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## AN ANALYSIS OF STRESS MANAGEMENT AND ITS IMPACT ON PRIMARY SCHOOL TEACHER

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### Abstract:

Teaching is of the most important and well-known professions in the world, but it is becoming a job that is more difficult to pursue. Schools are just as significant as any other type of institution. Being a teacher in these times is difficult. Teaching is a challenging profession by nature of its work and organisational structure. Growingly diverse and poor student populations present teachers with both new problems and possibilities. The need for teachers to learn new information and execute new jobs is growing quickly. Expectations for student achievement, teacher effectiveness, and accountability are similar. Together, the traits and circumstances of teaching create situations that are more and more stressful for teachers and that could either benefit or harm their interactions with pupils. In order to offer context, this study gave an overview of stress management in the workplace and its influence on primary school teachers, focusing on the causes and effects of stress.

This study shows that stress has been brought on by management involvement, intense work demands, student behavioural issues, interpersonal tension among colleagues, and family obligations. In order to reduce stress, management has provided teachers with adequate training programmes, coping mechanisms, and counselling. In addition, each teacher uses their own coping mechanisms, such as yoga, meditation, etc. This helps to enhance each teacher's performance, making it easier for them to complete their tasks in the classroom and reducing the workload for all of the teachers.

**Keywords:** *Primary School Teacher, Stress, Management.*



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## 1. Introduction:

Stress is simply the strain, unpleasant sensation, and concern that a person feels when faced with competing demands or duties that are above his/her capacity. It is a psychological and physical reaction to circumstances that throw a person's equilibrium off when they are faced with a threat. Although stress generally has a bad reputation, it actually has both good and bad impacts. In the contemporary workplace, stress is unavoidable. In order to finish the work within the allotted time, a sufficient amount of pressure is necessary in the workplace. If a person experiences a moderate amount of stress at the workplace and uses that stress as a motivator to complete the task given to him, that modest amount of stress will assist the business in achieving its objectives and will enhance employee performance and productivity. On the other hand, if an employee feels a lot of stress, it can negatively affect him or her, his family, and the organisation as a whole.

Any educational system's effectiveness depends on how well-qualified the teachers are. Even the greatest institutions are doomed to failure without excellent teachers. Even systemic flaws can be fixed with the help of skilled teachers. Performance is the key component for anyone to survive in such difficult times. Organizations need to identify the elements that most significantly influence their performance. Stress within the workforce is among the most important factors.

### 1.1 Stress

Whether the economy is strong or weak, stress is a problem in virtually every nation on the planet. The majority of the time, stress causes even the most talented people to perform less effectively, which in turn results in lower output.

The Latin term "stringere," which implies being drawn tight, is where the word "stress" originates. Stress is a dynamic state in which a person is given a chance, is limited in what they can do, or is asked to do something that goes against what they want and the results are unknown and important.

Life in an organisation can be very difficult. Today's people may find their lives to be rather

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miserable as a result of work demands, strict deadlines, meetings that never end on time, unhelpful co-workers, judgemental supervisors, incompetent subordinates, and a variety of other irritating problems. Stress, as we all know, is the body's response to demands placed on it. Stress is triggered by perceptions about events, whether they are pleasant or bad. Therefore, it is a very individualised affair. However, it is quite simple to draw the conclusion that everyone experiences some level of stress. However, it would be incorrect to assume that stress is always negative. Mild stress may increase output. It might compel people to concentrate more intently on the issue and develop answers. However, excessive stress that lasts for a long time can be hazardous. Stress can have the same negative effects on a person as any accident. It may result in subpar work performance, excessive drinking or drug usage, low attendance, or general ill health. In fact, there's really mounting proof that unneeded stress is linked to illnesses like cancer, cirrhosis, diabetes, cirrhosis, stroke, and even suicide. Stress is when a person faces opportunities constraints, obstacles or demands related to his desires, and the consequences are considered both reliable and decisive. This commonly accepted definition states that stress is related to (i) constraints or demands and (ii) uncertainty regarding an outcome that is considered to be crucial.

