

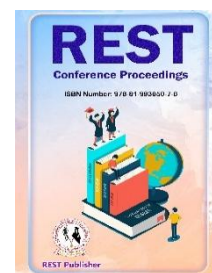


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# A Study on Stress Management of Government Primary School Teachers in Rural Yavatmal Region

Janhavi D. Ingalls, N. J. Gupta, M.D.Jadhav

SIPNA C.O.E.T., Amravati, Maharashtra, India.

**Abstract:** Teaching in rural India, particularly in government primary schools, is a noble yet demanding profession. This study investigates the multifaceted stressors affecting primary school teachers in rural Yavatmal, Maharashtra. Through a mixed-methods approach involving surveys, interviews, and field observations, the research identifies key professional, systemic, and personal challenges contributing to stress. These include excessive workloads, inadequate infrastructure, low salary satisfaction, administrative burdens, and societal expectations. Quantitative analysis using correlation and hypothesis testing reveals moderate stress levels with weak statistical correlation between stress and job satisfaction. However, qualitative insights suggest stress impacts teacher morale, physical and emotional well-being, and educational outcomes. Coping mechanisms such as meditation, socializing, hobbies, and informal peer support are prevalent, though a notable portion of teachers lacks structured strategies. The absence of institutional stress management initiatives further exacerbates the issue. Based on the findings, this study proposes policy reforms and grassroots-level interventions, including improved infrastructure, timely salary disbursement, reduced non-teaching duties, professional counselling access, and regular stress management training. This research underscores the critical need for comprehensive stress mitigation strategies to enhance teacher well-being and educational quality in rural regions.

**Keywords:** Stresses, Rrural Education, Primary Schools, Stress Management, Educational Policy, Work-Life Balance

## 1. INTRODUCTION

This chapter lays the foundation for the research by discussing the unique professional realities of rural government school teachers. It details how factors such as infrastructural deficits, excessive administrative duties, societal expectations, and personal financial insecurity combine to create chronic stress. Yavatmal, with its agricultural economy and remote geography, typifies these challenges. Teachers here not only educate but also fulfil multiple roles as community leaders and administrative assistants for government schemes. Stress, thus, becomes a systemic issue rooted in both their environment and responsibilities. This chapter emphasizes why stress management is essential—not just for teacher well-being but for the holistic improvement of rural education systems.

## 2. REVIEW OF LITERATURE

The literature review draws from Indian and international research on teacher stress. It highlights how stress in teaching is shaped by workload, infrastructural inadequacies, lack of recognition, and cultural expectations. Indian studies reveal that rural teachers often juggle non-teaching duties that leave little time for classroom innovation. Peer-reviewed work by Kumara, Gupta, Mehta, and others suggest that while teachers rely heavily on social support and spirituality, institutional support remains minimal. This chapter justifies the current study's focus on rural Yavatmal, where existing government programs have had limited success in reducing teacher stress.

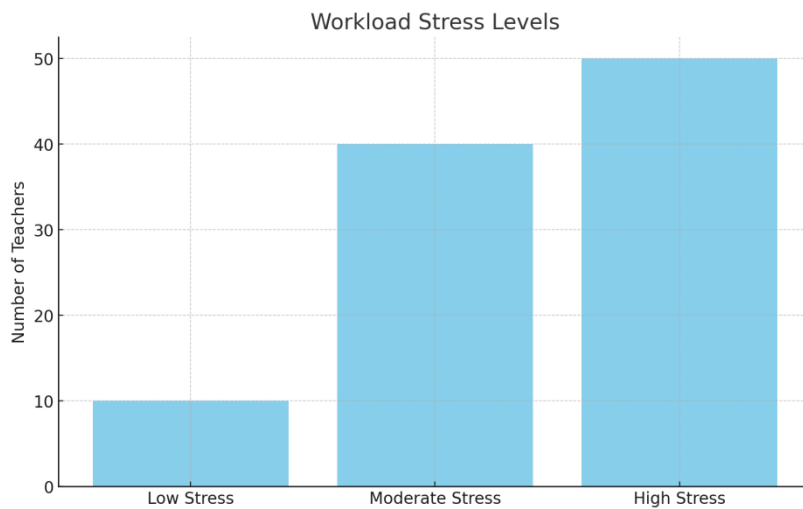
## 3. RESEARCH METHODOLOGY

The methodology adopted in this research is designed to comprehensively examine the causes, effects, and coping mechanisms associated with stress among government primary school teachers in rural areas of Yavatmal district, Maharashtra. This study follows a descriptive research design with a mixed-methods approach, incorporating both quantitative and qualitative data to capture the multidimensional nature of teacher stress. The

target population comprises government primary school teachers working in rural schools across Yavatmal. To ensure representation across different demographic profiles— such as age, gender, and years of experience stratified random sampling was employed. A sample size of 100 teachers was selected to ensure statistical reliability. Teachers were chosen from various schools to account for diversity in school infrastructure, community involvement, and administrative practices. Three primary methods were used: Structured Questionnaire, Semi-Structured Interviews, and Observation. On-site visits to selected schools provided contextual understanding of teachers’ working environments, class sizes, infrastructure quality, and resource availability.

