

A STUDY TO ASSESS THE LEVEL OF STRESS AMONG HIGHER SECONDARY TEACHERS DUE TO ONLINE CLASSES IN SELECTED AREAS OF PUNE CITY DURING COVID-19 PANDEMIC LOCKDOWN

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ABSTRACT

A study to assess the level of stress among high school teachers due to online classes in selected areas of Pune city during the closure of Covid-19." The objectives are as follows: To assess the level of stress among teachers due to online classes and to link the level of stress between teachers and selected demographic variables. A non-experimental method was used in the research method, and a total of 100 samples were selected using a simplified sampling method. High school teachers, aged between 25 and 55, who are willing to take part in the study, are able to read and understand Marathi and English, and those who have Gmail accounts to send their answers online are all included in the study. input method. The Likert scale was developed to assess the level of stress among high school teachers due to online classes, and was managed and eliminated by them using a digital method. The experimental study was completed, and it was found that the tool was possible. Case experts verify the content of the tool. The main findings in the census profile showed that the majority of respondents (46 percent) were in the age group of 31-40 years, and 60 percent of them were male in gender. Most teachers (76 percent) were from middle class families, and most were from close-knit families (61 percent). When assessing the level of stress in high school teachers, it was found that (84%) teachers had a moderate level of stress, (12%) teachers had a low level of stress, and only 6% of teachers had a high level of teaching. depression. In short, the majority of teachers experienced moderate to moderate pressures due to online classes during the Covid-19 violence, and it was necessary to teach and learn ways and means to deal with them, especially in times of stress. to everyone.

Key words: Pandemic, Depression , High level of Teaching.

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Article Info

*Received 12/10/2021; Revised 20/11/2021
Accepted 17/12/2021*

INTRODUCTION

The COVID-19 epidemic has led to unprecedented actions in the field of education, in which teachers are forced to teach their students at home [1]. The COVID-19 epidemic has introduced a mixture of traditional community studies and home learning [2]. Although schools create a curriculum and teachers provide activities and instructions, parents are expected to apply these activities and guidelines [3]. Parents or teachers were not well prepared to face the many challenges these changes brought upon them [4]. Many parents have

reported poor job transfer by teachers and a lack of teacher feedback, while teachers struggle to maintain relationships with their students and miss out on counseling and support in their schools [5] When children were educated at home, the success gap between high- and low-income families would be widened due to differences in resources and education, accommodation, or availability of time[6]. Little is known about the factors that have contributed to the teachers' problem in ensuring that they continue to teach while most of the teaching is taught at home[7]. For example, schools and teachers have become increasingly



reliant on digital tools for both teaching and communication [8]. While for some teachers, using the Internet, networking, or using video conferencing tools has not been a problem, for some, depending on their (technical) skills, remote teaching can be a burden [9]. Some teachers may take note of this situation, while others dismiss it [10]. In addition, some may see it as unhealthy and stressful if the latter is the case, it may be stressful and may result in a stressful experience and low well-being and software knowledge among students of different tracks, with primary- school students being less skilled and highly qualified students [11]. We still do not know much about the psychological factors that cause differences between teachers' experiences in distance teaching and their actual teaching behavior [12]. For example, it is not clear why and why some teachers keep in touch daily with their students and parents during the closure, while others keep in touch with their students and parents only once a week, and why some teachers are technically advanced while others are unwell [13]. Lack of resources, time, and support are major barriers to teachers' ability to use and integrate technology in the classroom [14]. Numerous studies have shown that teachers are often stressed when they do not have the support and time when teaching students [15]. In addition, teachers are more likely to be depressed if they have to use technology that they do not have confidence in [16]. Both cases were undoubtedly present at the time of the closure [17]. Occupational stress, such as social factors or coping strategies, can play an important role [18]. Carver, Scheier, and Weintraub (1989) distinguish between different stress-relieving styles, which may work or work in one hand or hinder the function and thus may not work in the other [19]. Depression is something that happens all the time and affects everyone, one way or another, at some point in their lives [20]. Depression can be good because it can inspire action or help a person to respond quickly to a potentially dangerous situation [21]. Teacher pressure is defined as the teacher's experience of negative emotions such as anger, frustration, anxiety, depression, and anxiety due to some aspects of their names during the epidemic closure [22]. Teachers are important people because they are role models for students and influential community members, who can contribute to the overall well-being of students [23] According to the WHO Global Disease Survey, stress-related mental health conditions will be the second most common by 2020, after ischemic heart disease [24]. Johnson et al. concluded in 2005 that teaching is the second most stressful occupation, after an ambulance driver, out of [25]. Lalita K. described depression as "a real or perceived threat to physical, mental, and / or behavioral reactions. It is a physical or mental disorder

AIMS AND OBJECTIVE:

The current study aims to assess the level of stress among Senior Secondary Teachers due to online

classes in selected areas of the city of Pune during the closure of the COVID-19 epidemic.

