

The Impact of Stress on Teaching: Understanding its Effects and Implications

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Abstract: -Teachers, especially health professionals, today are given more responsibilities in the classroom as well as in their clinical experience with their students in healthcare institutions. In the face of these increasing stressors, educators and administrators must remain aware of coping behaviour in instructional and clinical settings, and constantly observe actions, reactions, and behaviours. performance of not only their own but also those of their subordinates. Stress can have a negative impact on teaching quality. When teachers are stressed, they can have difficulty maintaining enthusiasm, creativity, and effective communication in the classroom. This can negatively affect student engagement and learning outcomes.

Key words: - stress, personal stress, professional stress, effects of stress

Introduction

Teaching, a cornerstone of society, is confronted with the omnipresent challenge of stress, which permeates the educational sphere with profound implications. Educators, tasked with shaping young minds, often contend with stressors stemming from academic pressures, classroom management complexities, and administrative burdens. This stress not only exacts a toll on teachers' emotional well-being, leading to burnout and diminished job satisfaction, but also ripples through the educational system, affecting student learning outcomes and institutional dynamics. Recognizing the systemic nature of this issue is crucial, as it underscores the need for proactive measures to support teacher resilience and foster a nurturing educational environment conducive to both educator and student flourishing.

Stress Definition Stress is defined as “exertion, stress, anxiety, extreme exhaustion, known as burnout (Fimian, 1982; Forbes, Random House Thesaurus (Stein & Flexner, 1984). Stress is described as a condition of anxiety or mental strain generated by a difficult circumstance. Stress is a natural human response that prompts us to cope with life's challenges. and threats. Everyone experiences stress to some degree. But how to respond to stress has a significant effect on our

overall health. Stress affects both mind and body. A little stress is good and helps us cope with everyday life. Too much stress can lead to physical and mental health problems. As a result, secondary and postsecondary educators should be aware of some of the psychological and professional variables that contribute to stress.

Personal-related stress Personal stressors, even though intense, must be managed in every teacher's life. It can range from as basic as wearing uncomfortable shoes to more major stressors such as a divorce or an accident (Block, 1977). Teachers' perceptions of communication, whether socially or professionally, are strongly linked to check books or, like death, to feelings of frustration (Wangberg, 1982). When personal stress is paired with other forms of stress, the underlying health condition of the teacher may be stress-related (Block, 1977).

Occupational Stressors Occupational stressors in secondary school teachers tend to be divided into four basic sources: (a) working conditions, (b) job responsibilities, (c) student and teacher circumstances and (d) student discipline. These themes are explored in the sections that follow.

Professional responsibility. In addition to low wages, career advancement opportunities are limited at the high school level. When there is a possible link between professional preparation, the length of the workday or workweek, and the complexity of the services offered and the persons served, a difficult scenario emerges. In most school systems. Decent work recognition form: Individual teachers are frequently responsible for their own sense of accomplishment or pride in their profession (Kaiser, 1982; Penny, 1982). Teachers, even those who benefit from the preparation phase, have little chance of recovering from daily activities (Alschuler, 1980). Furthermore, incentives are often lacking, and developing a sense of accomplishment or pride in one's job is frequently the responsibility of the particular instructor (Kaiser, 1982; Penny, 1982). Little capacity is provided for teachers, even those who benefit from the preparatory phase, to recover from their daily activities (Alschuler, 1980).

Student-teacher situation. Another source of stress is the student's need for the teacher's time. There are two types of stress associated with students: student-teacher relationships and disciplinary issues. The student-teacher interaction is a critical component of the educational process, particularly at the secondary level. One of the biggest reasons of teacher stress is the realisation that each student's particular requirements cannot be satisfied. Declining student connections, along with frequent changes in curriculum and teaching techniques, contribute to the stress of already depressed instructors (Styles, 1977).

Student self-control Student discipline is another cause of anxiety for instructors. Every instructor encounters 30 to 60 interruptions every day in each classroom. Interactions with students, ranging from asking irrelevant questions to other students to throwing things and abusing others, contribute to emotions of powerlessness. These activities account for half of the instructional time spent resolving behavioural issues. (1980, Alschuler). Poor student attitudes, students' lack of desire, and insufficient administrative assistance are frequently listed as contributory contributors to teacher stress (Penny, 1982). Feitler and Tokar (1982) discovered that a small group of students who often misbehave created higher levels of stress than general behavioural difficulties.

Stress among college professors Although college professors suffer stresses similar to those experienced by high school teachers, these individuals experience a sort of stress unique to academic professions. The next parts go over work-related stress and unrealistic expectations.

Related to work. University-level departments are feeling time pressure as they strive to prepare courses, conduct research, write manuscripts and plan, organize, conduct, and evaluate seminars and workshops. and conferences before and on the job. As a result, there is extraordinarily little time for family, leading to increased stress levels (McMillen, 1987). The stressful character of academic professions is connected with greater competition, decreased mobility, limited resources, and the increase of part-time roles. As promotion and appointment standards become stricter, departmental travel and funding costs often drop. This results in fewer vacation days and research funds. Level I instructors have even fewer opportunities to change occupations than Level I teachers. This is owing to an increase in the number of part-time employments being created at the price of tenured ones being eliminated. Teachers as a result feel imprisoned in their jobs (McMillen, 1987).

