



A Comparative Analysis Of Anxiety, Depression, And Stress Symptoms In Trained Vs. Untrained Educators In North Bangalore Private Schools: Factors Contributing To Workplace Stress.

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Abstract:

This study examined whether professional training impacts teachers' mental well-being by comparing stress, anxiety, and depression levels between trained ($n = 31$) and untrained teachers ($n = 58$) from 15 private schools in North Bangalore. Mental health was assessed using the DASS-42, and workplace-related stress was measured with the Workplace Stress Scale.

Results showed no significant differences ($p > 0.05$) in anxiety, depression, or stress between the two groups. Trained teachers had a mean workplace stress score of 18.82 ($SD = 3.02$), while untrained teachers reported 19.66 ($SD = 3.65$), with a t-test value of -1.16 ($p = 0.248$), indicating non-significant variation. Both groups experienced similar mental health challenges, suggesting that systemic stressors—such as administrative workload, large class sizes, and parent interactions—impact teachers more than training status.

The findings highlight the need for workplace interventions—such as better workload management, improved communication, and teacher recognition—to support well-being across all teachers. Future studies should explore these relationships further with larger, diverse samples and longitudinal approaches.

Keywords: *Professional training, teachers, mental health, stress, anxiety, depression, DASS-42, workplace stress, systemic stressors, interventions, well-being*

Introduction

Background and Context

Teachers play a vital role in students' academic, emotional, and social development, and their mental health directly affects classroom performance and student outcomes. Positive mental well-being enhances job performance and engagement, while mental health challenges can hinder teaching effectiveness and lead to burnout, affecting both school culture and teacher retention. Supporting teachers' well-being is essential for sustainable school improvement.

Teaching is inherently stressful, with educators balancing instructional duties, behavior management, administrative tasks, and stakeholder expectations. Prolonged exposure to these pressures often results in stress, anxiety, and emotional exhaustion, impacting teachers' ability to remain effective and engaged.

High-Pressure Environment in North Bangalore's Private Schools

Private schools in North Bangalore demand academic excellence and active co-curricular involvement, placing additional pressure on teachers. Educators must manage large class sizes, meet tight deadlines, handle paperwork, and communicate with parents while maintaining high performance. This environment amplifies stress as teachers are closely monitored, with their work linked to student outcomes and evaluations.

Coping with Stress: Trained vs. Untrained Teachers

Trained teachers, with formal preparation in pedagogy and classroom management, are typically better equipped to handle stress and adopt effective coping strategies. However, additional responsibilities, such as leadership roles and performance evaluations, may also increase their stress levels.

Untrained teachers, on the other hand, often lack the skills and support needed to manage classroom challenges, leaving them more susceptible to frustration, anxiety, and burnout. Without structured coping mechanisms, untrained teachers face greater risks of emotional exhaustion, which can adversely impact their well-being and career longevity.

Statement of the Research Problem

Teacher mental health directly influences educational quality, student outcomes, and school culture. However, the well-being of private school teachers in high-pressure settings like North Bangalore is under-researched. These schools impose high expectations for academic performance, discipline, and extracurricular involvement, leading to increased stress, anxiety, and depression.

This study addresses a gap in understanding mental health differences between trained and untrained teachers. Trained teachers may manage classroom demands more effectively but face added pressure from leadership and evaluations. Untrained teachers often struggle with essential teaching skills, increasing their risk for stress and burnout. Limited research explores how training impacts teacher mental health under similar stressors like class size and administrative demands.

Private schools frequently prioritize student well-being, neglecting teacher mental health, which is essential for retention and school success. This study quantitatively compares anxiety, depression, and stress in trained versus untrained teachers, identifying stressors to inform strategies supporting teacher well-being and retention.

Research Questions

1. How do **anxiety, depression, and stress levels differ** between trained and untrained teachers in private schools in North Bangalore, based on the DASS-42 questionnaire?
2. Which **workplace stressors** (e.g., administrative demands, class size, parent interactions) significantly contribute to anxiety, depression, and stress for both groups, according to the Workplace Stress Scale?
3. How does **workplace stress affect the mental health** of trained and untrained teachers, as measured by the DASS-42 and Workplace Stress Scale?

Significance and Scope of the Present Study

Significance

1. Teacher Well-being and Performance

- This study examines the effects of anxiety on teacher retention, job satisfaction, and classroom effectiveness, providing insights to support teacher well-being.