MATERIALS AND METHODS:

Research Method: -

The systematic approach is critical to the formal and systematic nature of the research process. Without a scientific and logical approach, evidence-based research will not be complete. A research approach is a way to solve a research problem in a systematic way.

According to Basavanthappa B.T 2009, the research methodology refers to systematic processes involved in purposeful collection, analysis, and interpretation of data. A research approach is a way to solve a research problem in a systematic way. It can be thought of as a scientific study of how scientific research is conducted.

Research Method: -

The study is called a master plan, which specifies the process of data collection and analysis, selection of participants, and how and when the treatment status will be used in the research study. Research design words and research methods are often used interchangeably.

The research design is a research plan that outlines various processes such as research method, sample method, randomization process, research site, treatment status, tool and data collection techniques and analysis used to find the answer to the research question to test hypothesis. The researcher decides on the part of the study design after carefully weighing the pros and cons of each option. In order to obtain accurate and accurate answers to research questions, various factors are taken into account when making decisions. The current study used an average survey of 100 teachers from various Pune colleges.

Study place:

Status refers to the area of study. The current survey was conducted at selected colleges throughout the city of Pune. The research was conducted using a digital medium.

Purpose people:

Total number of subjects / elements / items that the researcher wishes to cover with all the findings of the study; in other words, the number of people intended to aggregate all the findings of the research study. It is made up of a whole group of people or things that the researcher wishes to do with the findings of the study.

Accessible Persons:

This is the total number of participants who meet the specified criteria and are available as study subjects. Number of accessible study people by senior secondary school teachers in Pune who meet the inclusion criteria and are available during the study.



Samples: -

As a unit representing the number of people targeted researchers will work with during their research. A small sample of the accessible population of the study and the data collected to answer the research question. A sample is a segment or subset of people selected to participate in a research study. The survey sample contains teachers between the ages of 25 and 55 who live in certain Pune areas and who attend Pune High School.

Company Procedure: -

The process of selecting human samples is intended to represent the entire population. In this study, a simple and unexpected sampling method is used, which involves selecting easily accessible and accessible people or research materials.

Supplementary Assistance: -

Sample size is the number given to a small set of people selected to participate in the study. The sample size of the current study is set at 100.

Admission Terms:

The following sample selection process was established.

1. Only high school teachers are eligible.
2. Between the ages of 25 and 55.
3. Who is willing to take part in the study?
4. Who can read and understand Marathi and English?
5. Teachers with Gmail accounts to submit their responses to the Likert online rating to assess their level of stress.

Tool repair:

The data collection process refers to the materials used by researchers to look for variables that are important in research. A systematic questionnaire is developed to assess teachers' knowledge of accessible population. It was decided to be the most appropriate tool for testing information.

Tool development:

The following steps have been taken to refine the current research tools:

1. Extensive literature review
2. Consultation guide.
3. Appropriateness of professional content

How to collect data:

Data collection procedure:

Data collection is an accurate and systematic way of collecting information related to a research problem. A systematic questionnaire was used to determine the effects of stress levels among high school teachers. Teachers are provided with a list of questions they have reported themselves.

Data Analysis System:

The research design should also include a description of data analysis methods — either high-resolution or high-quality data analysis techniques — that assist the researcher in collecting relevant data, which can then be analyzed according to the research design process. In addition to the official data analysis system, the researcher may collect non-essential or relevant data that will be difficult to analyze later.

RESULTS AND DISCUSSION;

Analysis and interpretation of the data:

Analysis is a process of organizing and synthesizing data in such a way that research questions can be answered, and hypothesis tested. This chapter deals with the analysis and interpretation of the data collected from 100 samples with the objective of assessing the level of stress among the teachers during online classes in pune city. The collected data was tabulated in master sheet and analyzed by using descriptive and inferential statistics as per the objectives of the study.

Section I: Description of Sociodemographic data of teachers.

Figure No:1

Pie diagram showing percentage wise distribution according to the Age of the respondents

Percentage wise distribution of respondents according to their Age depicts that highest percentage (46%) were in the age group of 31 to 40 years and (24%) of them were in the age group of 41 to 50 years. It can be interpreted that most of the respondents were in the age group of 31 to 40 years.

