



A Study On Private High School Teachers Stress During COVID-19

Mr. S. Palanivel^{1*}, Dr. U. Pandian²

^{1*}:Ph.D Research Scholar Assistant Professor Tamil Nadu Teachers Education University Chennai-97 Email: pandian@tnteu.ac.in

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ABSTRACT

In the present study conducted on private high school teachers stress during Covid-19 in Kanchipuram district. The researcher has framed the following objectives and hypotheses in the study. Normative survey method and convenience sampling techniques has utilized for collecting data from the sample. The sample size is 568 and standardized research tool has used for the study. Percentiles, descriptive analysis and differential analysis used for interpreting the data. The results of the study show that the level of private high school teachers stress is average and gender, marital status and communities are no differences.

Key Words: Stress, High School Teachers, Gender, Marital Status, Community

Introduction

The COVID-19 epidemic caused school closures for teachers and students worldwide between spring 2020 and summer 2021. While there is historical precedent for school closures, such as during the influenza pandemic in 2009 (Jackson et al., 2014) and the polio pandemic in 1916 (Meyers and Thomasson, 2021), the duration and worldwide scope of these closures during this pandemic were unprecedented. Approximately 1.5 billion kids were impacted by school closures during the pandemic's peak (UNESCO, 2021). A significant amount of empirical research has focused on the impact the COVID-19 pandemic has had on students' achievement and well-being (Asbury et al., 2020; Hammerstein et al., 2021), particularly for students from low-income families (e.g., Westphal et al. 2016). Less attention has been paid to the question of how teachers have experienced the COVID-19 pandemic, the related school closures, and the required shift to online teaching (Kim and Asbury, 2020). The topic of how educators have dealt with the COVID-19 pandemic, the ensuing school closures, and the mandated switch to online instruction has received less attention (Kim and Asbury, 2020).

Operational Definition of the study

The researcher refers stress experienced in the areas of admission, examination, student academic support, research, international relations, ethics, professional growth, family attitudes and economic.

Need and importance of the study

The COVID-19 pandemic has significantly impacted teachers worldwide, leading to increased stress and challenges in their professional and personal lives. During the covid-19 world educational institutions has implemented innovative ways for teaching and learning. So many teachers had to quickly adapt to online and remote teaching methods, often with little training or preparation. This shift required them to learn new technologies, redesign lesson plans, and find innovative ways to engage students in a virtual environment. The ever-evolving nature of the pandemic, coupled with uncertainties about the duration of remote learning, created anxiety among teachers. Concerns about their own health, as well as that of their students and colleagues, added to the overall stress. Teachers may have felt a lack of support from school administrations or policymakers, further exacerbating their stress. Therefore, the researcher has chosen stress of private high school teachers during Covid-19.

Objectives of the study

- To find out the level of stress for private high school teachers during COVID-19.
- To find out there is no significant difference between male and female of private high school teacher's stress during COVID-19.
- To find out there is no significant difference between married and unmarried of private high school teacher's stress during COVID-19.
- To find out there is no significant difference among the community(OC/BC/MBC/SC&ST) of private high school teacher's stress during COVID- 19.

Hypothesis of the study

- To study the level of stress for private high school teachers during COVID-19 is average.
- To find out there is no significant difference between male and female of private high school teacher's stress during COVID-19.
- To find out there is no significant difference between married and unmarried of private high school teacher's stress during COVID-19.
- To find out there is no significant difference among the community(OC/BC/MBC/SC&ST) of private high school teacher's stress during COVID- 19.

Method of the study

The researcher has utilised normative survey method for collecting the data from sample. Convenience sampling technique has utilised for the present study. Kanchipuram district private high school teachers are the population. The researcher has selected 568 samples from the population for the study in Kanchipuram.

Tools used in the study

The following tool used for the present study.

- Teachers Stress Scale (Dr. K.S. Misra, 2014).

Statistical Techniques used in the study

Statistical techniques are very important for calculating and explaining the data and interpretation of the study. The researcher has utilized percentiles, descriptive analysis and differential analysis.

