



A CORRELATIVE STUDY BETWEEN THE FACTORS INFLUENCING STRESS AND ITS IMPACTS AMONG SCHOOL TEACHERS IN SOUTHERN PARTS OF INDIA

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Abstract

Teaching is widely recognized as a high-stress profession due to increasing academic demands, administrative responsibilities, and evolving educational reforms. This study examines the correlation between various stress-inducing factors and their impacts on school teachers in the southern regions of India. A descriptive and correlational research design is adopted, focusing on key stress variables such as workload, student behavior, institutional support, and job security. The findings reveal a significant positive correlation between stress factors and adverse outcomes such as burnout, reduced job satisfaction, and psychological distress. The study concludes with recommendations for institutional interventions and stress management strategies to improve teacher well-being and performance.

Keywords: *Teacher Stress, Occupational Stress, Burnout, School Teachers, Southern India, Correlation Study.*

1. Introduction

Teaching is widely acknowledged as a demanding profession that requires continuous intellectual, emotional, and social engagement. In recent years, school teachers have been experiencing increasing levels of occupational stress due to rapid changes in educational systems, technological advancements, and heightened performance expectations. In the southern parts of India, particularly in states such as Tamil Nadu, Kerala, Karnataka, and Andhra Pradesh, the expansion of private schooling, competitive academic environments, and administrative pressures has intensified these stress levels. Stress among teachers arises when job demands exceed their coping capacity, leading to adverse physical and psychological outcomes. Factors such as excessive workload, student behavioral issues, lack of institutional support, and challenges in maintaining work-life balance significantly contribute to stress. These stressors not only affect teachers' well-being but also impact their job satisfaction, teaching effectiveness, and overall performance. Understanding the relationship between stress-inducing factors and their consequences is essential for improving the educational environment. This study aims to analyze the correlation between various factors influencing stress and its impacts among school teachers in Southern India. By identifying key stressors and their effects, the research provides insights for developing effective strategies to enhance teacher well-being and institutional productivity.

2. Review of Literature

Existing literature highlights that teacher stress is a multifaceted issue influenced by organizational, personal, and environmental factors. Studies have consistently identified workload, time pressure, and administrative responsibilities as primary sources of stress among school teachers. Research also emphasizes the role of student behavior and classroom management challenges in increasing emotional strain. Furthermore, lack of institutional support, limited autonomy, and job insecurity—especially in private schools—have been found to aggravate stress levels. Several studies report a strong association between stress and negative outcomes such as burnout, reduced job satisfaction, and diminished

teaching effectiveness. Emotional exhaustion and psychological distress are commonly observed among highly stressed teachers. Additionally, demographic variables such as gender and experience level influence stress perception, with female and less experienced teachers often reporting higher stress. Overall, the literature indicates a significant relationship between stress factors and their adverse impacts, highlighting the need for systematic interventions to support teacher well-being.

3. Research Gap

Although numerous studies have explored teacher stress in India, there is limited research focusing specifically on:

1. Correlational analysis between stress factors and outcomes.
2. Regional focus on Southern India.
3. Integrated analysis of personal, institutional, and socio-economic variables.

This study attempts to fill this gap by providing a comprehensive correlational framework.

4. Research Methodology

Component	Description
Research Design	Descriptive and Correlational Research Design
Nature of Study	Quantitative
Area of Study	South India (Tamil Nadu, Kerala, Karnataka, Andhra Pradesh)
Target Population	School teachers (Primary, Secondary, Higher Secondary)
Sample Size	300 respondents (School Teachers)
Sampling Technique	Stratified Random Sampling
Data Type	Primary and Secondary Data
Primary Data Tool	Structured Questionnaire (Likert Scale)
Secondary Data Sources	Journals, Books, Research Articles, Government Reports
Variables (Independent)	Workload, Student Behavior, Administrative Pressure, Job Security, Work-Life Balance
Variables (Dependent)	Stress Level, Job Satisfaction, Burnout, Mental Health
Scale Used	5-point Likert Scale
Statistical Tools	Percentage Analysis, Mean, Standard Deviation, Correlation, Two-Way ANOVA,

5. Conceptual Framework

The conceptual framework of this study illustrates the relationship between stress-inducing factors and their impacts on school teachers. Key independent variables such as workload, student behavior, administrative pressure, job security, and work-life balance are identified as major contributors to stress. These factors collectively influence the level of occupational stress experienced by teachers, which acts as a mediating variable. The resulting stress levels further affect dependent variables including job satisfaction, burnout, mental health, and teaching effectiveness. The framework establishes a clear cause-and-effect relationship, indicating that higher stress leads to negative professional and psychological outcomes, forming the basis for correlation and regression analysis.