Figure No: 2

Bar diagram showing percentage wise distribution according to the Gender of the respondents

Percentage wise distribution of respondents according to their Gender depicts that highest percentage (60%) were male and 40% of them were female. It can be interpreted that most of the respondents were male

Figure No: 3

Pie diagram showing percentage wise distribution according to the Marital status

Percentage wise distribution of respondents according to their marital status depicts that highest percentage (85%) of the respondents were married and 15% were unmarried. It can be interpreted that most of the respondents were married.

Figure No: 4

Pie diagram showing percentage wise distribution according to Education of the respondents

Percentage wise distribution of respondents according to their Education depicts that highest percentage (60%) respondents did their education up till post-graduation level and (35%) of the respondents did



their education up till graduation level. It can be interpreted that most of the respondents were post-graduates

Figure No: 5

Pie diagram showing percentage wise distribution according to the duration of experience of the respondents. Percentage wise distribution of respondents according to the duration of experience of the patients depicts that highest percentage (51%) of the respondents have experience of >10 years and 12% of them have experience of 1-12months. Hence it can be interpreted that most of the them have the experience of >10 years.

Figure No: 6

Pie diagram showing percentage wise distribution according to the socio-economic status. Percentage wise distribution of respondents according to the socio-economic status depicts that highest percentage (76%) of the respondents were middle class and 2% of them were in the upper class. Hence it can be interpreted that most of respondents had their income within the middle class category

Figure No: 7

Pie diagram showing percentage wise distribution according to the family type.

Percentage wise distribution of respondents according to the family type depicts that highest percentage (61%) of the respondents were from joint families and 1% of them were from other family type. Hence it can be interpreted that most of the them were from joint families.

Section II: Assessment of level of stress among teachers during online classes

Item analysis of level of stress among teachers during online classes in selected areas of Pune city

1. The present study shows that only 1% of the respondents very often felt the psychological effect of stress during online classes, whereas 10% never felt psychological effect of stress during online classes.
2. The present study shows that 12% of the respondents very often felt irritated due to continuous use of electronic gadgets, whereas 5% never felt irritated due to continuous use of electronic gadgets.
3. The present study shows that 9% of the respondents very often feel physical problems after taking online classes, whereas 19% of the respondents never felt physical problems after taking online classes.
4. The present study shows that 23% of the respondents very often experienced network connectivity problem at their place, whereas 3% of the respondents never experienced network connectivity problem at their place.

5. The present study shows that 18% of the respondents very often find difficulty in scheduling the online classes during pandemic.
6. The present study shows that 20% of the respondents never felt the process of teaching difficult in online classes.
7. The present study shows that 20% of the respondents very often felt that online classes affect their personal relationships, whereas 15% of the respondents never felt that online classes affects their personal relationships.
8. The present study shows that 25% of the respondents very often feel that the process of communication with students gets difficult in an online classes, whereas % of the respondents never feel that the process of communication with students gets difficult in an online classes.
9. The present study shows that 22% of the respondents very often feel that students are unable to understand the concept due to online classes, whereas % of the respondents never feel that students are unable to understand the concept due to online classes.
10. The present study shows that 28% of the respondents very often feel stressed due to students are not responding in online classes, whereas 4% of the respondents never feel stressed due to students are not responding in online classes.
11. The present study shows that 33% of the respondents very often feel online classes could affect the student academic performance; whereas 3% of the respondents never feel online classes could affect the students academic performance.
12. The present study shows that 21 % of the respondents very often find difficulty in coordinating the instructions with students, whereas 3% of the respondents never find difficulty in coordinating the instructions with students.
13. The present study shows that 21% of the respondents very often gets cooperation from colleagues to solve academic problem, whereas 3% of the respondents never gets cooperation from colleagues to solve academic problems.
14. The present study shows that 12% of the respondents very often feel stressed to maintain attendance of online classes whereas, 9% of the respondents never stressed to maintain attendance of online classes.
15. The present study shows that 31% of the respondents very often feel stressful of checking assignments online, whereas. 4% of the respondents never feel stressful of checking assignments online.
16. The present study shows that 22% of the respondents very often find difficulty in maintaining discipline during online classes, 5% whereas of the respondents never find difficulty in maintaining discipline during online classes.
17. The present study shows that 16% of the respondents very often find it difficult to get the syllabus



completed through online classes, whereas 10% of the respondents never find difficult to get the syllabus completed through online classes.

