

“A Study to Assess the Occupational Stress and Coping Strategies Among the Private School Teachers at Bagalkot District.”

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ABSTRACT

BACKGROUND: Stress is the body's natural physical and psychological response to any demand or challenge. It is a normal part of life and can be triggered by everyday responsibilities, major life changes, or unexpected events. Teaching is widely regarded as one of the most demanding and emotionally challenging professions. Private school teachers, in particular, often experience high levels of occupational stress due to increased workload, administrative expectations, student behavior issues, and pressure to achieve academic excellence. Coping strategies play a crucial role in how teachers manage these stressors. Effective coping can help reduce negative outcomes such as burnout, absenteeism, and reduced productivity, while promoting resilience, emotional stability, and professional growth

METHODOLOGY: The present study is a descriptive study design. stratified proportionate random sampling technique was adopted to select samples in the present study. The sample comprises of 100 teachers were selected in private school at Bagalkot district. Written consent was taken from participants for the study. Socio demographic variables, Occupational stress scale were used as tool for data collection. The data was analysed by using descriptive and inferential statistical in terms of mean, frequency, distribution , percentage, and chi square.

RESULT: The Percentage wise distribution of stress had teachers were selected in private school at Bagalkot district. scores reveals that out of 100 teachers have moderate stress(45%) found with high (33%) and in the present study sample shows only (22%) of teachers has low stress . The overall knowledge Mean score was 62.95 with SD 15.63238.

The Percentage wise distribution of coping strategies of teachers were selected in private school at Bagalkot district. scores reveals that out of 100 teachers have Avoidant (41%) found with Emotional (35%) and in the present study

sample shows only (24%) of Problem focused coping. The overall knowledge Mean score was 69.79 with SD 10.5527008.

CONCLUSION: This study reveals that the most of the teachers have moderate stress (45%). and Avoidant coping style (41%), Hence, more research studies are need to be conduct with similar topic, there was a lack of stress and coping strategies. regarding private school teachers.

KEY WORDS: private school teachers,occupational stress,coping strategies assessment and socio demographic variables.

INTRODUCTION

Stress is a natural human response to any demand or challenge that disrupts a person's physical or mental equilibrium. It is the body's way of preparing to face a threat or pressure, often known as the "fight-or-flight" response." While a certain amount of stress can be helpful—by motivating us to perform better or respond quickly—excessive or prolonged stress can have negative effects on health and well-being. Occupational stress, also known as work-related stress, is the physical, emotional, and psychological strain experienced by individuals due to work demandCauses: Work overload,. Lack of control Poor work-life balance, Workplace environment. has become a growing concern in the education sector, particularly among private school teachers. As educators, they are expected to meet high academic standards, manage diverse student needs, and maintain positive relationships with parents and school administrators. In private schools, these pressures are often intensified by additional demands such as stricter performance evaluations, job insecurity, heavier workloads, and comparatively lower salaries. Coping strategies play a crucial role in helping private school teachers manage the various challenges and pressures associated with their profession. Private school teachers often face demanding workloads, high expectations from school management and parents, frequent assessments, and limited job security

NEED FOR THE STUDY

.A cross-sectional study was conducted among 100 private school teachers in Chengalpattu District, Tamil Nadu from June to August 2024.The current study included 300 teachers from private schools. Majority of teachers (n=152, 50.7%) were over the age of forty. Of the participants, 232 (77.3%) were female, and 122 (40.7%) reported having trouble sleeping. Comorbidities were present in nearly 79.7% (239/300) of teachers. In this study, during the last month preceding the survey, 85% (255/300) of the teachers reported feeling anxious and stressed ("fairly" or "very often") and 72% (217/300) felt they were not able to control significant things in their lives. According to the PSS-10, the majority of individuals (n=223, 74.3%) experienced high levels of stress, followed by low stress (n=45, 15%) and moderate stress (n=32, 10.7%). The mean PSS score in this study was 26.50±9.92. Inferential statistics revealed that teachers who were aged more than 40, those with a monthly salary of less than or equal to Rs.40000, smokers, married, teachers with an average of more than 40 students per class, teaching experience of more than 20 years, those who had disturbed sleep, and those with comorbidities experienced high stress according to the PSS-10. Gender, alcohol consumption habits, the duration of schoolwork accomplished at home per day, and workplace/home conflict all had no significant association with perceived stress