High hopes Furthermore, the extraordinarily high expectations of people and the university system for university teachers contribute to increased stress levels. Teachers are perfectionists and trained to think critically. As a result, the tone in academia tends to turn negative. The level of personal expectations increases dramatically as competitiveness among coworkers get exceedingly fierce and self-assessment becomes more intense just before deciding on appointment and promotion. However, the tension does not just stop at licensing. Occupations add to the pressure to maintain a family, which is especially difficult for women (McMillan, 1987).

Stressful period, hard-earned reputation. Such tension is often supported by the burden of literature indicating that there are There are three distinct stress levels or phases. Each step becomes more tough to handle. These three stages are called burnout. These steps Alarm step. As a first step, be aware of the existence of stressors. alarm phase, (b) resistance phase and are explained in the following sections.

Resistance Stage The second stage, the resistance phase, involves enduring stress until reaching an exhausted condition. Coping methods are used at this level of stress. Teachers who are under stress generally employ one of the following coping strategies (a) run away from the situation or (b) endure the situation until the episode of stress progresses. If the first strategy is used, the victim can postpone things indefinitely, avoid the problem, or simply ignore the solution to the problem. Or, if this last strategy, or passive coping, is implemented, the victim may identify the problem but do nothing for a variety of reasons. The risk with this approach is that the symptoms of stress are addressed while the fundamental cause of the stress is disregarded. This can lead to more severe methods, such as substance misuse (Fimian, 1982).

Phase of exhaustion the burnout stage is the ultimate and most severe stage. This is also known as the burnout or breakdown stage. The individual's physical and psychological reserves are depleted. Severe problems include ulcers, migraines, and varied degrees of depression are common (Fimian, 1982).

Stress symptoms Teachers' stress symptoms are as diverse as people's. Because stress phases are linked to stress symptoms, most stress emerges in one of three ways: attitude, physical health, and performance. Feelings of general discontent with your job are a common, subtle indicator of stress. You are expected to demonstrate technical skills related to caring for others. Health educators and administrators should always be aware that teachers engage in activities that can cause stress. Below are the questions considered this year.

1. Are you sensitive to the increasing number of resolute teachers leaving the profession each year due to education-related responsibilities?
2. Large class size, confusion, low wages, increased paperwork, lack of supplies, violence?
1. 3Are instructors merely missing the essential rewards they once envisioned for their careers?
3. Is there a fundamental, flaw with the educational environment that is causing a demoralization that could potentially lead to coercion?

Although stress is not always part of life. Responses in response to numerous stresses contribute to the effects of stress on an individual. Too much stress in education leads to negative forces and is a crucial factor related to the small amount of stress that causes boredom. However, excessive stress can cause severe physical and mental disorders (Wangberg, 1982).

Effects of stress on teaching the effects of stress on teaching can be significant, affecting both teachers and students. Teaching is a profession that requires an elevated level of emotional, mental, and physical commitment. When teachers experience stress, it can affect many distinct aspects of their professional and personal lives. Here are some of the effects of stress on teaching:

Teacher health: Elevated levels of stress can lead to teacher burnout, characterized by emotional burnout, decreased sense of accomplishment, and loss of personality. Burnout can have a significant impact on a teacher's overall health and job satisfaction.

Instructional Performance: Stress can reduce a teacher's ability to effectively manage the classroom, plan engaging lessons, and provide meaningful feedback to students. Reduced instructional performance can lead to reduced student engagement and learning outcomes.

Quality of Teaching: Stressed teachers may have difficulty maintaining enthusiasm and creativity in their teaching methods. This can affect students' ability to inspire and motivate, affecting the quality of instruction.

Relationships with Students: Stress can interfere with a teacher's ability to build positive relationships with students. Stressed teachers may lack the patience and emotional capacity to communicate with students on a personal level, which can lead to misunderstandings or conflicts.

Communication: Effective communication is vital in education, but stress can interfere with a teacher's ability to communicate clearly with students, parents, and colleagues. Poor or lack of communication can create additional challenges.

Emotion regulation: Teaching requires effective emotional management, but stress can make it difficult for teachers to regulate emotions. This can lead to emotional outbursts or feelings of detachment from students and their needs.

Work-life balance: Stress can upset a teacher's work-life balance, as lesson planning, grading requirements, and extracurricular responsibilities can affect time individual. An imbalance can contribute to chronic stress and burnout.

Physical health: Chronic stress can have a negative impact on physical health, leading to problems like headaches, fatigue, digestive problems, and compromised immune function. Physical health problems can worsen stress levels.

Job satisfaction: When stress levels are consistently high, job satisfaction can drop. Stressed teachers may question their career choices and become less engaged in work.

Professional Development: Continuous professional development is essential for teachers to keep up with teaching trends and effective teaching methods. Stress can interfere with a teacher's ability to seize those opportunities.

Innovation: Stress can hinder teachers' creativity and willingness to experiment with new teaching methods. Innovation in the classroom can suffer when teachers are overwhelmed.

Retention of teachers: High stress levels contribute to teacher layoffs. Educators with chronic stress and burnout are more likely to leave the profession, leading to instability in schools and reduced student continuity.

Conclusion

When teachers are stressed and unable to provide optimal guidance and support, it can affect student learning outcomes. Students may struggle academically and emotionally if taught by educators who are struggling. Minimize the negative effects of stress on teaching, it is important for educators and educational institutions to prioritize teacher well-being. This can be achieved through strategies such as providing career development opportunities, fostering a supportive school culture, providing resources for stress management, and recognizing the early signs of burnout. to provide the necessary support.

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