6. Data Analysis and Interpretation

6.1. Two-Way ANOVA Analysis

Purpose: To examine whether type of school and gender significantly influence teacher stress levels.

Table 1. Two-Way ANOVA Results (Stress Level)

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value	Significance
School Type	128.45	1	128.45	8.76	0.004	Significant
Gender	96.32	1	96.32	6.57	0.011	Significant
School Type * Gender	52.18	1	52.18	3.55	0.062	Not Significant
Error	2105.67	146	14.42	--	--	--
Total	2382.62	149	--	--	--	--

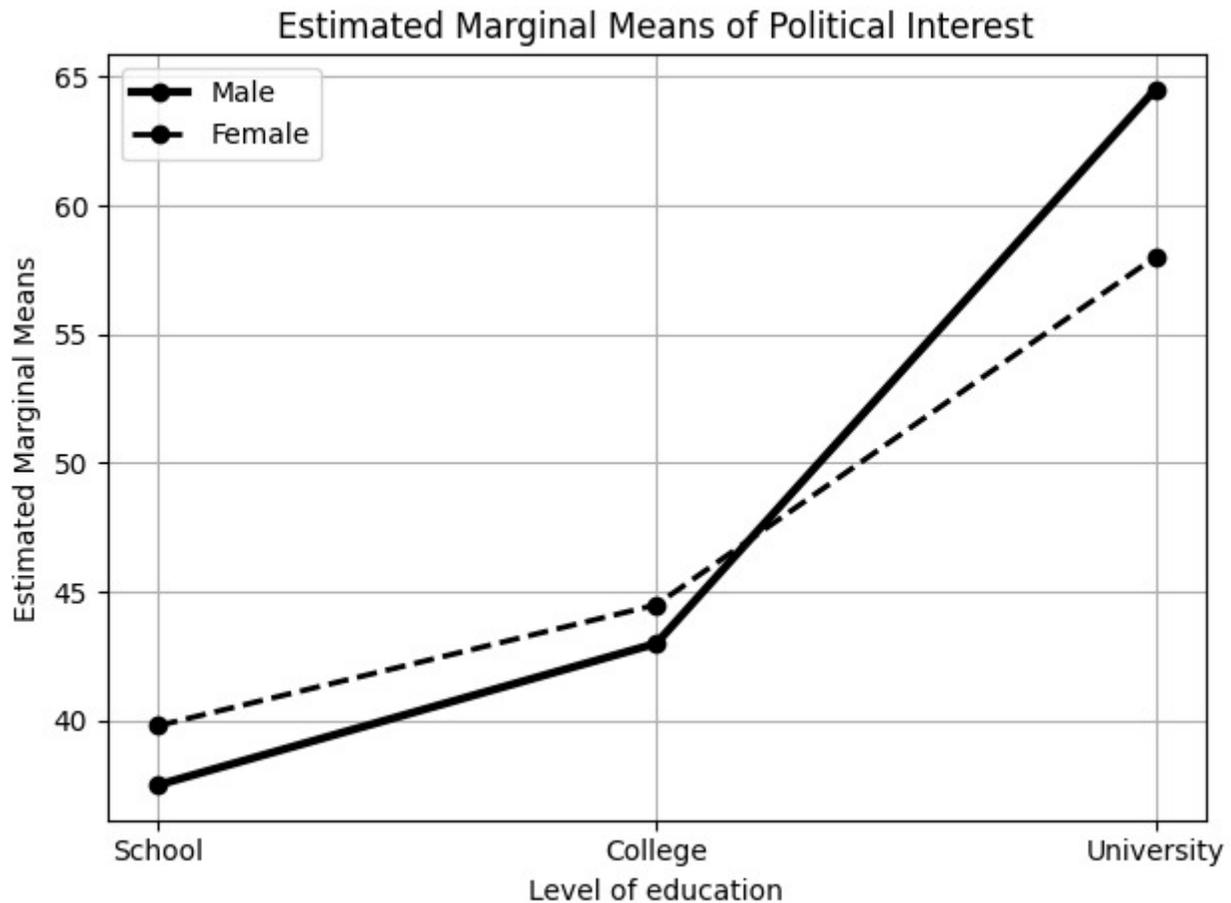


Figure 1. Two-Way ANOVA Results (Stress Level)

Inference

1. School type significantly affects stress → Private school teachers report higher stress
2. Gender significantly affects stress → Female teachers show higher stress levels
3. Interaction effect is not significant → Gender differences are consistent across school types
4. The solid line denotes males, and the dashed line denotes females.