### 1.2 Stress has two distinct faces:

- **Constructive stress-** Positive effects on both the individual and the business can result from constructive stress, such as winning a contest or falling in love.
- **Destructive stress-** It is not good for the person, the company, or both. The term "distress" refers to consequences that are unbalanced or outside of the tolerance range, such as high stress manifested as absenteeism, turnover, mistakes, mishaps, and decreased performance.

### 1.3 Theoretical Review

Lazarus and Folkman's (1984)<sup>1</sup> theory of psychological coping with stress served as the basis for this investigation. The idea places a strong emphasis on the dynamic interaction between the needs of the environment and the individual. According to research, stress can be conceptualised as the imbalance between expectations and resources or pressure that exceeds the ability to handle



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pressure. (Lazarus and Folkman 1984)<sup>1</sup>. The amended stressors - coping model (Folk man, 2008)<sup>2</sup> was preferred over the concept of psychological stress and coping because the latter only took into account stress as a result of how an individual evaluates a stressor and how the individual evaluates his or her resources for coping with the source of stress at hand and overlooked the environmental demands. According to this study's application of the idea, someone will become stressed out managing special needs students in elementary schools if environmental expectations exceed their capacity for adoption.

## 2. Review of Literature

**Sandra IngriedAsaloei (2020)**<sup>3</sup> stated that both teacher performance and school effectiveness are impacted by stress. The major goal of this research is to study workplace stress and how it may affect the performance of teachers employed in Indonesia's Boven Digoel district's primary schools. A survey study using two survey questionnaires was used to achieve this goal. 352 primary teachers in total served as the basis for the research's data, which were afterwards established as samples. Using Pearson's correlation analysis, the data was statistically examined. The examination of the data reveals a substantial inverse relationship between teachers' performance in jobs in the district of Boven Digoel's primary schools and their levels of work-related stress.

**Adeniyi, Fakolade, Olufemi, and Tella (2010)**<sup>3</sup> concluded that a stressed teacher is somebody who experiences uncontrollable emotions in response to changes in the educational culture that require a teacher to impart their knowledge while also preparing a learner with special needs to become a good community member. It may be harder to teach students with exceptional or special needs because of the way they are and the problems they have with learning.

**Roach (2009)**<sup>4</sup> found out that organisational conditions, a lack of control or autonomy over one's job, the lack of a support group, organisational reward and punishment structures, as well as personal characteristics, teacher age, and expectations for what can be achieved on the job all contribute to high levels of stress among teachers who work with special needs students. High amounts of stress cause work unhappiness, absenteeism, and work abandonment. The performance of teachers who report



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moderate to low stress levels is superior to that of teachers who report high stress levels. However, mild stress that is endured over an extended period of time eventually has an impact and performance suffers.

**Arikewuyo, M. O. (2004)**<sup>5</sup> study offers factual support for how secondary school teachers in Nigeria manage stress. A total of 3466 secondary school teachers in the Nigerian state of Ogun was considered in the study's questionnaire. A Chi-square and a basic percentage were used to analyse the data. The results show that active and passive (escape) stress management techniques are often used by teachers. This suggests that the typical Nigerian educator prefers to set up their schedule such that their pedagogical responsibilities are not interfered with by household tasks. It also suggests that when a teacher is under stress, he or she reminds themselves that work isn't everything and so feels less anxious. The teachers never employ active cognitive methods. They believe that under pressure, nothing is likely to be susceptible to dispute. The use of passive behavioural methods is met with conflicting reactions from the teachers. Whereas the majority of instructors never go for a physical workout or, say, watch a movie to cope with any stressful circumstance, they prefer to avoid any event that could produce stress and make an effort to steer away from others who do the same.