18. The present study shows that 19% of the respondents very often feel stressful of unable to restrict malpractices among students during online classes, whereas 12% of the respondents never feel stressful of unable to restrict malpractices among students during online classes.
19. The present study shows that 15% of the respondents very often feel conduction of exam during online session is more stressful, whereas 15% of the respondents never feel conduction of exam during online session is more stressful.
20. The present study shows that 15% of the respondents very often find difficulty in the student performance during online classes, whereas 10% of the respondents never find difficulty in the student performance during online classes.
21. The present study shows that 15% of the respondents very often get adequate feedback from students during online classes, whereas 10% of the respondents never get adequate feedback from students during online classes.
22. The present study shows that 19% of the respondents very often needs to pay extra for internet recharge for taking online classes, whereas 15% of the respondents never need to pay extra for internet recharge for taking online classes.

Description of scoring system

The tool used to assess the level of stress among Higher Secondary Teachers was a 5 point Likert scale, consisting of 22 items; which has content validated by 15 experts.

The scoring of the tool was as follows:

1. 1-36 :- mild level of stress
2. 37-73:- moderate level of stress
3. 74-110:- severe level of stress.

Figure No: 9

Bar diagram showing percentage wise distribution according to the level of stress among teachers during online classes.

The highest percentage (84%) of them were having moderate stress and 12% of them were having mild level of stress. Hence it can be interpreted that most of the respondents had moderate level of stress.

Section III: Association between study findings with selected demographic variables.

MAJOR FINDINGS OF THE STUDY

The major finding of the study was drawn from analysis done section wise as follows:

SECTION I: Findings related to the description of Sociodemographic data of teachers.

1. Maximum number of respondents belongs to the age group of 31-40 years (46%).
2. Majority of respondents are male (60%).
3. Maximum number of respondents are married (85%).
4. Majority of respondents are postgraduate (60%).
5. Maximum number of respondents have experience of >10 years (51%).
6. Majority of respondents had their income within the middle class category (76%).
7. Maximum number of them were from joint families (61%).

SECTION II: Findings related to the assessment of level of stress among Teachers during online classes.

1. The present study shows that only 1% of the respondents very often felt the psychological effect of stress during online classes, whereas 10% never felt psychological effect of stress during online classes.
2. The present study shows that 12% of the respondents very often felt irritated due to continuous use of electronic gadgets, whereas 5% never felt irritated due to continuous use of electronic gadgets.
3. The present study shows that 9% of the respondents very often feel physical problems after taking online classes, whereas 19% of the respondents never felt physical problems after taking online classes.
4. The present study shows that 23% of the respondents very often experienced network connectivity problem at their place, whereas 3% of the respondents never experienced network connectivity problem at their place.
5. The present study shows that 18% of the respondents very often find difficulty in scheduling the online classes during pandemic.
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- respondents never feel stressed due to students are not responding in online classes.
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 15. The present study shows that 31% of the respondents very often feel stressful of checking assignments online, whereas. 4% of the respondents never feel stressful of checking assignments online.
 16. The present study shows that 22% of the respondents very often find difficulty in maintaining discipline during online classes , 5% whereas of the respondents never find difficulty in maintaining discipline during online classes.
 17. The present study shows that 16% of the respondents very often find it difficult to get the syllabus completed through online classes, whereas 10% of the respondents never find difficult to get the syllabus completed through online classes.
 18. The present study shows that 19% of the respondents very often feel stressful of unable to restrict malpractices among students during online classes, whereas 12% of the respondents never feel stressful of unable to restrict malpractices among students during online classes.
 19. The present study shows that 15 % of the respondents very often feel conduction of exam during online session is more stressful, whereas 15% of the respondents never feel conduction of exam during online session is more stressful.
 20. The present study shows that 15 % of the respondents very often find difficulty in the student performance during online classes, whereas 10% of the respondents never find difficulty in the student performance during online classes.
 21. The present study shows that 15 % of the respondents very often get adequate feedback from students during online classes, whereas 10% of the respondents never get adequate feedback from students during online classes.
 22. The present study shows that 19 % of the respondents very often need to pay extra for internet recharge for taking online classes, whereas 15 % of the respondents never need to pay extra for internet recharge for taking online classes.

Table 1: Demographic details of the samples.

N =100.

