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A Study on Stress among Teachers During the Pandemic

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Abstract

Based on a thorough analysis of previous research, this study explores high school teachers' stress during the COVID-19 epidemic. The study additionally addresses various problems teachers face, such as increased workloads, technical obstacles, and emotional stresses, by combining ideas from a wide range of literature. The study examines coping techniques found in the literature while assessing their possible significance in the context of high school education during the pandemic, using a technique based on the analysis of earlier research. In order to provide educators, administrators, and policymakers with helpful information, the discussion section critically evaluates the group's results. The study emphasizes the significance of comprehensive support systems inside educational institutions by recognizing the relationship between teacher stress and student well-being. As a result of its previous completion, the research, which informs targeted interventions and creates adaptable educational settings amid the pandemic, adds significantly to the more extensive discussion about teachers' mental health.

Keywords

Stress, high school teachers, the COVID-19 pandemic, coping strategies, mental health, remote learning, teacher well-being, and educational challenges.

Introduction

COVID-19 has caused extraordinary challenges for different professionals. Some of these professionals who have been affected by the pandemic are high school teachers. Thus, in this investigation on the stress faced by high school teachers during the pandemic, new research and current literature will be used to analyze the pressures high school teachers encounter. This study aims to provide a thorough knowledge of the many pressures high school teachers face in the specific setting of the COVID-19 epidemic by looking at all aspects of stress in the teaching profession. A thorough investigation of individual experiences is necessary as teachers struggle with changing instructional approaches, the structure of distant learning, and increased emotional expectations. In addition to educating on the difficulties encountered, this study aims to expand the debate about the well-being of teachers in times of crisis by offering helpful perspectives to educators, administrators, and legislators working to strengthen and support high school teachers' resilience in these unique circumstances.

Literature Review

The study on teacher stress during the COVID-19 epidemic offers an advanced point of view on the difficulties that educators, especially those working in secondary schools, face. Oducado et al.'s (2021) investigation of professional instructors' subjective stress levels revealed teachers' particular challenges in adjusting to the new educational environment. The research emphasized the wide variety of stresses that teachers encounter, including but not limited to workload, technical challenges, and the psychological consequences of managing unpredictable factors resulting from the epidemic (Oducado et al., 2021). Moreover, after a similar approach, Halim et al. (2021) examined stress and resilience patterns among junior high school teachers. The study examined teachers' coping strategies and identifying stresses (Halim et al., 2021). Therefore, understanding these coping methods is essential to create focused treatments and support networks to enhance teachers' well-being under challenging circumstances.

Online studies of school teachers' pandemic experiences were also explored by D'Mello (2021). Anxiety, despair, and PTSD were emphasized in the investigation. This shows how the pandemic affected teachers' mental health, which is frequently overlooked yet crucial to understanding teacher stress (D'Mello, 2021). Additionally, the empirical data on teacher stress and anxiety during the COVID-19 epidemic was reinforced by Pressley et al. (2021). The study used thorough research techniques to assess the amount of stress teachers

face. Therefore, this empirical technique offers a more comprehensive understanding of the phenomena by providing useful quantitative data to support the qualitative ideas obtained from previous studies.

Furthermore, Herman et al.'s (2021) investigation focused on school- and individual-level determinants of teachers' stress, well-being, and ability to cope throughout the epidemic. The study offered a comprehensive view of the elements influencing teacher well-being by considering individual and organizational issues (Herman et al., 2021). Thus, this research is essential for identifying individual and systemic intervention areas to reduce teacher stress. The emphasis was expanded by Williams et al. (2021) to include the stress that high school students faced throughout the epidemic. Although this study does not explicitly address teacher stress, it is significant since it educates on the larger educational environment. Given the interdependence of teacher and student well-being, addressing the issues high school teachers encounter requires a comprehensive strategy.

Gurrea (2021) investigated the real-world experiences of teachers during the COVID-19 epidemic using a narrative inquiry methodology. This qualitative investigation helps reveal the complicated nature and details of teacher stress. In addition to enhancing quantitative research, it gives a viewpoint that helps educators better understand the emotional and psychological aspects of stress (Gurrea, 2021). These research studies thoroughly clarify teachers stress during the COVID-19 epidemic. They draw attention to the various forces that high school teachers deal with, from workload and technology difficulties to psychological and mental stress. Therefore, it is evident that to improve the resistance of high school teachers in the face of persistent problems, specific interventions and support systems may be implemented thanks to the combination of quantitative and qualitative techniques, which enable comprehensive analysis.

Methodology

This study compiled previous research on the stress faced by high school teachers during the COVID-19 epidemic using the literature review technique. Compared to standard data-gathering approaches, the methodology involved the systematic examination and assessment of various academic publications, research papers, and empirical studies by scholars. The aim was to find similarities, make connections, and draw significant conclusions from various study findings. Through a thorough analysis of the current literature, this technique enabled a comprehensive understanding of the different stresses encountered by high school educators. The synthesized information provided the foundation for generating well-informed findings and adding to the larger conversation on the well-being of teachers under difficult circumstances. Crucially, using

a literature-based approach, it was possible to thoroughly examine the complicated situations of high school teachers without gathering fresh primary data. Therefore, relying on research from previous scholars increased the research's credibility and added to our understanding of how the pandemic affected teachers.

Discussions

Presented in a detailed study of the stresses encountered by high school teachers during the COVID-19 epidemic, the discussion part develops findings from an exhaustive literature review. By establishing relationships between several previous studies, this research improves an extensive understanding of the challenges faced by teachers. The combined results illustrate the varied nature of teacher stress, as shown in the previous study, by exposing common trends such as increased workload, technical difficulties, and emotional stresses. Moreover, coping methods found in the examined literature are considered when discussing possible treatments and support systems. Tactics to reduce teacher stress, including building a friendly school climate, offering focused professional development, and improving mental health services, stand out as essential. By examining these treatments carefully and providing helpful information for educators, administrators, and policymakers, this discussion builds on existing evidence to evaluate the interventions' relevance and effectiveness in the unique setting of high school education during the pandemic.

Additionally, the combination of results develops a better comprehension of the relationship between teacher stress and learners' welfare. Recognizing this dependency emphasizes the significance of extensive support networks in educational settings. This discussion uses the information gained from completed research to guide focused approaches that strengthen high school teachers' endurance. Thus, considering that the study has already been completed and is already a part of the larger body of knowledge on this topic, these conclusions are essential for creating a supportive and adaptable learning environment.

Conclusion

Finally, this study broadens our comprehension of the stress that high school teachers experienced during the COVID-19 epidemic by drawing on a thorough analysis of previous research. Through a combination of findings from the body of literature, the research adds significant knowledge to the debate about the well-being of teachers. Acknowledging the numerous problems that high school teachers deal with, such as increased workloads and psychological stress, emphasizes the necessity of focused treatments and support systems. The study additionally provides teachers, administrators, and policymakers with helpful advice by emphasizing the

relevance of coping methods found in earlier studies. On the other hand, using this collective knowledge is essential to building resilience and modifying learning settings after the epidemic. Therefore, results obtained from the research add to the body of knowledge by providing the foundation for wise decisions and supporting further initiatives to promote high school teachers' well-being through challenging circumstances.

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