2. Impact on Students

- Reducing teacher anxiety is expected to improve classroom environments, fostering better student engagement and academic performance.

3. Professional Development

- By identifying challenges specific to trained and untrained teachers, the study aims to inform the development of tailored professional programs, including stress management and mentorship.

Scope

- **Focus:** Private schools in North Bangalore.
- **Assessment Tools:** DASS-42, DASS-21, and the Workplace Stress Scale will measure anxiety, depression, and stress.
- **Outcome:** The study will offer actionable insights for designing interventions to support teacher well-being and enhance student outcomes.

Review of literature

Anxiety Symptoms in Teachers

1. Mahan et al. (2010)

- Stressful work environments increase anxiety and depression among teachers.
- Supportive workplace environments can reduce psychological distress.

2. Zeidner (2014)

- Parental expectations and high-stakes testing are major stressors for teachers, impacting teachers' well-being and educational outcomes.
- Highlights the importance of managing teacher anxiety for better educational results.

3. Johnson and Williams (2015)

- Heavy workloads and time constraints drive teacher anxiety.
- Professional development and workload management are recommended for stress mitigation.

4. Kaur (2018)

- Mindfulness practices help teachers manage anxiety by improving emotional regulation.

5. Martínez-Monteagudo et al.

- Teachers with lower emotional intelligence experience higher anxiety and burnout.
- Emotional intelligence is linked to better stress management and job satisfaction.

6. Helms-Lorenz and Maulana (2016)

- Support programs for new teachers enhance self-efficacy and reduce stress.
- Job satisfaction and well-being play crucial roles in managing teacher anxiety.

Professional Skills of Trained and Untrained Teachers

1. Ansari et al. (2023)

- Trained teachers in Kabul excel in lesson planning, task orientation, and student engagement, showing the value of training.

2. Patel (2019)

- Professional training improves classroom management and instructional delivery, enhancing behavior management and academic outcomes.

3. Sharma (2020)

- Trained teachers use diverse strategies, leading to better student participation and outcomes.

4. **Raj and Mehta (2021)**
 - Mentorship programs improve confidence and reduce anxiety in untrained teachers, making mentorship an effective support mechanism.
5. **Gupta and Singh (2017)**
 - Continuous professional development reduces job-related stress and supports high teaching performance.
6. **Kumar and Reddy (2019)**
 - Trained teachers show better resilience and coping skills, making them more adaptable to challenges.

Anxiety in Education

1. **Zeidner (2014)**
 - Performance pressures, such as testing and parental expectations, increase teacher anxiety.
2. **Brown and Thomas (2020)**
 - Teacher anxiety impacts student motivation and classroom engagement, affecting academic outcomes.
3. **Green (2019)**
 - Performance-based accountability policies heighten teacher anxiety.
 - Suggests policy reforms to address mental health challenges within education
 - Most studies are descriptive; a quantitative comparison between trained and untrained teachers would offer deeper insights into their mental health challenges.

Need and Rationale of the Study

1. **Teacher Well-being**
 - Trained and untrained teachers face unique challenges:
 - **Untrained teachers** may struggle with lesson planning and classroom management.
 - **Trained teachers** may experience pressure from high expectations and performance evaluations.
 - Identifying these challenges is essential for developing targeted mental health interventions.
2. **Impact on Student Outcomes**
 - Teacher anxiety negatively impacts student academic performance and socio-emotional well-being.
 - Supporting teacher mental health will foster positive learning environments.
3. **Private Schools in Bangalore**
 - Teachers in private schools face stressors like administrative workloads, large class sizes, and frequent parent interactions.
 - Managing these stressors is crucial for improving teacher well-being and job satisfaction.

Research methodology

Research Topic

"A Comparative Analysis of Anxiety, Depression, and Stress Symptoms in Trained vs. Untrained Educators in North Bangalore Private Schools: Factors Contributing to Workplace Stress"
 This study investigates how professional training affects mental health outcomes—specifically anxiety, depression, and stress—in educators working in North Bangalore private schools. It aims to compare these indicators between trained and untrained teachers, examining key workplace stressors and evaluating the potential protective effects of formal training.

Aim of the Study

To compare anxiety, depression, and stress levels between trained and untrained teachers in private schools in North Bangalore, while exploring workplace stressors and the role of professional training in managing these challenges.