**Jenkins, S., and Calhoun, J. F. (1991)**<sup>6</sup> This study looked at ways to help public school teachers manage stress by taking into account the stress in their working environment. 124 female school teachers in grades K–12 from the public schools of two central Georgia counties participated in the study. Each teacher took part in one of two to three training sessions after three weeks of finishing a series of questionnaires that were pre-tested. The participants in the personalised training technique were guided through the process of creating an individual strategy for better managing each stressor that had been identified at the start of the training program. The study's findings offered information on different stressors, their sources at home and at work, the impact of high levels of stress, and the relative efficacy of the 2 training programmes in terms of alleviation, variety as well as type of methods used, and level of engagement. According to the findings, the teachers who used the customised training method could significantly enhance the amount of time they devote to stress management.



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### 3. Objectives:

The following are the major objectives of the study:

1. To analyse the status of stress among primary school teachers.
2. To find out the factors influencing work stress among primary school teachers.
3. To study the impact of stress among primary school teachers.

### 4. Material and Method:

#### 4.1 Study design:

Study design is a collection of parameters for data collection and analysis with the goal of balancing procedural economy with relevance to the research goal. The following design is used to carry out the current investigation. The purpose of the study is to find out about stress management and its impact on primary school teachers.

#### 4.2 Data collection:

This study depends upon both the primary and secondary data collection sources. The study focuses on primary school teachers' stress. A total of 100 primary school teachers in all have been chosen as a sample. With the assistance of a structured interview schedule, relevant primary data from respondents is collected. The gathered information is categorised and tabulated. Descriptive analysis is used to perform the data analysis. Secondary sources of data used for the analysis, such as various research journals, articles, reports of various educational commissions, and online resources, etc.

#### 4.3 Data Analysis:

This research depends upon both the primary as well as secondary data collection sources. The present research depends upon content analysis, which is based on the collected information from both the sources. The data is analysed and presented in the light of the objectives.



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## 5. Result and Discussion

### 5.1 Theory of Stress

It is viewed as a typical aspect of human existence. Regardless of religion, age, gender, social class, or culture, everyone goes through it. However, there is not a single, broadly acknowledged definition of stress. Stress has been characterised in a variety of ways by various authorities and commentators, especially in the fields of mental and psychological health. Stress is a psychological, bodily, and emotional response that arises from an individual's response to environmental conflicts, pressures, concerns, and other similar stimuli that reduce a person's ability to manage. According to Tenibiaje (2015)<sup>9</sup>, it is a bodily and psychological response to certain environmental experiences. Stress is defined by Kaur, Kumari, and Sharma (2013)<sup>10</sup> as a negative reaction to high pressures or other sorts of expectations. When a person's capacity for adaptation is unable to meet expectations, stress develops. Stress relies on how it is experienced and is neither good nor negative (Alabi, Murtala, and Lawal 2012)<sup>9</sup>.

### 5.2 Teacher stress

Teacher stress is a specific type of occupational stress called teacher stress. The stressful nature of teaching has been acknowledged as a major issue in the educational sector (Gliebe, 2013)<sup>10</sup>, (Vaezi and Fallah, 2012)<sup>11</sup>. Teachers may suffer undesirable emotional emotions (such as rage and frustration) and bodily changes as a result of specific job variables that undermine their self-esteem or general well-being (such as increased heart rate). , called teacher stress (Wazee and Fallah, 2012)<sup>12</sup>. According to Nwimo and Onwuka (2015)<sup>13</sup>, teacher stress occurs when a teacher suffers harmful negative emotions, such as irritation, anxiety, depression, or restlessness, as a result of specific parts of their job.



**Table No -1**  
**Physical effort required in my job is creates more stress in my job**

Sr. No.	Opinions	Percentage of Respondents
1	Strongly Disagree	07 %
2	Disagree	17 %
3	Neutral	20 %
4	Agree	23 %
5	Strongly Agree	33 %
	Total	100%

According to the table, 7% of respondents strongly disagree that the physical effort required for their employment increases stress. The notion that the physical effort required for their employment increases stress is rejected by 17% of the respondents. 20% of respondents are unsure about whether the physical exertion required for their employment increases stress. According to 23% of respondents, the physical exertion required for their employment increases stress. The respondents' strong agreement with the statement that the physical exertion required for their employment increases stress by 33%.