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REVIEW OF LITERATURE

A quantitative cross-sectional study aimed to assess the prevalence of occupational stress, stressors, and coping strategies of female private school teachers (n=1,386)working in Hyderabad city. Data was analysed using SPSS version 22.0, descriptive analysis was calculated and p-value <0.05 was considered as significant. The results revealed that majority of teachers were experiencing higher level of occupational stress. The stressors of teachers were sorted as

work-related distress, professional growth, managing their work within given time, inadequate salary, emotional and fatigue manifestations were more obvious for teachers. Teachers were found to use dysfunctional and emotional coping strategies most often. The study concluded that overall working conditions of private school teachers were observed challenging. There is immense need to promote healthy working environment for better performance of teachers and ultimately resulting in succeeding and advancing educational organization.

_Briner R, Dewberry C. Staff Well-Being is Key to School Success: A Research Study into the Links between Staff Wellbeing and School Perf

METHODOLOGY

Research approach: A non experimental approach

Research design: Descriptive study design

Duration of study: 1 year

Research variable: The study variables for the present study are Assessment of occupational stress and coping strategies among the private school teachers.

Socio-demographic variables: In this study demographic variables refers to Age, Gender, marital status ,number of childrens,Type of family,Education,Family income,Place of residence,Religion,Experience,and Disability.

Target population: Target population of the present study consists of all the private school teachers at bagalkot district, Karnataka.

Sample: Sample consist subjects of units that comprise the population for the present study, Sample consist of private school teachers with age group between 25- 50 years of age who are working in private school Bagalkot.

Sample size: Total Sample size for the present study was 100, which comprises teachers in the age group of 25- 50 years of age who are working in private school Bagalkot.

Sampling technique: stratified proportionate random sampling technique was adopted to select the sample for the present study.

Inclusive criteria;

The study includes private school teachers who are;

- Able to communicate and understand Kannada and English language.
- Available at the time of data collection.
- Willing to participate in the study
- In between the age group of 25-50 years.

Exclusive Criteria;

The study excludes the teachers, who are;

- Able to co-operate throughout the study.
- Age group below 25years.
- Who are sick during the period of study.

DELIMITATIONS:

The study is delimited to:

- The study is delimited to the sample 100 private school teachers at Bagalkot district.
- Assessment of occupational stress and coping strategies among private school teachers.
- Private school teachers aged between 25- 50 years of age .

ETHICAL CONSIDERATION:

- ✓ Permission was taken from the Principal of Shri B.V.V.S Sharadambe Institute of Nursing science's Vidyagiri Bagalkot.
- ✓ Permission was obtained from Principal of private school at bagalkot district.
- ✓ Informed consent was taken from the subjects.

Method of data collection: In the present study, the data was collected by the self structured knowledge questionnaire.

RESULTS:**PART II: Assessment of levels of occupational stress among the teachers****Section A: Assessment of levels of occupational stress among the teachers**

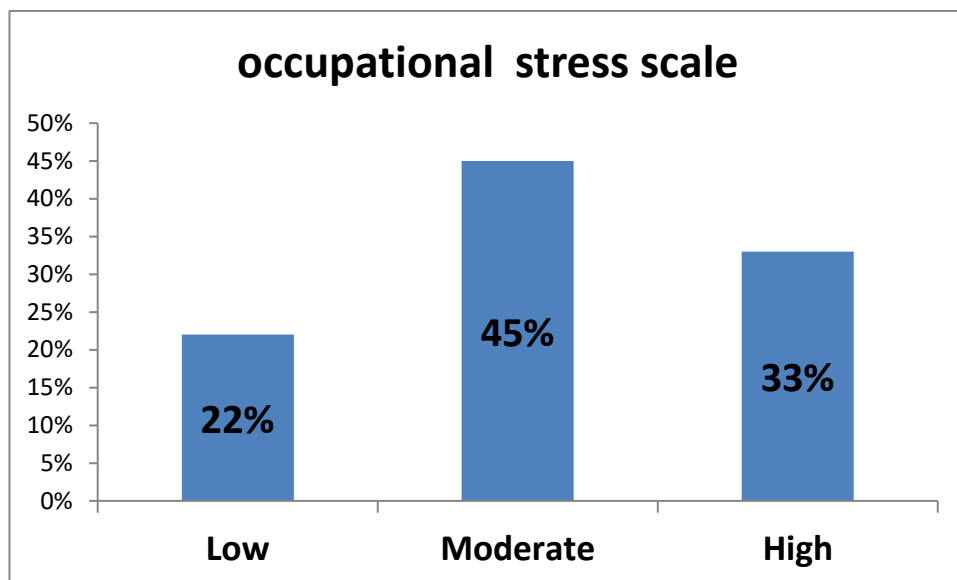
Categorization of the adolescents on the basis of the level of educational stress was done as follows: scores 20-46 low occupational stress, scores 47-73 Moderate occupational stress, scores 74-100 High occupational stress.

