



## A Study on Work Pressure among School Teachers

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### ABSTRACT

Work pressure among school teachers is a significant global concern, leading to stress, burnout, anxiety, and depression, which adversely affect their well-being. Factors such as socio-demographic variables, salary, working conditions, and workload contribute to elevated stress levels among teachers from diverse cultural backgrounds. Identifying the prevalence and factors associated with work pressure is vital for addressing this issue.

This scoping review followed the PRISMA-ScR guidelines and searched databases including MEDLINE, EMBASE, APA PsycINFO, CINAHL Plus, Scopus, and ERIC. Relevant articles on work pressure among school teachers were identified, reviewed, and thematically analyzed.

The prevalence of work pressure among school teachers varied widely, with burnout ranging from 30.12% to 74%, stress from 9.3% to 97.1%, anxiety from 38% to 45.2%, and depression from 4% to 79%. Correlates of work pressure included socio-demographic factors such as gender, age, marital status, and organizational factors like years of teaching, class size, and job satisfaction.

Teaching is a challenging yet rewarding profession, but various factors contribute to work pressure among school teachers. Recognizing these factors is essential for addressing the challenges faced by teachers. Implementing school-based awareness and intervention programs can help mitigate work pressure and improve teacher well-being.

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### INTRODUCTION

Teachers play a vital role in shaping the future by guiding and nurturing students. However, the teaching profession often brings about significant work pressure.

Educators face numerous challenges daily, from managing classrooms to adapting teaching methods to meet diverse student needs. Additionally, informal interactions with students can also add to emotional strain.

Research shows that this ongoing pressure can lead to burnout among teachers, causing some to consider leaving the profession. Many struggle to cope with stress, which can result in various health issues. Compared to other jobs, teachers often feel they have less control over their work environment, affecting their mental well-being.

The COVID-19 pandemic made these challenges worse globally. The sudden switch to remote learning meant teachers had to quickly adapt to new technologies, increasing their workload and stress levels. Uncertainty, concerns for students' well-being, and personal health worries added to their mental strain.

Maintaining teachers' psychological well-being is crucial for them to effectively fulfill their roles. It includes having a sense of purpose, personal growth, autonomy, and positive relationships. Importantly, teachers' well-being significantly impacts students' motivation, engagement, and academic success.

Managing energy levels effectively is key to enhancing teachers' psychological well-being. Balancing physical, emotional, mental, and spiritual energy helps educators sustain optimal performance and prevent burnout. Studies show that energy management practices promote job satisfaction and engagement while reducing stress.

This study aims to explore how managing energy levels affects teachers' psychological well-being, focusing on factors like thriving and stress. Thriving, characterized by vitality and fulfilling experiences, and stress, resulting from challenging circumstances, are central to this investigation.

Although this study focuses on the Indian educational context, its findings are relevant globally. Teachers everywhere face similar challenges related to balancing work and personal life, dealing with life's pressures, and meeting job demands. Moreover, teachers' well-being significantly impacts students' welfare and educational outcomes, highlighting the importance of addressing these issues worldwide.

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## REVIEW OF LITERATURE:

“A Study on Job related Stress among School Teachers”

by Sumanta Dawn, Payel Talukdar, Subir Bhattacharjee, Om Prakash Singh (2016)

The study addresses the prevalent issue of job-related stress among school teachers in various schools across West Bengal, India. It defines stress as an excess demand on the adaptive capabilities of the mind and body, covering both physical and mental demands. With the globalization and privatization of the education system, teachers face intensified pressures to equip students with essential knowledge and skills for the global market, making teaching a highly stressful occupation. Despite numerous studies worldwide examining teacher stress, there is a gap in Indian research regarding the relationship between different variables and stress levels among teachers.

The study aims to measure the extent of stress among school teachers, investigate the correlation between socio-demographic variables and stress, and evaluate variations in stress levels among teachers in urban, suburban, and rural schools. Conducted as an institution-based, single-center, cross-sectional study, it interviews 338 school teachers from diverse areas of West Bengal. Data collection involves the use of socio-demographic sheets and the Work Stress Scale (WTS).

The findings indicate that female teachers, those aged 50-60 years, urban teachers, teachers in private schools, headmasters, assistant headmasters, and higher-paid teachers experience elevated stress levels. The study concludes that teaching is indeed a stressful profession, and stress levels differ across various demographic factors such as sex, age, school location, and income.

“Returning to Work at School During the COVID-19 Pandemic: A Psychological Assessment of Schoolteachers” by Sowmini Padmanabh Kamath et al. (2022)

The COVID-19 pandemic precipitated significant changes in the educational landscape globally, with schools resorting to remote learning to curb the spread of the virus. However, as schools gradually reopened, teachers faced challenges transitioning back to face-to-face teaching amidst uncertainties of impending waves of the virus. This study aimed to assess the psychological impact on teachers returning to in-person classes during the pandemic.