Data Analysis of the study

Table – 1 The Mean and Standard Deviation for Private High School Teachers Stress during COVID-19

Sl. No.	Demographic Variables	Sample	N	Mean	S.D
1	Gender	Male	287	167.95	20.88
		Female	281	170.44	22.90
2	Marital Status	Married	209	168.64	23.13
		Unmarried	359	169.50	21.22
3	Community	OC	60	168.44	20.04
		BC	128	170.90	19.36
		MBC	226	168.50	24.83
		SC and ST	154	168.74	26.29
4	Locality of School	Rural	225	174.03	11.30
		Urban	343	166.00	26.22
5	Teachers Residency	Rural	340	169.72	21.80
		Urban	228	168.37	22.13
6	Qualification of Teachers	UG with B.Ed	262	170.76	21.58
		PG with B.Ed	306	167.76	22.16
7	Other Income	Yes	323	166.98	22.69
		No	245	172.08	20.56
8	Are Youreceived Salary	Yes	381	168.71	21.94
		No	187	170.24	21.86
	Total sample		568	169.32	21.71

Table No:2 PERCENTILES OF STRESS

PERCENTILES	SCORE
P90	189
P80	185
P70	180
P60	178
P50	172
P40	169
P30	167
P20	161
P10	149

Table No: 3 LEVEL OF STRESS

Variable	Score range	Category
STRESS	Above 180	High
	169-179	Average
	Below 168	Low

The Stress scale consisted 50 items. The Maximum score for this scale is 200 and minimum score of the scale is 0.

Table No: 4 MEAN AND STANDARD DEVIATION OF STRESS SCORES FOR ENTIRE SAMPLE

Variable	Entire Sample	Mean	S.D
Stress	568	169.32	21.71

As can be seen from the table above, the calculated mean and standard deviation of the private high school teachers' stress scores for the entire sample are 169.32 and 21.71, respectively, with the mean value falling between 174.03 and 166.98. Therefore, the study concluded that the null hypothesis, which states that "Private high school teachers' stress during COVID-19 is average," is accepted.

1. There is no significant difference between male and female of private high school teacher's stress during COVID-19.

Table – 5 Stress during COVID-19- Gender – “t” Value

Demographic Variable	Sample	N	Mean	S.D	t' Value	Remarks
Gender	Male	287	167.95	20.88	1.35	Not Significant at 0.05 level
	Female	281	170.44	22.90		

It is observed from the above table 5 that the calculated t-value 1.35 is less than the table value 1.96 at 0.05 level of significance. It shows that there is no significant difference between male and female of private high school teacher's stress during COVID-19. Hence, the null hypothesis is accepted. The mean value shows that female private high school teachers stress is high than male private high school teachers.

2. There is no significant difference between married and unmarried of private high school teacher's stress during COVID-19.

Table – 6 Stress during COVID-19- Marital Status – “t” Value

Demographic Variable	Sample	N	Mean	S.D	t' Value	Remarks
Marital Status	Married	209	168.64	23.13	0.44	Not Significant at 0.05 level
	Unmarried	359	169.50	21.22		

It is observed from the above table 6 that the calculated t-value 0.44 is less than the table value 1.96 at 0.05 level of significance. It shows that there is no significant difference between married and unmarried of private high school teacher's stress during COVID-19. Hence, the null hypothesis is accepted. The mean value shows that unmarried private high school teachers' stress is high than married private high school teachers.

3. There is no significant difference among the community (OC/BC/MBC/SC&ST) of private high school

teacher's stress during COVID- 19.

Table – 7 Stress during COVID-19Community - ANOVA

Demographic Variable	Sample	Source of Variation	Sum of Squares	df	Mean squares	'F' ratio	Remarks
Community	OC/ BC/ MBC/ SC&ST.	Between Groups	630.69	3	210.23	0.43	Not Significant at 0.05 level
		Within Groups	272008.89	564	482.28		
		Total	272639.59	567			

It is observed from the above table 7 that the calculated f-value 0.43 is less than the table value 3.08 at 0.05 level of significance. It shows that there is no significant difference among the community (OC/BC/MBC/SC&ST) of private high school teacher's stress during COVID-19. Hence, the null hypothesis is accepted.

Discussion with other studies

The past research papers were observed at the variations in stress levels between K–12 educators and those in other occupations. When comparing the stress levels of K–12 teachers to those of preschool and university instructors Ozamiz- Etxebarria et al. (2021) found no differences. In the present study also found that there is no significant differences between gender, marital status and communities of private high school teachers stress during COVID-19.

Conclusion

The current systematic review is based on the studies that investigated stress in 568 private high school teachers from Kanchipuram district. Most research focuses on the impact of individual teacher traits on teacher stress and burnout. According to the current survey, private high school teachers are average stress during COVID-19.

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