**Table No -2**  
**The workload, results, and job security cause stress**

Sr. No.	Opinions	Percentage of Respondents
1	Strongly Disagree	13%
2	Disagree	14%
3	Neutral	14%
4	Agree	22%
5	Strongly Agree	37%
	Total	100%



According to the preceding table, 13% of respondents strongly disagree that people suffer from stress. A total of 22% of respondents agree that people should suffer from stress, 14% of respondents disagree, 14% of respondents are neutral, and 14% of respondents disagree. 37 percent of those surveyed strongly agree that they experience stress.

**Table No -3**  
**While at work, family matters cause stress**

Sr. No.	Opinions	Percentage of Respondents
1	Strongly Disagree	13%
2	Disagree	17%
3	Neutral	15%
4	Agree	23%
5	Strongly Agree	32%
	Total	100%

According to the following table, 13% of respondents strongly disagree with the statement "Problems in my family causes more stress." Only 17% of respondents agreed with the statement "Problems in my family cause more stress." 15% of respondents said that having problems in their families causes them additional stress. Concerns in my family increase stress, according to 23% of respondents. Problems within my family cause me additional stress; strongly agree 37% of respondents.

**Table No -4**  
**Interruptions make it challenging for me to finish all of my work and create stress.**

Sr. No.	Opinions	Percentage of Respondents
1	Strongly Disagree	17%
2	Disagree	15%
3	Neutral	23%
4	Agree	22%
5	Strongly Agree	33%
	Total	100%



According to the above table, 17% of respondents strongly disagree that interruptions make it impossible for them to finish their entire job. 15% of respondents disagree that interruptions make it harder for them to finish all of their work. Interruption makes it difficult for 23% of the responders to finish their entire task. A whopping 22% of respondents concur that interruptions make it difficult for them to finish all of their tasks. Interruption makes it difficult for respondents, 33 percent of them, to finish their entire job.

**Table No -5**  
**The management's involvement in work has greatly increased stress levels**

Sr. No.	Opinions	Percentage of Respondents
1	Strongly Disagree	11%
2	Disagree	09%
3	Neutral	16%
4	Agree	27%
5	Strongly Agree	37%
	Total	100%

According to the above data, 11% of the respondents strongly disagree that management participation has a significant negative impact on their level of stress. 9% of respondents disagree that management participation significantly increases their stress levels. 16 percent of the respondents disagree and say that management engagement causes them a lot of stress. 27 percent of respondents concur that management engagement significantly increases their stress levels. 37 percent of respondents firmly concur that management engagement significantly increases their stress levels.



**Table No -6**  
**Assignment of duties without consent**

Sr. No.	Opinions	Percentage of Respondents
1	Strongly Disagree	10%
2	Disagree	12%
3	Neutral	22%
4	Agree	23%
5	Strongly Agree	33%
	Total	100%

According to the above table, 10% of respondents strongly disagree with assignments of duties made without their consent. 12 percent of the respondents disagree that duties are assigned without their input. 22 percent of those surveyed disagreed with the allocation of duties without their consent. The assigning of duties without their consent was endorsed by 23% of respondents. Assigning of duties without their consent is strongly agreed upon by 33% of respondents.

**Table No -7**  
**Diagnosed with serious problems such an ulcer, diabetes, high blood pressure, arthritis, spondylitis, and more**

Sr. No.	Opinions	Percentage of Respondents
1	Strongly Disagree	9%
2	Disagree	11%
3	Neutral	11%
4	Agree	32%
5	Strongly Agree	37%
	Total	100%

According to the table above, 9% of respondents strongly disagree that they have been diagnosed with any of the disorders. 11 percent of the respondents denied having been given a diagnosis for any disease. 11 percent of the respondents don't care if they've been given a medical



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diagnosis for any particular condition. A diagnosis of one or more diseases has been made for 32% of the respondents. 37 percent of respondents firmly believe that they have received a medical diagnosis of one or more disorders.