SNo	Demographic variables		Samples	
			Frequency	Percentage(%)
1	Age	25-30 years	19	19
		31-40 years	46	46
		41-50 years	24	24
		51-55years	11	11
2	Gender	Male	60	60
		Female	40	40
3	Education	Diploma	5	5
		Graduate	35	35
		Post-graduate	60	60
		PHD & above	0	0
4	Marital status	Married	84	84
		Unmarried	14	14
		Divorce	0	0
		Widow	0	0
5	Duration of experience	1-12months	12	12
		2-5years	18	18
		6-10years	19	19
		>10 years	51	51
6	Socio economic status	Upper class	2	2
		Upper middle class	14	14
		Middle class	76	76



		Lower middle class	8	8
		Lower class	0	0
7	Family type	Nuclear	38	38
		Joint	61	61
		Other	1	1

Table 2: Item analysis

N =100.

S.No	Questions	Never		Almost never		Sometimes		Fairly often		Very often	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
1	Do you ever feel psychological effect of stress during online classes?	10	10	3	3	58	58	27	27	1	1
2	Do you ever feel irritated due to continuous use of electronic gadgets?	5	5	5	5	48	48	30	30	12	12
3	Do you ever feel physical problems after taking online classes?	19	19	7	7	47	47	18	18	9	9
4	Do you face any network connectivity problem at your place?	3	3	3	3	33	33	38	38	23	23
5	Do you find difficulty in scheduling the online classes during pandemic ?	6	6	5	5	48	48	23	23	18	18
6	Does the process of teaching gets difficult in an online classes?	12	12	5	5	34	34	29	29	20	20
7	Does online classes effects your personal relationship?	15	15	9	9	43	43	13	13	20	20
8	Does the process of communication with students gets difficult in online classes?	12	12	11	11	27	27	25	25	25	25
9	Do you feel that students are unable to understand the concept due to online classes?	4	4	4	4	34	34	36	36	22	22
10	Do you ever feel stressed due to students are not responding in online classes?	4	4	1	1	35	35	32	32	28	28
11	Does it concern you that online classes could affect the students academic performance?	3	3	3	3	32	32	29	29	33	33
12	Do you find difficulty in coordinating the instructions with students	3	3	3	3	41	41	32	32	21	21
13	How often do you get co-operation from colleagues to solve academic problems?	3	3	2	2	38	38	36	36	21	21
14	Do you ever feel stressed to maintain attendance of online classes?	9	9	10	10	48	48	21	21	12	12
15	Do you feel stressful of checking assignments online?	4	4	5	5	25	25	35	35	31	31
16	Do you find difficulty in maintaining discipline during online classes?	5	5	5	5	36	36	32	32	22	22
17	Do you find it difficult to get the syllabus completed through online classes?	10	10	6	6	31	31	37	37	16	16
18	Do you feel stressful of unable to restrict malpractices among students during online classes?	12	12	8	8	41	41	20	20	19	19
19	Do you feel conduction of exam during online session is more stressful?	15	15	7	7	34	34	29	29	15	15



S.No	Questions	Never		Almost never		Sometimes		Fairly often		Very often	
		Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
20	Do you find difficulty in the students performance during online classes ?	10	10	10	10	42	42	23	23	15	15
21	Do you get adequate feedback from students during online classes?	10	10	10	10	49	49	16	16	15	15
22	Do you need to pay extra for internet recharge for taking online classes ?	15	15	8	8	35	35	23	23	19	19

Table 3:-Showing frequency and percentage N =100.

SNo	Level of stress among higher secondary teachers	Frequency	Percentage
1	Mild stress level	12	12
2	Moderate stress level	84	84
3	Severe stress level	6	6

Table No: IV: Contingency table to find out the association between level of stress and age N =100.

S.No	AGE	MILD STRESS		MODERATE STRESS		SEVERE STRESS		TOTAL	χ^2
		O	E	O	E	O	E		
1	25-30 YEARS	3	2.09	14	15.96	2	0.95	19	
2	31-40 YEARS	5	5.06	40	38.64	1	2.30	46	
3	41-50 YEARS	3	2.64	19	20.16	2	1.2	24	
4	51-55 YEARS	0	1.21	11	9.24	0	0.55	11	
	TOTAL	11		84		5			5.28771

Table value of $\chi^2 = 24.996$

The above table shows that calculated value of chi square (5.287) is less than table value (24.996) shows there is no association between age and level of stress.

Table 4: Contingency table to find out the association between level of stress and Gender N =100.