Objectives of the Study

1. Compare levels of depression, anxiety, and stress between trained and untrained teachers.
2. Identify key workplace stressors—such as administrative demands, class size, and parent interactions—using the Workplace Stress Scale.
3. Evaluate the role of professional training in helping teachers manage workplace stressors, based on the DASS-42 and Workplace Stress Scale.
4. Analyze the influence of workplace stress on mental health across trained and untrained teachers using data from both scales.

Hypotheses

1. Trained teachers in North Bangalore private schools experience lower levels of anxiety, depression, and stress than untrained teachers.
2. Workplace stressors such as administrative demands, large class sizes, and frequent parent interactions significantly impact anxiety, depression, and stress in both trained and untrained teachers.

Operational Definitions

- **Trained Teachers:** Teachers with formal professional education (e.g., B.Ed, D.Ed, NTT) preparing them for the teaching profession.
- **Untrained Teachers:** Teachers without formal pedagogical training, entering the profession without structured education.
- **Mental Health:** Overall well-being measured in terms of anxiety, depression, and stress, assessed using the DASS-42 scale.
- **Workplace Stress:** Job-related stress from factors like administrative duties, class sizes, and parent interactions, measured by the Workplace Stress Scale.

Variables

1. **Independent Variable:**
 - Training status (trained vs. untrained).
2. **Dependent Variables:**
 - Levels of depression, anxiety, and stress among teachers, measured by the DASS-42.
3. **Control Variables:**
 - **School type:** Only private schools are included for institutional consistency.
 - **Geographic area:** Limited to private schools in North Bangalore.
 - **Teaching experience:** Teachers with at least two years of experience are included to ensure sufficient job exposure.

Analysis, findings and conclusions

TABLE-1. T-Test between Trained Depression and Trained Anxiety Sample size= 31

| | Mean Values | Standard Deviation | t-test | p-value |
|--------------------|-------------|--------------------|--------|---------|
| Trained Depression | 8.58 | 7.43 | -0.63 | ~ 0.532 |
| Trained Anxiety | 9.77 | 7.49 | | |

TABLE-2. T-Test between Trained Depression and Trained Stress, Sample size=31

| | Mean Values | Standard Deviation | t-test | p-value |
|--------------------|-------------|--------------------|--------|---------|
| Trained Depression | 8.58 | 7.43 | -1.74 | ~ 0,089 |
| Trained Stress | 12 | 8.02 | | |

TABLE - 3. T-Test between Trained Anxiety and Trained Stress, Sample size= 31

| | Mean Values | Standard Deviation | t-test | p-value |
|-----------------|-------------|--------------------|--------|---------|
| Trained Anxiety | 9.77 | 7.49 | -1.14 | ~ 0.259 |
| Trained Stress | 12 | 8.02 | | |

TABLE-4 T-Test between Untrained Depression and Untrained Anxiety, Sample size = 58

| | Mean Values | Standard Deviation | t-test | p-value |
|----------------------|-------------|--------------------|--------|---------|
| Untrained Depression | 9.09 | 8.57 | -0.68 | ~ 0.496 |
| Untrained Anxiety | 10.14 | 8.02 | | |

TABLE-5 T-Test between Untrained Depression and Untrained Stress, Sample size = 58

| | Mean Values | Standard Deviation | t-test | p-value |
|----------------------|-------------|--------------------|--------|---------|
| Untrained Depression | 9.09 | 8.57 | -1.81 | ~ 0.072 |
| Untrained Stress | 12.03 | 8.94 | | |

TABLE-6 T-Test between Untrained Anxiety and Untrained Stress, Sample size = 58

| | Mean Values | Standard Deviation | t-test | p-value |
|-------------------|-------------|--------------------|--------|---------|
| Untrained Anxiety | 10.14 | 8.02 | -1.21 | ~ 0.229 |
| Untrained Stress | 12.03 | 8.94 | | |

TABLE-7 Workplace stress factors

| | Mean Values | Standard Deviation | Sample size | t-test | p-value |
|-----------|-------------|--------------------|-------------|--------|---------|
| Trained | 18.97 | 2.96 | 31 | -0.9 | ~ 0.369 |
| Untrained | 19.62 | 3.72 | 58 | | |

Presentation of the Analysis of Data:

The study compares anxiety, depression, and stress levels between trained and untrained teachers in private schools in North Bangalore. T-tests were conducted to assess significant differences in these mental health parameters and workplace stress factors.