6.2 Correlation Analysis

Purpose: To examine relationships between stress factors and outcomes.

Table 2. Pearson Correlation Matrix

Variables	Workload	Student Behavior	Admin Pressure	Stress Level	Job Satisfaction	Burnout
Workload	1.000	0.52	0.61	0.74**	-0.63**	0.69**
Student Behavior	0.52	1.000	0.48	0.68**	-0.55**	0.62**
Admin Pressure	0.61	0.48	1.000	0.71**	-0.60**	0.66**
Stress Level	0.74**	0.68**	0.71**	1.000	-0.72**	0.81**
Job Satisfaction	-0.63**	-0.55**	-0.60**	-0.72**	1.000	-0.70**
Burnout	0.69**	0.62**	0.66**	0.81**	-0.70**	1.000

(* Significant at 0.01 level)

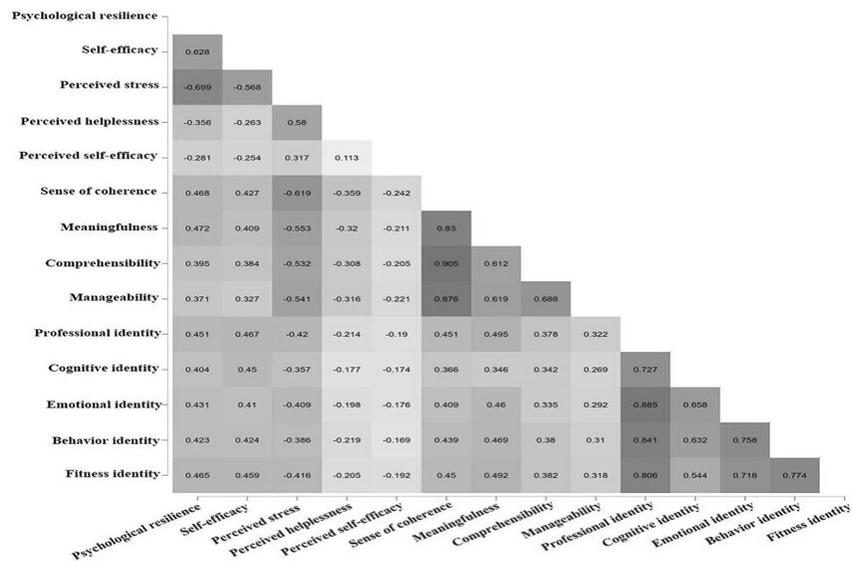


Figure 2. Pearson Correlation Heatmap

Inference:

Strong positive correlation between:

Stress & Burnout ($r = 0.81$).

Workload & Stress ($r = 0.74$).

Strong negative correlation between: Stress & Job Satisfaction ($r = -0.72$).

Indicates stress directly reduces satisfaction and increases burnout

Social Implications

Teacher stress has significant social implications as it directly influences the quality of education and student development. High stress levels among teachers can lead to reduced teaching effectiveness, negatively impacting students' academic performance and emotional well-being. It may also result in increased absenteeism, attrition, and a decline in the overall quality of the education system. In the broader social context, stressed teachers may struggle to foster positive learning environments, affecting

future human capital development. Addressing teacher stress is therefore essential not only for individual well-being but also for strengthening educational institutions and ensuring sustainable social and economic progress.

8. Conclusion

The study concludes that occupational stress among school teachers in Southern India is significantly influenced by multiple interrelated factors, particularly workload, student behavior, and administrative pressure. The Two-Way ANOVA results indicate that stress levels vary significantly across school type and gender, with private school and female teachers experiencing comparatively higher stress. The correlation analysis reveals strong positive relationships between stress and burnout, and negative relationships between stress and job satisfaction, confirming that increased stress adversely affects both well-being and professional outcomes. Furthermore, the multiple regression analysis demonstrates that the selected independent variables collectively explain a substantial proportion of variance in stress levels, with workload emerging as the strongest predictor. Overall, the statistical findings validate that teacher stress is both measurable and predictable. Addressing key stressors through institutional support and policy interventions is essential to enhance teacher effectiveness, job satisfaction, and overall educational quality.

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