Table-5.11 Levels of occupational stress among teachers

N=100

Section 2: Occupational Stress Scale

Sl NO	description	Scores	frequency	Percentage
1	Low	20-46	22	22%
2	Moderate	47-73	45	45%
3	High	74-100	33	33%



Assessment of levels of occupational stress among teachers reveals that, the majority of teachers (45%) had moderate occupational stress, and remaining 33% of them had high occupational stress, and 22% teachers had low occupational stress.(Table-5.11)

Section-B: Assessment of levels of stress among teachers.

Categorization of the teachers on the basis of the level of stress was done as follows: scores 22-46 Low, scores 47-73 moderate, scores 74-100 high scores .

Table-5.12 Levels of stress among teachers

N=100

Assessment of levels of stress among teachers reveals that, majority of teachers (22%) had low stress, 45% of the teachers had moderate stress, 33% of them had high stress. (Table-5.11)

Section 2: levels of stress among the teachers.

Sl NO	description	Scores	frequency	Percentage
1	Low	20-46	22	22%
2	Moderate	47-73	45	45%
3	High	74-100	33	33%

Assessment of levels of stress among teachers reveals that, majority of teachers (22%) had low stress, 45% of the teachers had moderate stress, 33% of them had high stress. (Table-5.11)

Section-C: Mean, SD and mean percentage of occupational stress among teachers.

Table-5.11: Area wise mean ,SD and mean percentage of occupational stress score.

Mean, SD, Range

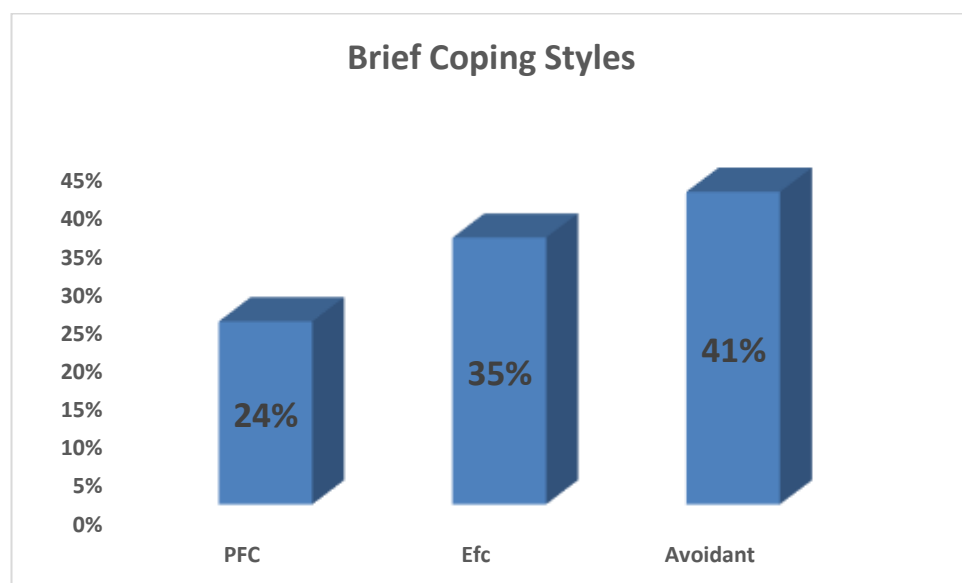
Variable	Mean	SD	Range
Occupational Stress Scale	62.95	15.63238	36-97

The mean, SD and mean percentage of occupational stress score of teachers reveal that, the total mean percentage of occupational stress score of teachers was 62.95% with mean and SD 15.63238, and range 36-97. (Table-5.11).

