need for better support and resources for university teachers in Haryana.

The study by Molton and Penedo (2020) investigates the impact of cognitive-behavioral stress management (CBSM) on benefit finding (BF) and quality of life (QoL) in prostate cancer patients. The research aims to explore the effectiveness of CBSM in enhancing BF and QoL after localized prostate cancer treatment, as many cancer patients find cancer experiences beneficial in personal growth, meaning, and relationships.

Hecker and colleagues found a significant link between internalizing and externalizing issues and child neglect in 31% of children aged 6-9 years old. Mental health issues were strongly linked to abuse and aggression in older kids aged 10-15, while younger kids experienced both physical and emotional maltreatment.

The study by Ijaz, Haider, and Shafiq (2020) examined the impact of stress, anxiety, and depression on decision-making in 300 teenagers, including orphans and non-orphans. Results showed a significant correlation between stress and decision-making, with gender differences. The study

suggests increased

awareness of therapeutic programs and life skills instruction for orphans, including stress management, coping techniques, problem-solving, and decision-making.

### **Objective of the Study**

1. Recognize how stress functions and create enduring habits.
2. Build their own resources and stay away from stress "overdraft"
3. Recognize the signs of negative stress.
4. Define the root causes of unwelcome stress
5. Severe anxiety while increasing good experiences
6. Create a balanced lifestyle to reduce stress over the long run.
7. Apply powerful relaxation and stress-reduction strategies.
8. Create a personal stress management action plan.

### **Hypothesis Testing**

**H1** There is a substantial correlation between teachers' salaries and stress levels.

**H2** The amount of stress and the distance traveled to go to one's place of employment fluctuate significantly.

**H3** Personal conflict among instructors and stress in teachers are very different from one another.

**H4** There is a substantial relationship between teacher stress and class size.

**H5** The amount of stress experienced by teachers and the length of their courses varied significantly.

**Independent Variable** – Teachers in schools

**Dependent variable** - Stress while teaching

### **SELECTION OF RESEARCH METHOD**

The research method applied for the present study is Normative Survey Method“.

**SAMPLING METHOD**

60 teachers from 3 Government and 3 Private schools of Raipur city are taken as sample for the present study.

**Hypothesis Testing**

**H1 There is a substantial correlation between teachers' salaries and stress levels.**

**Table No. - 1**

**The table representing No. of teachers, mean, Standard Deviation and Critical Ratio for salary of teachers and the level of stress**

Variable	Teacher	Mean	SD	C.R.	Significance
Salary	60	22.41	6.10		
Stress	60	24.66	6.56	4.58	Significance

The above table shows that, 60 School Teachers, the Mean value are 22.41 and 24.66 and SD are 6.10 and 6.56 respectively. The obtained value (4.58) was greater than theoretical value at 0.01 level (2.00) of significance with degrees of freedom 60. Hence the null hypothesis H<sub>1</sub> "There is a substantial correlation between teachers' salaries and stress levels." is accepted.

**H2 The amount of stress and the distance traveled to go to one's place of employment fluctuate significantly.**

**Table No. - 2**

**The table representing No. of teachers, mean, Standard Deviation and Critical Ratio for level of stress and traveling to reach their place of work**

Variable	Teacher	Mean	SD	C.R.	Significance
Traveling	60	19.75	5.78	4.38	Significance
Stress	60	20.90	4.36		

The above table shows that, 60 School Teachers, the Mean value are 19.75 and 20.90 and SD are 5.78 and 4.36 respectively. The obtained value (4.38) was greater than theoretical value at 0.01 level (2.00) of significance with degrees of freedom 60. Hence the null hypothesis H<sub>2</sub> "The amount of stress and the distance traveled to go to one's place of employment fluctuate significantly." is accepted.

### **H<sub>3</sub> Personal conflict among instructors and stress in teachers are very different from one another**

#### **Table No. - 3**

**The table representing No. of teachers, mean, Standard Deviation and Critical Ratio for personal conflict among teachers and stress of teachers**

variable	Teacher	Mean	SD	C.R.	Significance
Personal conflict among teachers	60	14.68	3.45	2.98	Significance
Stress	60	16.18	5.85		

The above table shows that, 60 School Teachers, the Mean value are 14.68 and 16.18 and SD are 3.45 and 5.85 respectively. The obtained value (2.98) was greater than theoretical value at 0.01 level (2.00) of significance with degrees of freedom 60. Hence the null hypothesis H<sub>3</sub> "Personal conflict among instructors and stress in teachers are very different from one another." is accepted.

**H4 There is a substantial relationship between teacher stress and class size**

**Table No. 4**

**The table representing No. of teachers, mean, Standard Deviation and Critical Ratio for class size and stress in teachers**

Variable	Teacher	Mean	SD	C.R.	Significance
Class Size	60	17.48	4.71	2.32	Significance
Stress	60	16.85	4.41		

The above table shows that, 60 School Teachers, the Mean value are 17.48 and 16.85 and SD are 4.71 and 4.41 respectively. The obtained value (2.32) was greater than theoretical value at 0.01 level (2.00) of significance with degrees of freedom 60. Hence the null hypothesis  $H_4$  "There is a substantial relationship between teacher stress and class size." is accepted.

**H5 The amount of stress experienced by teachers and the length of their courses varied significantly**

**Table No. 5**

**The table representing No. of teachers, mean, Standard Deviation and Critical Ratio for level of stress in teachers and lengthy courses**

Variable	Teacher	Mean	SD	C.R.	Significance
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Lengthy Courses	60	20.68	3.66	3.74	Significance
Stress	60	21.87	4.12		

The above table shows that, 60 School Teachers, the Mean value are 20.68 and 21.87 and SD are 3.66 and 4.12 respectively. The obtained value (3.74) was greater than theoretical value at 0.01 level (2.00) of significance with degrees of freedom 60. Hence the null hypothesis  $H_5$  "The amount of stress experienced by teachers and the length of their courses varied significantly." is accepted.

**CONCLUSION**

Female instructors should avoid excessive hours, stressful relationships, maintain a healthy diet, exercise regularly, set realistic goals, and seek therapy for better work-life balance. Colleges should offer electives like the "Stress Management Training Program" to help educators improve coping skills. Family-friendly policies can also help female employees manage job and family demands. A positive strategy can reduce discontent among female instructors. Counseling services can help prevent health issues. Leisure activities like educational excursions can reduce stress. Regular meetings and grievance councils can improve relationships between management and female professors. Open communication can enhance physical and emotional well-being.

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