SNo	GENDER	MILD STRESS		MODERATE STRESS		SEVERE STRESS		TOTAL	χ^2
		O	E	O	E	O	E		
1	MALE	5	6.6	51	50.4	4	3	60	
2	FEMALE	6	4.4	33	33.6	1	2	40	
	TOTAL	11		84		5			1.821

Table value of $\chi^2 = 11.070$

The above table shows that calculated value of chi square (1.821) is less than table value (11.070) shows there is no association between gender and level of stress.

Table 5: Contingency table to find out the association between level of stress and Marital status N =100.

S.No	EDUCATION	MILD STRESS		MODERATE STRESS		SEVERE STRESS		TOTAL	χ^2
		O	E	O	E	O	E		
1	DIPLOMA	0	0.55	5	4.2	0	0.25	5	
2	GRADUATE	5	4.07	26	31.08	4	1.85	37	
3	POST -GRADUATE	6	6.6	53	50.4	1	3	60	
4	PHD AND ABOVE	0	0	0	0	0	0	0	
	TOTAL	11		84		5			353.016126

Table value of $\chi^2 = 24.996$

The above table shows that calculated value of chi square (353.016) is greater than table value (24.996) shows there is association between education and level of stress

Table 6: Contingency table to find out the association between level of stress and Education N =100.

S.No	MARITAL STATUS	MILD STRESS		MODERATE STRESS		SEVERE STRESS		TOTAL	χ^2
		O	E	O	E	O	E		



1	MARRIED	8	9.24	72	70.56	4	4.2	84	
2	UNMARRIED	3	1.76	12	13.44	1	0.8	16	
3	DIVORCED	0	0	0	0	0	0	0	
4	WIDOW	0	0	0	0	0	0	0	
	TOTAL	11		84		5			1.277728

Table value of $\chi^2 = 24.996$

The above table shows that calculated value of chi square (1.277) is less than table value (24.996) shows there no association between marital status and level of stress.

Table 7: Contingency table to find out the association between level of stress and duration of experience N=100

S.No	DURATION OF EXPERIENCE	MILD STRESS		MODERATE STRESS		SEVERE STRESS		TOTAL	χ^2
		O	E	O	E	O	E		
1	1-12 MONTHS	0	1.32	11	9.96	1	0.6	12	
2	2-5 YEARS	4	1.87	12	14.11	1	0.85	17	
3	6-10 YEARS	2	2.09	17	15.77	0	0.95	19	
4	≥10 YEARS	5	5.61	43	42.33	3	2.55	51	
	TOTAL	11		83		5			5.692411

Table value of $\chi^2 = 24.996$

The above table shows that calculated value of chi square (5.69) is less than table value (24.996) shows there is no association between level of stress and duration of experience.

Table 8: Contingency table to find out the association between level of stress and socio-economic status N=100

S.No	SOCIO-ECONOMIC STATUS	MILD STRESS		MODERATE STRESS		SEVERE STRESS		TOTAL	χ^2
		O	E	O	E	O	E		
1	UPPER CLASS	0	0.22	2	1.68	0	0.1	2	
2	UPPER MIDDLE CLASS	0	1.54	13	11.76	1	0.7	14	
3	MIDDLE CLASS	11	8.25	61	63	3	3.75	75	
4	LOWER MIDDLE CLASS	0	0.88	7	6.72	1	0.4	8	
5	LOWER CLASS	0	0.11	1	0.84	0	0.5	1	
	TOTAL	11		84		5			22.14012

Table value of $\chi^2 = 31.410$

The above table shows that calculated value of chi square (22.140) is less than table value (31.410) shows there no association between level of stress and socio-economic status

Table 9: Contingency table to find out the association between level of stress and socio-economic status N=100

S.No	SOCIO-ECONOMIC STATUS	MILD STRESS		MODERATE STRESS		SEVERE STRESS		TOTAL	χ^2
		O	E	O	E	O	E		
1	UPPER CLASS	0	0.22	2	1.68	0	0.1	2	
2	UPPER MIDDLE CLASS	0	1.54	13	11.76	1	0.7	14	
3	MIDDLE CLASS	11	8.25	61	63	3	3.75	75	
4	LOWER MIDDLE CLASS	0	0.88	7	6.72	1	0.4	8	
5	LOWER CLASS	0	0.11	1	0.84	0	0.5	1	
	TOTAL	11		84		5			22.14012

Table value of $\chi^2 = 31.410$

The above table shows that calculated value of chi square (22.140) is less than table value (31.410) shows there no association between level of stress and socio-economic status



Table 10: Contingency table to find out the association between level of stress and family type N=100

SN	FAMILY TYPE	MILD STRESS		MODERATE STRESS		SEVERE STRESS		TOTAL	χ^2 Y
		O	E	O	E	O	E		
1	Nuclear	4	4.18	33	31.92	1	1.9	38	
2	Joint	7	6.71	50	51.24	4	3.05	61	
3	Others	0	0.11	1	0.84	0	0.5	1	
	TOTAL	11		84		5			1.449 5

Table value of $\chi^2 = 18.307$

The above table shows that calculated value of chi square (1.4495) is less than table value (18.307) shows there no association between family type and level of stress.