T-Test Results

1. Trained Depression vs. Trained Anxiety

- **Depression:** Mean = 8.58, SD = 7.43
- **Anxiety:** Mean = 9.77, SD = 7.49

○ **t-value** = -0.63, **p-value** ≈ 0.532

Interpretation:

- The mean anxiety level (9.77) is higher than depression (8.58).
- The p-value (0.532) is greater than 0.05, indicating no statistically significant difference between anxiety and depression levels among trained teachers.

2. Trained Depression vs. Trained Stress

- **Depression:** Mean = 8.58, SD = 7.43
- **Stress:** Mean = 12.00, SD = 8.02

○ **t-value** = -1.74, **p-value** ≈ 0.089

Interpretation:

- Stress levels (12.00) are higher than depression (8.58).
- Although the p-value (0.089) is above 0.05, it is close, suggesting a potential trend that may require further exploration.

3. Trained Anxiety vs. Trained Stress

- **Anxiety:** Mean = 9.77, SD = 7.49
- **Stress:** Mean = 12.00, SD = 8.02

○ **t-value** = -1.14, **p-value** ≈ 0.259

Interpretation:

- Stress levels (12.00) are higher than anxiety (9.77).
- The p-value (0.259) is well above 0.05, indicating no significant difference between anxiety and stress.

4. Untrained Depression vs. Untrained Anxiety

- **Depression:** Mean = 9.09, SD = 8.57
- **Anxiety:** Mean = 10.14, SD = 8.02

○ **t-value** = -0.68, **p-value** ≈ 0.496

Interpretation:

- Anxiety levels (10.14) are higher than depression (9.09).
- The p-value (0.496) indicates no significant difference between anxiety and depression levels among untrained teachers.

5. Untrained Depression vs. Untrained Stress

- **Depression:** Mean = 9.09, SD = 8.57
- **Stress:** Mean = 12.03, SD = 8.94

○ **t-value** = -1.81, **p-value** ≈ 0.072

Interpretation:

- Stress levels (12.03) are higher than depression (9.09).
- Although the p-value (0.072) exceeds 0.05, it is close to the threshold, suggesting a possible trend worth further investigation.

6. Untrained Anxiety vs. Untrained Stress

- **Anxiety:** Mean = 10.14, SD = 8.02
- **Stress:** Mean = 12.03, SD = 8.94

○ **t-value** = -1.21, **p-value** ≈ 0.229

Interpretation:

- Stress levels (12.03) are higher than anxiety (10.14).
- The p-value (0.229) indicates no significant difference between anxiety and stress levels among untrained teachers.

7. Workplace Stress – Trained vs. Untrained Teachers

- **Trained Teachers:** Mean = 18.97, SD = 2.96, Sample Size = 31

- **Untrained Teachers:** Mean = 19.62, SD = 3.72, Sample Size = 58

○ **t-value** = -0.90, **p-value** ≈ 0.369

Interpretation:

- Untrained teachers show slightly higher workplace stress levels (19.62) compared to trained teachers (18.97).

- However, the p-value (0.369) suggests no statistically significant difference between the two groups.

Research

Design

This study employs a cross-sectional, quantitative research design to compare anxiety, depression, and stress levels between trained and untrained teachers. Data is collected at a single point in time, enabling a comparative analysis of these variables. Quantitative methods allow for statistical analysis, providing objective and measurable results.

Sampling Techniques

- **Sampling Method:** Convenience sampling was used, involving private schools in North Bangalore that agreed to participate, thus reflecting the practical teaching environment.
- **Sample Size:**
 - **Total Participants:** 89 teachers from 15 private schools.
 - **Trained Teachers:** 31
 - **Untrained Teachers:** 58

Tools of Assessment

1. Socio-Demographic Questionnaire:

- Captures participant information including age, gender, teaching experience, and training qualifications (e.g., B.Ed, D.Ed, NTT).

2. Depression, Anxiety, and Stress Scales (DASS-42):

- A standardized 42-item tool measuring levels of depression, anxiety, and stress over the past week, divided into three subscales.

| Interpreting Depression Anxiety and stress scale (DASS-42) for Trained teachers | | | |
|---|--------------------|-----------------|----------------|
| TABLE-8 | Trained Depression | Trained Anxiety | Trained Stress |
| Normal | 16 | 10 | 20 |
| Mild | 7 | 3 | 6 |
| Moderate | 6 | 11 | 4 |
| Severe | 2 | 5 | 0 |
| Extremely severe | 0 | 2 | 1 |
| Total teachers | 31 | 31 | 31 |

3. Workplace Stress Scale:

- Assesses stress related to administrative duties, class sizes, and parent interactions, capturing how often teachers encounter workplace stressors.