### 5.3 Findings:

- Teachers accept, to a considerable extent, that their job's demands and the environment they operate in lead to stress and physical response to stress.
- The management forces them to give the dedication in a way that there is no gap between personal goals as well as professional goals, which is a major contributor to stress among teachers.
- Teachers often concur that they experience stress frequently as a result of their increased workload and long workdays.
- Teachers' stress levels rise when there is an unfair workload distribution among their peers.
- Individual efforts to reduce stress and strategies for dealing with stress have a big effect on how quickly teachers can think and how confident they feel.
- The type of job and the workplace environment that cause stress differ significantly.
- The degree of income and the elements that contribute to stress are significantly correlated.

### 5.4 Impact of Stress on Primary School Teacher's Wellbeing and Productivity

Stress-related symptoms and Impact may be categorised as behavioural physiological, and psychological.

- **Physiological indicator and effect:**

This speaks to the modifications in metabolism that occur after stress. Elevated heart rate, blood pressure, and other symptoms are among them. This makes the body's deterioration apparent and problematic. Back discomfort, migraines, heart disease, hypertension, headaches, insomnia, diabetes, and even cancer are side effects of this that have an impact on instructors' effectiveness.



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- **Psychological indicator and effects:**

Teachers face a threat from high levels of stress and poor mental health. Anger, anxiety, despair, anxiousness, and boredom are some psychological symptoms that can lead to poor teaching performance, decreased self-esteem, dissatisfaction with supervision, inability to focus, difficulty making decisions, and job dissatisfaction (Wilson, 2013)<sup>14</sup>. Burnout is another psychological indicator of stress.

- **Behavioural indicator of stress:**

The behavioural indicators of stress include smoking cigarettes, eating more or less, speaking rapidly, feeling tense, and fidgeting, which causes absenteeism. All of these have a negative impact on performance.

### **5.5 Stress management techniques for school teachers**

The stress management techniques that have been suggested for primary school teachers have been broken down into three categories: individual, group, and institutional.

#### **5.5.1 Individual-level stress reduction techniques include:**

- Elementary school teachers should make exercise a daily habit to help them manage the physical effects of stress. Additionally, it will aid in lowering psychological stress because exercise revitalises the body and mind as a whole.
- By carefully planning their usual tasks and avoiding doing things at odd times, primary school teachers can better manage their time.
- Developing a hobby and engaging in leisure activities can assist in reducing the effects of stress.
- Never take any drug without a qualified physician's prescription.

#### **5.5.2 Group stress management techniques include:**



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- Primary school teachers should collaborate as a group, sharing ideas and tasks as they go, and supporting one another when doing everyday tasks.
  - Seeking guidance and assistance from senior colleagues with specialised knowledge can be beneficial in difficult circumstances.
  - Supporting, thanking, and praising others for their hard work.

### **5.5.3 Practices for stress management at the school level include:**

- The school's administration should give responsibilities to teachers based on their skills and qualifications.
- The workloads of all school teachers should be distributed equally, with no preference given based on rank, race, or gender.
- The school should routinely host social gatherings to get staff and students involved in extracurricular activities.
- There should be an equal opportunity for career advancement.
- Pay and salaries should be set in accordance with the going prices in the market.
- It is important to create an environment where school teachers feel comfortable expressing their opinions.
- Regular training in the primary school teacher's areas of competence should be provided, since this can improve knowledge, skills, and adaptability.

## **6. Conclusion**

The conclusion of the paper is that teaching is a tough job, and teachers all around the world face stress on a regular basis. Prior to causing irreparable injury to teachers, it is necessary that the issue of teacher stress be well understood and swiftly handled. Parents, colleagues, and the government, as the leading stressors, play a pivotal role in coping with stress reduction and management.



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This study recommends encouraging increased cooperation among co-workers to build a collaborative workplace. It is advised that parents be handled in a way that focuses more on the students' areas of weakness rather than putting pressure on the teachers to produce better results. The government has vowed to stabilise policies and refrain from rash experiments based on mindlessly importing new ideas. It is necessary to increase faculty members' awareness of personal stress management strategies. In order to ensure the better development of future generations, the report also suggests additional research on the prevalence of stress in various industries, personal stressors, stress management techniques, and the creation of a stress-free work environment at schools.

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