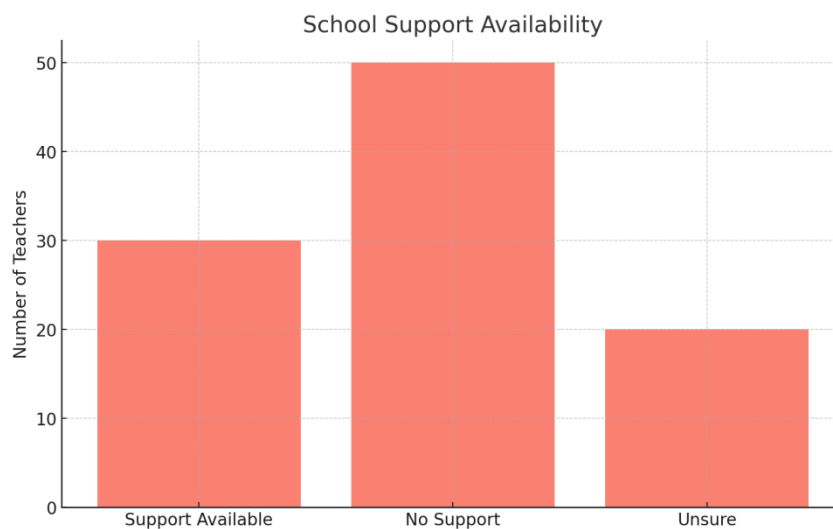
#### 4. DATA ANALYSIS AND INTERPRETATION

This chapter presents both visual and statistical representations of the findings. Below are selected tables and graphs:



**FIGURE 1.**Work load Stress

Figure 1 the data reveals that most teachers experience moderate to high stress due to workload. This indicates that the volume or intensity of work in rural government schools may be beyond comfortable capacity for many educators. This consistent stress may adversely affect their performance, satisfaction, and well-being.



**FIGURE3** School support Availability

Figure 2 only 30% of teachers acknowledge the availability of stress management support in schools, while 50% state it is absent, and 20% are unsure. This highlights a significant gap in institutional support systems and the necessity for educational authorities to develop and implement formal stress-relief measures.



**FIGURE3** Need for Stress Management Training

Figure 3 A majority of teachers (**60%**) believe that stress management training is necessary, which indicates strong demand for skill development in handling stress. Meanwhile, 20% are unsure, and 20% believe it's unnecessary, possibly due to lack of awareness or differing experiences. This insight emphasizes the need for targeted training programs and workshops in rural schools.

**Hypothesis test result**

**H<sub>0</sub>:** No correlation between workload and job satisfaction  
**r = 0.136, p = 0.176** → Not statistically significant

**Interpretation**

Stress is systemic, not a function of experience. Many teachers lack access to formal stress management. Even with weak correlation, the qualitative burden is high.

**Findings**

- Average reported stress level: 3.3/5
- 24% of teachers lack coping mechanisms
- High stress from workload and administrative demands
- Weak statistical link between stress and job satisfaction, but real-world impacts are significant

**5. CONCLUSION**

Stress among rural primary teachers is both prevalent and persistent. Structural issues like poor infrastructure and financial insecurity need systemic change. The present study on stress management among government primary school teachers in the rural Yavatmal region revealed that teachers commonly face moderate to high levels of stress due to factors such as workload, lack of resources, administrative pressure, and balancing professional and personal responsibilities. The rural setting further adds to the challenges due to limited infrastructural and emotional support. However, it was observed that many teachers have adopted various coping mechanisms such as time management, peer support, physical exercise, and informal counseling to manage their stress. The study concludes that while stress is an inevitable part of the teaching profession, especially in rural government schools, effective stress management strategies and institutional support can significantly enhance teacher well-being and job performance. It is recommended that regular stress management workshops, improved working conditions, adequate staffing, and psychological support systems be provided to empower teachers and enhance their effectiveness in the classroom.

## Recommendations

- Recruit more teachers to balance student-teacher ratios
- Provide mental health support and stress management training
- Implement flexible working hours and family-friendly policies
- Ensure timely salary payments and financial incentives for rural teachers
- Encourage peer networks and wellness programs in schools

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