Procedure of Administration

1. Data Collection:

- Participants were invited through Google Forms to complete the socio-demographic questionnaire, DASS-42, and Workplace Stress Scale.
- All responses remained anonymous to ensure confidentiality and encourage honest reporting.

2. Scoring:

- The DASS-42 and Workplace Stress Scale were scored according to standardized guidelines to maintain consistency in data interpretation.
- Mean scores for anxiety, depression, and stress were calculated separately for trained and untrained teachers.

3. Statistical Analysis:

- Statistical measures such as standard deviation, t-tests, and p-values were applied to determine the significance of differences between the two groups.
- Results were interpreted in light of the research objectives and hypotheses to derive meaningful conclusions.

| Interpreting Depression Anxiety and stress scale (DASS-42) for Untrained teachers | | | |
|---|----------------------|-------------------|------------------|
| TABLE-9 | Untrained Depression | Untrained Anxiety | Untrained Stress |
| Normal | 33 | 29 | 40 |
| Mild | 12 | 2 | 3 |
| Moderate | 5 | 11 | 8 |
| Severe | 6 | 10 | 7 |
| Extremely severe | 2 | 6 | 0 |
| Total teachers | 58 | 58 | 58 |

| TABLE-10 Interpreting Workplace Stress Scale™ scores | Trained teachers | Untrained teachers |
|---|------------------|--------------------|
| Total score of 15 or lower (33% of us are in this category): Chilled out and relatively calm. Stress isn't much of an issue. | 1 | 6 |
| Total score 16 to 20 (35%): Fairly low. Coping should be a breeze, but you probably have a tough day now and then. Still, count your blessings | 24 | 32 |
| Total score 21-25 (21%): Moderate stress. Some things about your job are likely to be pretty stressful, but probably not much more than most people experience and are able to cope with. Concentrate on seeing what can be done to reduce items with the worst scores. | 5 | 18 |
| Total score 26-30 (9%): Severe. You may still be able to cope, but life at work can sometimes be miserable. Several of your scores are probably extreme. You could be in the wrong job, or even in the right job but at the wrong time, and might benefit from counseling. | 1 | 1 |
| Total score 31- 40 (2%): Stress level is potentially dangerous – the more so the higher your score. You should seek professional assistance, especially if you feel your health is affected, or you might need to consider a job change | 0 | 1 |
| | 31 | 58 |

Discussion on the Findings

The findings reveal that both trained and untrained teachers experience similar levels of anxiety, depression, and stress, with some variation in stress levels. The differences observed within groups, however, are not statistically significant at the 0.05 threshold. Below are the key insights from the study, aligned with the stress categories from the table.

Discussion of Findings: Trained Teachers

1. Depression, Anxiety, and Stress Levels (Table 8)

- Depression:**
 - Normal:** 52% (16/31) of trained teachers fall under the normal category.
 - Mild to Severe:** 7 teachers experience mild depression, 6 experience moderate, and 2 report severe depression. None fall in the extremely severe category, suggesting that depression is mostly manageable among trained teachers.
- Anxiety:**
 - Normal:** 32% (10/31) report normal anxiety levels.
 - Mild to Extremely Severe:** The majority (21/31) fall into the mild to extremely severe anxiety range, although only 2 teachers experience extremely severe anxiety, indicating that anxiety, while more common than depression, may remain within a manageable range for most.
- Stress:**
 - Normal:** 65% (20/31) report normal stress levels.
 - Higher Levels:** No trained teachers report severe stress, and only one teacher falls in the extremely severe range, suggesting that training may aid in stress management.

2. T-Test Results for Trained Teachers

- **Depression vs. Anxiety:**
 - Mean Depression = 8.58, Mean Anxiety = 9.77, with a **p-value of 0.532**.
 - Though mean anxiety is slightly higher, the difference is not statistically significant.
- **Depression vs. Stress:**
 - Mean Stress = 12.00 compared to Mean Depression = 8.58, with a **p-value of 0.089**.
 - The higher stress mean is close to the significance threshold, hinting at a trend that could be worth further exploration.
- **Anxiety vs. Stress:**
 - Mean Anxiety = 9.77, Mean Stress = 12.00, with a **p-value of 0.259**.
 - Stress levels are slightly higher than anxiety, but the difference remains statistically insignificant.