Previous research indicated that the sudden shift to online teaching induced stress and confusion among teachers worldwide. The lack of adequate training and resources for online education added to their burden, exacerbating psychological symptoms such as anxiety, stress, and depression. Even before the pandemic, teachers reported experiencing stress related to their profession, which was further compounded during the crisis.

The study employed the Depression, Anxiety, and Stress Scale (DASS-21) to evaluate psychological symptoms among teachers who resumed face-to-face teaching. Findings revealed a high prevalence of anxiety, stress, and depression among teachers, particularly females and those aged between 40-49 years. The correlation analysis demonstrated a significant association between anxiety, stress, and depression symptoms.

“Level of Work Related Stress among Teachers in Elementary Schools”

By Teuta Agai–Demjaha, Jovanka Karadzinska Bislimovska, and Dragan Mijakoski (2015).

Teaching can be really stressful because teachers have a lot of things to do and deadlines to meet. When teachers feel stressed, it can make them miss work more often and feel unhappy about their job. Research shows that many teachers find their job very stressful, and this makes many of them leave the profession.

Some studies have shown that teaching is even more stressful than other jobs. For example, one study found that almost 80% of teachers say that work is the main thing that stresses them out, which is much higher than people in other jobs. Another study compared teachers to people in different professions and found that teachers generally feel more stressed.

But there hasn't been much research on how stressed teachers are in Macedonia. One study found that Macedonian teachers feel moderately stressed, maybe because the education system there is changing a lot.

“Occupational stress among teacher educators “underscores the significant challenges they face in their profession. Studies by Hepburn & Brown (2001) Johnson et al. (2005),

The multifaceted nature of stressors, including workload, role ambiguity, poor working conditions, and professional development issues. This stress not only impacts the educators' psychological and physical health but also influences their interactions with colleagues and students. Despite extensive research on stress in teaching, there is a noticeable gap concerning teacher educators specifically. Hence, this study by Dr. (Mrs.) Vipinder Nagra and Sarita Arora seeks to address this gap by examining the relationship between occupational stress and health among teacher educators, with a focus on gender and marital status.

“Stress, Burnout, Anxiety and Depression among Teachers: A Scoping Review” by Belinda Agyapong et al., ( 2022).

The teaching profession's stressors, emphasizing the detrimental effects of chronic stress on teachers' mental and physical well-being. It discusses the prevalence of stress among teachers globally, highlighting its impact on job satisfaction and intentions to leave the profession. The section also touches on the association between stress, burnout, anxiety, and depression, citing studies that demonstrate the interconnectedness of these conditions.

Moving on to burnout, the review defines it as a stress-related problem prevalent in occupations like education and health care. It outlines the three components of burnout—emotional exhaustion, depersonalization, and reduced personal accomplishment—and discusses its implications for both mental and physical health. The need for systematic research to understand workplace factors contributing to burnout and improve teacher health outcomes is emphasized.

Anxiety and depression among teachers are then addressed, with a focus on their predictors and implications for job satisfaction and overall well-being. The review highlights the high prevalence of anxiety, stress, and depression among teachers and calls for further research to identify key factors triggering these conditions and their interrelationships.

“Factors affecting work pressure among primary school teachers during the covid-19 pandemic in Malaysia” by Farouk Maarof & Abu Bakar, (2022)

The research article conducted by Mohd Attamimi Farouk Maarof and Abu Yazid Abu Bakar in 2022 explores the factors contributing to work pressure among primary school teachers in Malaysia during the COVID-19 pandemic. Work stress among teachers has been exacerbated by the closure of schools due to Movement Control Orders (MCOs) and the subsequent shift to online teaching and learning. The study, involving eight primary school teachers with over ten years of experience, utilized a mixed-method design combining quantitative (DASS-21 Screening Test) and qualitative (interviews) approaches.

The findings revealed that four teachers experienced severe levels of depression, anxiety, and stress, primarily due to two dominant factors: workload and time constraints. Work stress in the education sector is associated with negative emotions such as anger, anxiety, frustration, and depression, all of which impact teaching activities. Various theories, including Psychoanalytic Theory and Behaviorism Theory, provide insights into the relationship between anxiety, stress, and employee behavior.

The COVID-19 pandemic has intensified work stress among teachers, with challenges such as lack of digital technology skills and devices, increased workload, and limited social interaction for both teachers and students. Factors contributing to work stress, as outlined in the Occupational Stress Indicator (OSI), include intrinsic job factors, lack of involvement in decision-making, workplace relationships, career development, organizational structure, and sources of stress outside the organization.

Efficient time management practices are crucial for managing tasks in schools and maintaining professionalism among teachers. While moderate work stress can have positive effects, excessive stress can lead to serious physical and mental health issues. The shift to online teaching presents significant challenges, especially in areas with internet access problems.

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