PART III: Assessment of levels of coping strategies scale

Section 3: Brief Coping Scale

Sl No	Coping styles	Frequency	Percentage
1	PFC	24	24%
2	EFC	35	35%
3	Avoidant	41	41%



Assessment of levels of coping strategies among teachers reveals that, the majority of teachers (41%) had avoidant focused coping, and remaining 35% of them had emotional focused coping, and 24% teachers had problem focused coping.(Table-5.12)

Section-B: Assessment of levels of coping strategies among teachers.

Categorization of the teachers on the basis of the level of coping strategies was done as follows: . **Section 3: Brief Coping Scale**

Mean, SD, Range

Description	Mean	SD	Range
Brief COPE	69.79	10.5527008	47-94

The mean, SD and mean percentage of occupational stress score of teachers reveal that, the total mean percentage of coping strategies styles score of teachers was 69.75% with mean and SD 10.5527008, and range 47-94. (Table-5.12).

PART IV: Association between Occupational stress and coping styles

	Variables	Df	Chi Square value	P value	Interpretation
1	Occupational Stress X Brief COPE	4	9.82	0.043	Significant Association

PART V: Association between the occupational stress of teachers with their selected socio demographic variables.

Section -A: Association between the occupational stress of teachers with their selected socio demographic variables.

To find out the Association between the occupational stress of teachers with their selected socio demographic variables a research hypothesis was formulated.

H 1: There will be a significant Association between the occupational stress of teachers with their selected socio demographic variables.

The hypothesis was tested using Chi- square test

TABLE :5.13

PART V: Association Between Stress and demographic variable

Sl.NO	Socio demographic variables	Df	Chi Square value	P value	Interpretation
1	Age	4	3.76	0.43	Not Significant
2	Gender	2	8.82	0.14	Not Significant
3	Marital status	1	367	0.064	Not Significant
4	No.of children	4	13.29	0.009	Significant
5	Type of family	2	4.59	0.1	Not Significant
6	Education	4	6.44	0.168	Not Significant
7	Family income	6	3.39	0.758	Not Significant
8	Place of residence	2	6.96	0.03	*Significant
9	Religion	2	0.09	0.956	Not Significant
10	How many total years have you worked as a teacher	6	4.79	0.571	Not Significant
11	Do you identify as a person with a disability	2	4.65	0.097	Not Significant

Df=degrees of freedom

NS=not significant

N=significant (p=0.05)

The findings regarding association of the occupational stress of teachers with their selected socio-demographic variables shows that, significant association was found between the occupational stress and place of residence of teachers ($\chi^2=6.96$ p=0.03 .Table-5.13) ($P < 0.05$)

Thus **H1** stated is accepted for socio demographic variables place of residence of teachers, year of study and family monthly income and rejected for other variable

TABLE :5.14
PART VI: Association between demographic variables and Coping strategies

Sl.NO	Socio demographic variables	Df	Chi Square value	P value	Interpretation
1	Age	4	4.53	0.339	Non Significant
2	Gender	2	1.72	0.423	Non Significant
3	Marital status	2	0.79	0.673	Non Significant
4	No.of children	4	2.29	0.682	Non Significant
5	Type of family	2	1.07	0.585	Non Significant
6	Education	4	1.82	0.768	Non Significant
7	Family income	4	5.57	0.233	Non Significant
8	Place of residence	2	0.67	0.715	Non Significant
9	Religion	2	1.52	0.467	Non Significant
10	How many total years have you worked as a teacher (EXPERIENCE)	4	10.88	0.027	*Significant
11	Do you identify as a person with a disability	2	1.67	0.433	Non Significant

Df=degrees of freedom

Ns=Not significant

* S=Significant (P= 0.027)

The findings regarding association of the occupational stress of teachers with their selected socio-demographic variables shows that, significant association was found between the occupational stress and experience of teachers ($\chi^2= 10.88$; $P < 0.027$),year of study .(Table-5.14) ($p > 0.05$)

Thus **H2** stated is accepted for socio demographic variables experience of teachers, year of study and family monthly income and rejected for other variables.