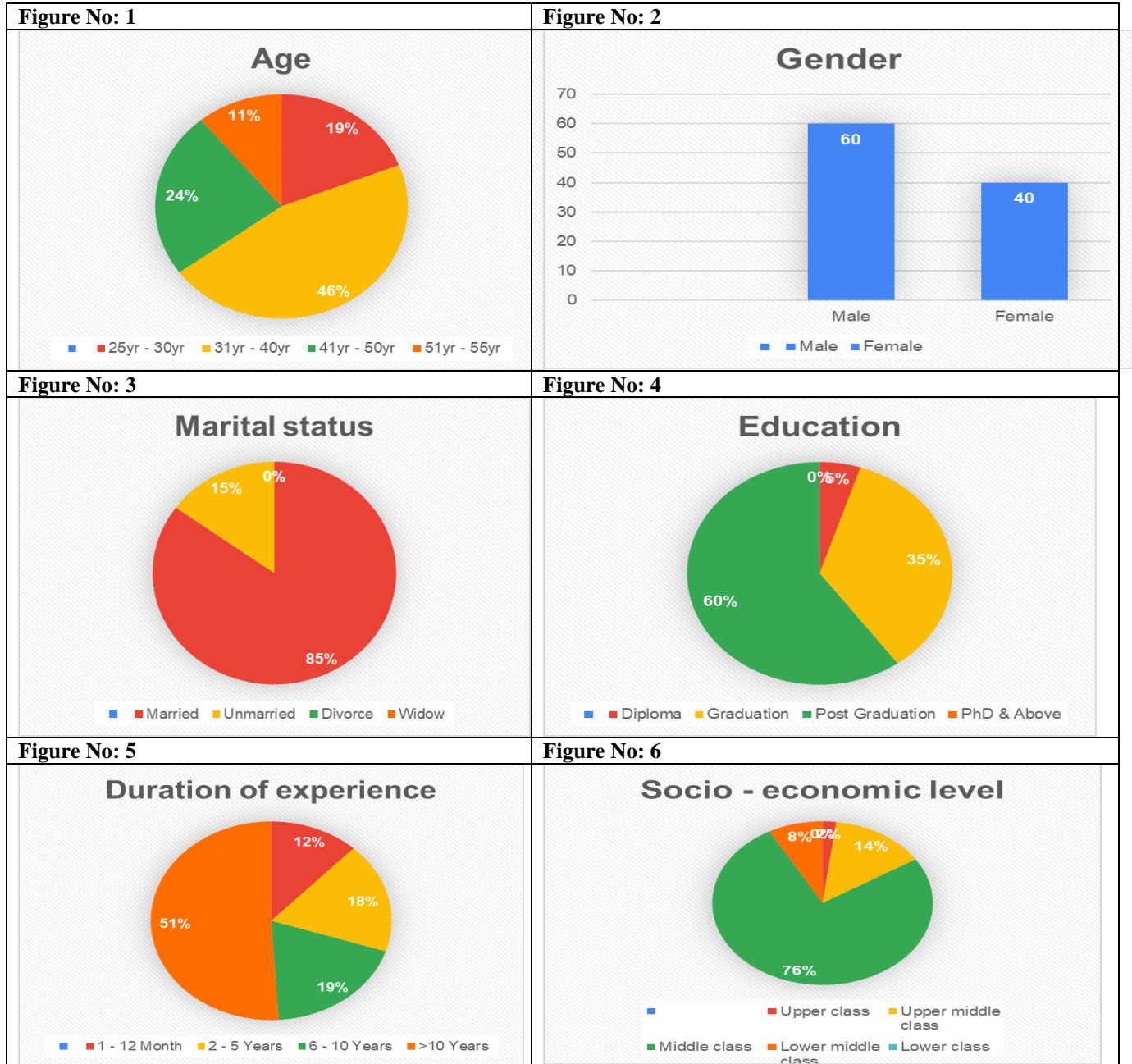


Figure No: 7

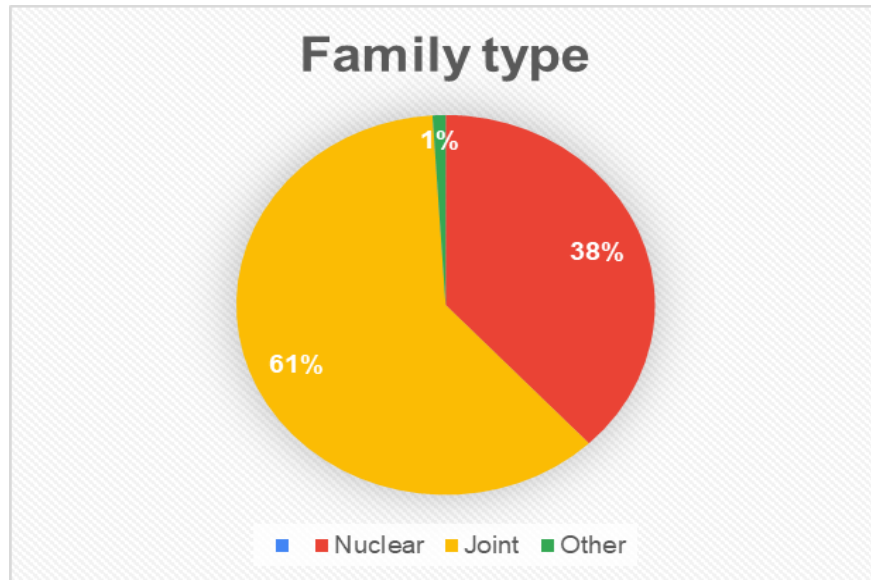
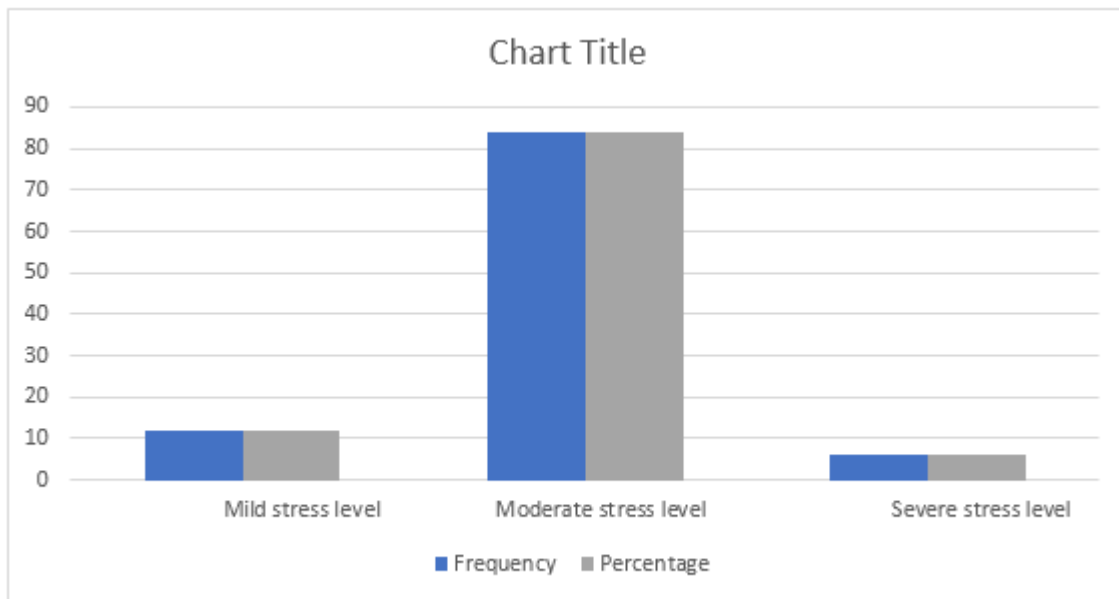


Figure No: 8



CONCLUSION:

The findings included the following percentage of level of stress among higher secondary teachers.

1. All higher secondary teachers showed presence of some level of stress.
2. Majority (84%) of the sample who participated in the study had moderate level of stress and the 12% of them were having mild stress and 6% of them were having severe stress.
3. No samples were found without stress.

SCOPE OF STUDY

1. The study will reveal the presence /absence of stress among higher secondary teachers.
2. This study will correlate the findings with selected demographic variables. The findings will help the respective institutions to develop strategies to minimize level of stress among higher secondary teachers



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