3. Workplace Stress Scale Results (Table 10: Trained Teachers)

- **Low Stress:** 77% (24/31) score between 16-20, indicating low stress.
- **Moderate Stress:** 5 teachers score in the moderate range (21-25).
- **Severe Stress:** 1 teacher reports severe stress (26-30), but none score above 30, indicating that dangerous stress levels are absent.

Interpretation:

- Most trained teachers experience low stress and manageable mental health outcomes, with training likely contributing to the low incidence of extreme stress.
- However, the presence of mild to moderate anxiety suggests that targeted interventions, especially focused on anxiety management, could further support trained teachers' well-being.

Discussion of Findings: Untrained Teachers

1. Depression, Anxiety, and Stress Levels (Table 9)

- **Depression:**
 - **57%** (33/58) of untrained teachers fall within the normal range.
 - However, more untrained teachers experience severe (6) and extremely severe (2) depression compared to trained teachers, indicating a greater prevalence and severity among this group.
- **Anxiety:**
 - **50%** (29/58) report normal anxiety levels, but **16** teachers fall into the severe or extremely severe range.
 - This highlights a tendency for untrained teachers to experience higher anxiety levels compared to their trained counterparts.
- **Stress:**
 - **69%** (40/58) report normal stress levels, suggesting that stress is generally well-managed for most untrained teachers.
 - However, **7** teachers experience severe stress, with **1** in the extremely severe category.

2. T-Test Results for Untrained Teachers

- **Depression vs. Anxiety:**
 - Mean Anxiety = **10.14**, Mean Depression = **9.09**.
 - The p-value of **0.496** indicates no significant difference between the two.
- **Depression vs. Stress:**
 - Mean Stress = **12.03**, Mean Depression = **9.09**.
 - The p-value of **0.072** indicates a near-significant trend, suggesting stress may warrant special attention among untrained teachers.
- **Anxiety vs. Stress:**
 - Mean Stress = **12.03**, Mean Anxiety = **10.14**.

- The p-value of **0.229** suggests that, while not statistically significant, stress is more pronounced than anxiety.

3. Workplace Stress Scale Results (Table 10: Untrained Teachers)

- **55%** (32/58) score between **16-20**, indicating low stress.
- **31%** (18 teachers) fall into the moderate stress range (21-25), compared to only **5** trained teachers.
- **1 teacher** is in the dangerous stress category (31-40), suggesting the need for urgent support for some untrained teachers.

Interpretation

- While most untrained teachers exhibit low to moderate stress, a higher proportion experiences moderate to severe stress compared to trained teachers.
- The presence of one teacher in the highest-risk category raises concerns about the negative impacts of a lack of training and support systems.

Conclusions Based on Findings

1. **No Significant Differences in Mental Health Symptoms:**
 - No statistically significant differences were found in depression, anxiety, or stress levels between trained and untrained teachers, indicating that professional training alone does not guarantee improved mental health outcomes.
2. **Stress as a Common Challenge:**
 - Both trained and untrained teachers experience higher stress levels than depression or anxiety, highlighting the need for preventive strategies and well-being programs.
3. **Impact of Workplace Factors:**
 - Common workplace stressors, such as workload and administrative demands, impact both groups, suggesting that institutional factors significantly contribute to teacher stress.
4. **Increased Vulnerability of Untrained Teachers:**
 - Untrained teachers displayed a higher tendency toward moderate to severe anxiety and depression, underscoring the need for targeted interventions and support programs.
5. **Need for Broader Workplace Interventions:**
 - Comparable stress levels across both groups indicate Hypothesis 2 is unsupported. Schools need to implement workplace-level interventions, such as stress management programs and better administrative support.

Recommendations

1. **Policy-Level Interventions:**
 - Develop policies prioritizing workload management and mental health support for teachers.
2. **Stress Management Programs:**
 - Offer regular workshops on mindfulness and work-life balance.
3. **Regular Mental Health Assessments:**
 - Conduct periodic assessments to detect early signs of mental health issues.
4. **Teacher Collaboration Networks:**
 - Establish peer support groups to facilitate shared problem-solving and stress reduction.
5. **Tailored Interventions:**
 - Develop customized programs addressing the distinct needs of trained and untrained teachers.

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