DISCUSSION

The findings of the present study are discussed in light of previous scientific studies in this chapter and discussion regarding findings of the study is presented in accordance with the objectives of the study and hypothesis. The current study aims at evaluating the occupational stress and coping strategies among private school teachers at bagalkot district.

Findings of the present study shows that level of occupational stress scores reveals that out of 100 teachers moderate percentage (45%), and high (33%), and 22% are low occupational stress.

The present study results are support with Stress that arises at the time of working and work related to teaching is simply called occupational stress. Teaching is considered as a most stressful occupation. a study aims to assess the level of occupational stress and its coping strategies among school teachers of Pokhara Lekhnath Metropolita. Cross-sectional study design was used to assess stress level and its coping strategies from June to December 2019. Multi-stage random sampling technique was used including both types of Public and Private schools and only one-third wards were taken out of 33 wards. From each school, □□y percent teachers were taken randomly from the total number. 'Teacher Occupational Stress scale' and 'Modified brief cope inventory' was freely available standard tool used for this survey. Self-administered questionnaire was used to collect data. Crude odds ratio was calculated to assess the coping strategies with stress level. In this study, majority of respondents have experienced less stress which is 90.8% followed by moderate stress 7.6% and more stress 1.6%. most common sources of stress were inadequate resources, poor job promotion, pupil misbehaviors, inadequate salary and more numbers of students in the classroom. frequently used coping strategies were using alcohol or other drugs (UOR:5.68, CI: 2.30-14.02), taking action to make situation better (UOR: 3.24, CI:1.48-7.07), think hard about what steps to take (UOR: 0.16, CI: 0.06-0.44), trying to get advice/ help from others (UOR: 0.27, CI: 0.08-0.67), accepting the reality of the situation (UOR:0.39, CI: 0.16-0.95). Conclusion: study concludes that majority of teachers felt less stress and only study concludes that majority of teachers felt less stress and only marital status was found to be statistically significant ($p < 0.034$) with stress level.

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Asmita Poudel, Shreejana Wagle

The National Institute for Occupational Safety and Health (NIOSH)- Job Stress June 6, 2014.

Aftab M, Khatoon T. Demographic differences and occupational stress of secondary school teachers. European Scientific Journal, ESJ. 2012;8(5).

A Comparative Study to Determine the Occupational Stress Level and Professional Burnout in Special School Teachers Working in Private and Government Schools Background and Objectively work environment is required to provide high quality teaching. Few studies regarding occupational stress and burnout in Indian schools have been conducted. The study aims to determine and compare the occupational stress level and professional burnout in teachers working in private and government schools. 120 private school teachers and 120 government school teachers recruited for this study. Chi square test, Student independent t test and ANOVA used for data analysis have been used. Stress level and burnout level are varies significantly between male and female Indian school. (Chi square value 26.27 and p Value 0.001 in male and chi square value 38.06 and p value 0.001 in female). Government schools (Least Likely 5 ± 0.0 , More Likely 10.82 ± 1.99 , Most Prone Stress 16.15 ± 1.84 have significant difference among them) have higher stress level than Private schools (Least Likely 4.00 ± 1.41 , More Likely 9.86 ± 2.29 , Most Prone Stress 15.66 ± 1.34 have significant difference among them). Governmental schools having more stress (14.33 ± 3.24) compare to Private schools (13.34 ± 3.51), ($t = 2.26$, $p = 0.023$). Similarly the burnout also having the more in government schools (59.43 ± 11.78)

compare to private schools (48.61 ± 11.94), ($t=7.07$, $p=0.001$). The government teachers have more occupational stress compared to the private school teachers in India. Leaders and decision makers required to make early identification and counseling about different factors that influence stress level in private and Government school teachers.

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LIMITATIONS: The study limited to the sample of 100 Teachers were working in private school at bagalkot district. were assess the occupational stress and coping strategies among private school teachers between 25-50 age of years.

CONCLUSION: The main focus of this study was to assess the occupational stress and coping strategies among the private school teachers at bagalkot district, The data was collected from 100 Teachers. The study proved that to assess the occupational stress and coping strategies among the private school teachers.

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